



Year 1 Yearly Overview

History year 1

Skills

- **Develop an awareness of the past, using common words and phrases relating to the passing of time**
- **Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.**
- **Use a wide vocabulary of everyday historical terms.**
- **Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events**
- **Understand some of the ways in which we find out about the past and identify different ways in which it is represented.**

Content

- **changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**
- **the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Queen Victoria – Queen Elizabeth II]**
- **significant historical events, people and places in their own locality. [Robert Raikes]**

Music

Music express – scheme

Unit 1 – Exploring sounds	Unit 7 – Exploring Sounds
Unit 2 – Beat	Unit 8 - Beat
Unit 3 – Pitch	Unit 9 – Exploring Sounds
Unit 4 – Exploring Sounds	Unit 10 – Beat
Unit 5 - Beat	Unit 11 - Performance
Unit 6 - Pitch	Unit 12- Pitch

***Each unit is 3 lessons long**

English

Fiction

A story with a familiar setting – Percy The Park Keeper

Fantasy stories – Max, Peter Pan, Snail and The Whale

Traditional tales – The Three Little Pigs, Jack and the Beanstalk

Non fiction

Labels, lists and captions

Reports

Instructions

Poetry

Design Technology

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- **explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. (e.g. moving pictures)**

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Geography

Locational knowledge

- **name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (Through Celebrating Saints Days)**

Place knowledge

- **understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.**

Human and physical geography

- **identify seasonal and daily weather patterns in the United Kingdom.**
- use basic geographical vocabulary to refer to:
 - key physical features, including: **beach, cliff, coast**, forest, hill, mountain, **sea**, ocean, river, **soil**, valley, vegetation, **season and weather**
 - key human features, including: **city, town, village**, factory, farm, **house**, office, **port, harbour and shop**.

Geographical skills and fieldwork

- **use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage**
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], **to describe the location of features and routes on a map Geography.**
- **use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key**
- **use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**

Art and design

Exploring and developing ideas.

- Respond to ideas and starting points (stories, rhymes, objects, the natural world, artist's work).
- Explore ideas and collect visual information
- Explore different methods and materials as ideas develop.

Using the work of artist

- Use specific artists as a starting point for some work.
- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

Evaluate and developing work

- I can describe what I think about my own and others' work.
- I can suggest ways of improving my own work and the work of others.

Collage

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

Painting: **Media – Powder/poster paints**

- Use thick and thin brushes.
- Mix primary colours to make secondary.

Sculpture: **Media – paper mache / junk modelling or objects found in nature.**

- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.

Drawing: **Media – coloured pencils, crayon, chalk, oil pastels**

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.

Textiles:

- Use weaving to create a pattern.
- Join materials using glue and/or a stitch.
- Use plaiting.
- Use dip dye techniques.

Science

To work scientifically (LO in bold must be covered and clearly taught)

- **Ask simple questions.**
- **Observe closely, using simple equipment.**
- Perform simple tests.
- Identify and classify.
- **Use observations and ideas to suggest answers to questions.**
- Gather and record data to help in answering questions.

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Physical education

Lancaster scheme of work.

NC -master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. -participate in team games, developing simple tactics for attacking and defending.

-They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Games:

- Underarm throw
- Rolling a ball
- Catching / Striking
- Overarm throwing / striking
- Overarm throwing / striking
- Athletics

Gymnastics:

- Progressions 1-3
- Progressions 4-6
- Progressions 7-10

NC - perform dances using simple movement patterns.

Dance

- Use the objectives and progression of skills in scheme but use your own topic as a stimulus for the dance. (3 units following Progressions 1-6 from LSOW for year 1)

Computing

Rising starts units for year 1- change order of units where appropriate to fit in with topics.

Unit 1.1 – using programmable toys.

Unit SU – basic typing and word processing skills.

Unit 1.3 – illustrating an eBook

Unit 1.4 – finding images using the web.

Unit 1.5 – producing a talking book.

Unit 1.6 – creating a card digitally.

*SU is a School developed unit to meet the needs of our pupils so that they are digitally literate at a suitable level for future workplace and as active participants in a digital world.

Pink Curriculum

Health and Wellbeing > Healthy Lifestyles

Eat well
Our feelings
Harold's wash and brush up
Catch it! Bin it! Kill it!
I can eat a rainbow ✖
Healthy me ✖
Super sleep ✖

Health and Wellbeing > Keeping Safe

Harold loses Geoffrey
Who can help? (1)
Harold's school rules

What could Harold do? ✖

Health and Wellbeing > Growing and Changing

Harold learns to ride his bike
Then and now

Inside my wonderful body! ✖
Keeping privates private

Relationships > Healthy Relationships

Surprises and secrets
Good or bad touches?
Unkind, tease or bully?
Who can help? (2)
How are you listening?
Pass on the praise!

Relationships > Feelings and Emotions

Thinking about feelings
Harold has a bad day
Who are our special people?
Feelings and bodies

Relationships > Valuing Difference

It's not fair!
Good friends ✖
Same or Different?

Living in the Wider World > Rules, Rights and Responsibilities

Why we have classroom rules
Taking care of something
Our special people balloons

Living in the Wider World > Caring for the Environment

Around and about the school

Living in the Wider World > Money

Harold's money
How should we look after our money?

RE

Follow Gloucestershire agreed syllabus.

Unit – 1.10 What does it mean to belong to a faith community?

Unit - 1.1 What do Christians believe God is like? (GOD)

Unit -1.7 Who is Jewish and how do they live?

Unit -1.2 Who do Christians say made the world?

(CREATION)

Unit -1.9 How should we care for others and the world and why does it matter? (C, J, NR)