



Year 1 Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Key texts- The Kings Pants The Corgi and the Queen George and the Dragon</p> <p>Composition This term, students will create- Oral and written retell Comic strip Dairy Fact File (Non-chronological report) They will use these skills- Orally compose simple sentences. Begin to write simple sentences. Use phonics to spell words.</p> <p>Grammar, Vocabulary and Punctuation:</p>	<p>Key Texts- Frog and the Toad All Year Meet the Weather Room on the Broom</p> <p>Composition This term, students will create- Oral and written retell Explanation text Poetry They will use these skills- Use and to join ideas. Write two or more sentences. Use adjectives to add detail. Re-read to check.</p> <p>Grammar, Vocabulary and Punctuation: This term, students will-</p>	<p>Key Texts- Around the World The Three Little Pigs</p> <p>Composition This term, students will create- Oral and written retell Presentation (Non-chronological report) Persuasive Advert They will use these skills- Write short story. Understand beginning, middle and end. Begin to write for a range of purposes.</p> <p>Grammar, Vocabulary and Punctuation: This term, students will- Use past and present verbs.</p>	<p>Key Texts- The Day the Crayons Quit Dinosaurs Day Out</p> <p>Composition This term, students will create- Oral and written retell Persuasive speech/mini- debate Letter Instructions They will use these skills- Write longer narratives. Begin to experiment but and so. Add more detail.</p> <p>Grammar, Vocabulary and Punctuation: This term, students will- Add s and es to make nouns plural.</p>	<p>Key Texts- Going Places The Enormous Turnip</p> <p>Composition This term, students will create- Oral and written retell Comic strip Post Card Poetry They will use these skills- Write for audiences. Maintain a purpose. Include capital letters, full stops, question marks and exclamation marks.</p> <p>Grammar, Vocabulary and Punctuation: This term, students will- Apply exclamation marks.</p>	<p>Key Texts- Cops and Robbers Supertato</p> <p>Composition This term, students will create- Oral and written retell Missing Poster Wanted Poster Crime Report Newspaper They will use these skills- Develop a clearer structure. Use a range of sentence types. Begin editing.</p> <p>Grammar, Vocabulary and Punctuation: Join clauses with and. Apply the suffixes ed/ er.</p> <p>Phonics:</p>



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	<p>This term, students will- Apply capital letters and full stops. Identify verbs. Apply ing suffixes. Use sentence building blocks.</p> <p>Phonics: Weekly spellings based on the Jolly Phonics phases and Jolly Grammar.</p> <p>Handwriting: This terms focus- The Ladder Family (l, i, u, t, y and j) Ongoing skills students will learn- Form lower-case letters of the correct size relative to one another. Write capital letters and digits of the correct size, orientation and relationship to one</p>	<p>Apply capital letters and full stops. Use the personal pronoun I in capitals. Apply the prefix un. Singular nouns. Add s and es to make nouns plural. Join clauses with and.</p> <p>Phonics: Weekly spellings based on the Jolly Phonics phases and Jolly Grammar.</p> <p>Handwriting This terms focus- The One-Armed Robot Family (k, b, p and r) Ongoing skills students will learn- Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one</p>	<p>Apply the suffixes ed/ er. Capital letters for days of the week.</p> <p>Phonics: Weekly spellings based on the Jolly Phonics phases and Jolly Grammar.</p> <p>Handwriting: This terms focus- The Curly Caterpillar Family (c, a, d, e, s and g) Ongoing skills students will learn- Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one</p>	<p>Identifying compound words. Applying question marks.</p> <p>Phonics: Weekly spellings based on the Jolly Phonics phases and Jolly Grammar.</p> <p>Handwriting: This terms focus- The Curly Caterpillar Family (c, a, d, e, s and g) Ongoing skills students will learn- Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one</p>	<p>Punctuate sentences. Use capital letters for people and places. Write question sentences.</p> <p>Phonics: Weekly spellings based on the Jolly Phonics phases and Jolly Grammar.</p> <p>Handwriting: This terms focus- The Curly Caterpillar Family (f, q and o) Ongoing skills students will learn- Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and</p>	<p>Weekly spellings based on the Jolly Phonics phases and Jolly Grammar.</p> <p>Handwriting: This terms focus- The Zigzag Monster Family (z, v, w and x) Ongoing skills students will learn- Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one</p>
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	another and to lower case letters. Use spacing between words that reflects the size of the letters.	horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.	another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.	another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.	understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.	another and to lower case letters. Use spacing between words that reflects the size of the letters.
Maths	Place Value Count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays without counting;	Number Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according	Place Value Say the number one more or less and two more or less using a number line or a 100 grid; locate 2-digit numbers on a 100 grid and a 1-100 bead string; read, write and say 2-digit numbers and	Fractions Recognise odd and even numbers; count objects in 5s and 10s and begin to say 5 lots and 10 lots; find half, quarter and three quarters of shapes; begin to know that two halves and four quarters are a whole	Place Value Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; explore patterns on the 100-square; understand place value in 2-digit numbers and identify 10s and 1s	Place Value Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between two numbers; identify 10s and 1s in 2-digit



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	<p>identify a number 1 more (next number in count)</p> <p>Addition and Subtraction</p> <p>Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences</p> <p>Multiplication and Division</p> <p>Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less</p> <p>2D Shapes Ordinal</p> <p>Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties,</p>	<p>to size; understand 0 as the empty set</p> <p>Addition and Subtraction</p> <p>Revise bonds to 5, 6 and 10; find pairs which make 7; use addition facts for 5, 6 and 10 to solve subtractions; use number facts for 5, 6 and 10 to solve word problems</p> <p>Position and Direction length</p> <p>Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units</p> <p>4 Operations</p> <p>Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by counting</p>	<p>understand them as some tens and some ones</p> <p>Number Facts</p> <p>Revise pairs to 5, 6, 7, 10 and doubles to double 6; derive subtraction facts; understand a symbol being used for an unknown; use number facts to solve simple addition and subtraction word problems; find pairs of numbers with a total of 8</p> <p>addition and subtraction</p> <p>Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers; add a 1-digit number to a 2-digit number</p> <p>3D Shapes</p>	<p>and that two quarters is a half</p> <p>Multiplication and Division</p> <p>Find and begin to know doubles to double 10; revise pairs to 5, 6, 7, 8, 9 and 10 and derive related subtraction facts; use knowledge of pairs of 10 to make pairs to 20; use number facts to solve word problems</p> <p>Time</p> <p>Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (o'clock and half past) on analogue and digital clocks; measure</p>	<p>Addition and Subtraction Measures</p> <p>Use number facts to add and subtract 1-digit numbers to/from 2-digit numbers; add pairs of 1-digit numbers with totals above 10; sort out additions into those you 'just know' and those you need to work out</p> <p>Statistics and Data</p> <p>Mental Addition and subtraction</p> <p>Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers</p> <p>subtractions involving 1- and 2-digit numbers.</p> <p>Statistics</p> <p>Compare weights and capacities using</p>	<p>numbers and solve place-value additions</p> <p>Multiplication and Division</p> <p>Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10</p> <p>Measures</p> <p>Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks; revise months of the year; read, interpret and create a pictogram; begin to recognise and read block graphs; measure lengths using non-standard, uniform units; recognise and</p>
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	<p>using Venn diagrams and Carroll diagrams</p> <p>Numbers</p> <p>Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set</p>	<p>back; begin to add three small numbers by spotting bonds to 10 or doubles (1-6)</p> <p>Number and measurement</p> <p>Compare and order numbers to 20; recognise coins and know values (up to £2); begin to make amounts in pence; understand teen numbers are 10 and some 1s</p>	<p>Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; order and name the days of the week and months of the year; recognise and name the seasons</p> <p>Time</p> <p>Count on and back in tens from any number; begin to count in 5s and 2s recognising multiples of 5 end in 5 and 0; chn begin to count in 2s; estimate a number of objects within a range and count by grouping into 10s or 5s</p>	<p>using uniform units (cubes and rulers)</p> <p>Data</p> <p>Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s; subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing 10s) and from multiples of 10</p> <p>Place Value</p> <p>Locate 2-digit numbers on a 100-square; begin to recognise 2-digit numbers as some 10s and 1s; make 2-digit numbers using 10p and smaller coins; find 1 more or</p>	<p>direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity</p> <p>Multiplication, division and fractions</p> <p>Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; recognise halves and quarters of shapes and begin to know $2/2=1$, $4/4=1$ and $2/4=1/2$; recognise, name and know value of coins 1p-£2 and £5 and £10 notes; solve repeated addition problems using coins; make</p>	<p>name simple 2D shapes and continue repeating patterns</p> <p>Addition and subtraction</p> <p>Use number facts to add and subtract 1-digit numbers to and from 2-digit numbers; find change from 10p and from 20p</p> <p>Multiplication and division</p> <p>Place Value</p> <p>Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; identify 10s and 1s in 2-digit numbers; say or write 1 more and 1 less and 10 more and 10 less than any number to 100; explore patterns in 10s, 5s and 2s on a 9x9 grid; count in tens from any given number</p>
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				1 less than any number to 100; find 10 more than any number to 90; find 10 less than any number to 100	equivalent amounts using coins	
Geography/History	Kings & Queens Why do we need Kings and Queens? A step back in time to explore Kings and Queens of the past and current day. Students will- Have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order. Recall some key facts about the different monarchs studied in this unit and make comparisons	Wonderful Weather Why do we have different weather? Name different weather types and climates and make comparisons between different places studied. Students will- Make recordings about the weather with some support. Know how weather can affect people's lives. Use world maps and globes to identify a range of countries, the Equator and the North and South Poles.	Global Citizenship How am I a global citizen? Take a trip around the world to learn about other cultures. Students will- Describe how family life in different countries can be the same as and different from their own. Think about what children might do in homes around the world Describe what it is like to go to school in different countries and identify similarities to and	Our School My School Site and developing map skills. Students will- use different maps and understand the key features of maps; Use compass directions (NESW), locational and directional language; Make comparisons between features of different places; Compare distances; Use map symbols in a key Plan a route giving reasons for choice Use fieldwork skills appropriately	Travel and Transport How has transport changed over time? Investigating planes, trains, cars, bicycles and buses. Where did it all begin? Students will- Talk and write about the differences between old and new transport. Have an understanding of the chronology of the different points in history when various types of transport have been used and invented.	Outdoor Learning- Our Local Area What can you find beyond the school gates? Students will- Use maps to gather information about the local area. Locate places/landmarks on a map. Use aerial photographs to recognise basic human and physical features. Use simple fieldwork skills to study the geography of the local area.

Addresses: 14 Lobachevskogo street, Moscow, Russia, 119415

Phone: +7(495)668-70-50

Email: information@englishedmoscow.com

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	between the lives of Elizabeth I and Queen Victoria. Talk about how we know about the lives of some significant people in history, and use historical facts to support their opinion about them.	Explain weather dangers and how people can protect themselves. Make comparisons between different types of weather.	differences from theirs. Think about how the environment affects people's daily life	Make observations about the school using description; Explain the order an address is written.	Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.	Plan a route giving reasons for choice. Express views about the environment and begin to suggest improvements with reasoning.
Science	Animals Including Humans: Our body This term, students will focus on Humans. Throughout the unit, students will- Name the body parts. Describe a daily routine. Answer- What happens if you do not exercise regularly? What foods are good to have once a week. Identify hazard signs that mean something is dangerous.	Seasonal Changes This term, students will- Describe the changes seen between seasons; describe the ways that animals survive the winter and explain the differences between the four seasons, giving examples of things from each season. Working Scientifically: Asking simple questions and recognising that they	Everyday materials This term, students will- Distinguish the difference between an object and the material it is made from. Use observations, ideas and experiments to ask and answer simple questions. Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment,	Animals including Humans: Animals This term, students will- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the observable features of animals from a range of groups. Working Scientifically: Asking simple questions and recognising that they can be answered in different ways,	Plants This term, students will- Describe some of the features of seeds and plants. Identify and name a variety of common wild and garden plants. What does deciduous and evergreen mean? Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment,	Scientists and Inventors This term, students will-? Explore popular everyday objects. Answering questions like- Who invented Lego? Discovering the inventors and why they were created. Working Scientifically: Asking simple questions and recognising that they can be answered in different ways,

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	<p>Explain what germs are and why people need to keep clean. What are the different senses/ How do they help us?</p> <p>Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.</p>	<p>can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.</p>	<p>performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.</p>	<p>observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.</p>	<p>performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.</p>	<p>observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.</p>
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ICT	Online Safety To work safely using technology online students will- Understand online safety, including watching videos, sharing photos and playing games.	Using and Applying When using computers, students will- Identify and label the main parts of a PC device. Explore and understand the functions of a computer mouse. Explore and understand the main keys on a computer or laptop keyboard.	Programming Toys Whilst exploring programming tools, students will- Create instructions using pictures. Explain why it is important to be precise when writing an algorithm. Write instructions to program a person like a computer. Program a Bee-Bot (or similar programmable toy) to move. Debug a Bee-Bot (or similar programmable toy). Program a sequence to make a Bee-Bot (or similar programmable toy) move.	Programming Scratch During sessions on Scratch Jr, students will- Understand that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Create and debug simple programs. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Digital Painting Working with Paint, students will- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Word Processing On Word, students will- Understand how to launch an application and adjust the window. Save, find and open a file in a folder.
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