



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)