

Year 1 Overview 2023-2024

	Science	Hist / Geog	Art / D.T	Music	P.E	Computing	R.E	RSHE	WOW / hook
Autumn 1	<p>Me, Me, Me</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Geography – Woodley Walk.</p> <p>1. 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.</p>	<p>Art - Colour mixing and Paul Klee – shape art</p> <p>1. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>2. To use painting to develop and share their ideas, experiences and imagination</p>	<p>Hey You</p>	<p>Fundamental movement</p> <p>Dance</p>	<p>Improving mouse skills</p> <p>1. Use technology purposefully to create and organise digital content</p>	<p>Special Places</p>	<p>Being Me in My World</p>	<p>Crazy Hair Day</p> <p>Woodley Walk</p>
Autumn 2	<p>Perfect Pets</p> <p>1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>3. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>History – Grandparents</p> <p>1. Identify changes over time</p> <p>Geography – UK</p> <p>1. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>2. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>DT – Fantastic Flags</p> <p>1. Design, make and evaluate purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>2. Select from and use a wide range of tools, equipment and materials.</p>	<p>Rhythm In The Way We Walk</p>	<p>Gymnastics</p> <p>Team Games</p>	<p>Algorithms</p> <p>1. Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</p>	<p>Journeys</p>	<p>Celebrating Differences</p>	<p>Visit a care home</p>
Spring 1	<p>Materials</p> <p>1. Distinguish between an object and the material from which it is made</p> <p>2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>History - Kings and Queens</p> <p>1. Identify changes in living memory (Queen Elizabeth and King Charles)</p> <p>2. Learn about the lives of significant individuals</p>	<p>Art – Sketching skills</p> <p>1. To use drawing to develop and share their ideas, experiences and imagination</p> <p>2. To develop a wide range of art and design techniques in using pattern, line, shape and space</p>	<p>In the Groove</p>	<p>Dance</p> <p>Ball skills</p>	<p>Rocket to the moon</p> <p>1. Use logical reasoning to predict the behaviour of simple programs</p>	<p>People Jesus Met</p>	<p>Dreams and Goals</p>	<p>Royal Banquet</p> <p>Royal Dance</p>
Spring 2	<p>Materials</p> <p>1. Describe the simple physical properties of a variety of everyday materials</p> <p>2. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>History – Titanic</p> <p>1. Learn about events beyond living memory that are significant nationally.</p> <p>2. Learn about significant historical events link to their own locality.</p>	<p>DT – Stable structures</p> <p>1. Design, make and evaluate purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>2. Select from and use a wide range of tools, equipment and materials.</p> <p>3. Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Round and Round</p>	<p>Dance</p> <p>Athletics</p>	<p>Programming a BeeBot</p> <p>1. Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</p> <p>2. Begin to create and debug simple programs</p>	<p>Sad and Happy</p>	<p>Helathy Me</p>	<p>SeaCity Museum</p>
Summer 1	<p>Plants</p> <p>1. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>2. Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Geography</p> <p>1. Recap - locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>2. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles – where and when do fruit and vegetable grow?</p>	<p>Art – Clay</p> <p>1. To use sculpture to develop and share their ideas, experiences and imagination</p> <p>3. To develop a wide range of art and design techniques in using pattern, texture, line, shape, and form</p> <p>DT – Make a Healthy Picnic</p> <p>1. Design and make an appealing picnic for your grandparents (afternoon event)</p> <p>2. Learn how to use a knife safely – cutting skill</p>	<p>Your Imagination</p>	<p>Multi skills</p>	<p>Digital Imagery</p> <p>1. use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Precious</p>	<p>Relationships</p>	<p>Picnic with Grandparents</p> <p>Chicks to hatch</p>
Summer 2	<p>Amazing Animals</p> <p>1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>3. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Geography - Australia</p> <p>1. Name and locate the world's seven continents and five oceans continents and oceans</p> <p>2. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>3. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Art - Nic McLean Doodle Aboriginal art</p> <p>1. To use a range of materials creatively to design and make products</p> <p>2. To use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>4. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Reflect, Rewind & Replay</p>	<p>Dance</p> <p>Football</p>	<p>Introduction to data</p> <p>1. use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>2. Recognise common uses of information technology beyond school</p>	<p>Belonging</p>	<p>Changing me</p>	<p>Jonathans Jungle to visit school</p>