

**YEARLY OVERVIEW**

**YEAR 1**

	TOPIC	VISIT	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	COMPUTING	PE	RSE
Autumn 1	My family and other animals	Gibside	<p><b>ANIMALS</b> 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</p> <p>-Ask simple questions when prompted. -Make relevant observations. -Recognise findings. -Gather and record data.</p>	<p><b>GEOG WHAT IS MY PLACE LIKE?</b> 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>- Create plans and raw simple features in their familiar environment -Use basic observational skills -Carry out a small survey of the local area/school -Draw simple features - Use a camera in the field to help to record what is seen - Use a simple picture map to move around the school - Draw basic maps, including appropriate symbols and pictures to represent places or features - Use photographs and maps to identify features</p> <p>(Key vocab – city, town, village, factory, farm, house, office, port, harbour, shop, beach, sea)</p> <p>Ongoing throughout the year: <b>Identify seasonal and daily weather patterns in the United Kingdom</b></p>	<p><b>ART: COLLAGE AND DRAWING&amp;PAINTING</b> AUTUMN COLLAGES AND STUDY OF VAN GOGH Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>-Collect natural materials to create a temporary collage (an autumn tree/the school -- building using sticks/rocks/leaves etc) -Develop an understanding of 2D and 3D in terms of artwork -Begin to control lines to create simple drawings -Recognise warm and cold colours -Recognise and name primary and secondary colours -Make marks using paint with a variety of tools -Hold a large paint brush correctly</p>	<p><b>STAYING SAFE ONLINE</b> Use technology safely and respectfully (in line with E-safety policies within school). Know that they should ask a responsible adult if they want to use a device and ask for help if anything worries them</p> <p>Using publisher/video/laptops across the year (Use of word processing, digital video, digital imagery and handling information software Able to log on to a computer, navigate the screen with a mouse, use the space bar</p>	<p><b>GAMES</b> 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 <b>Participate in team games, developing simple tactics for attacking and defending</b> Play co-operatively and competitively with a partner/team of 3 Keep to rules so that they and others enjoy an activity Move confidently in a space Jump with control in a variety of ways Slide to the left and right to dodge Send and receive a ball with some accuracy (throwing, kicking, rolling, bouncing) Hit an airborne ball with one hand Get into ready position to catch a ball Throw overarm Throw underarm <b>On-going throughout the year:</b> Describe how the body feels when still and when exercising. Describe how the body feels before, during and after exercise. Carry and place equipment safely.</p>				
Autumn 2	Up, up and away		<p><b>ANIMALS</b> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>-Ask simple questions when prompted. -Suggest ways of answering a question. -Make relevant observations. -Recognise findings. -Gather and record data.</p>	<p><b>HISTORY FIRST AEROPLANE FLIGHT</b> Events beyond living memory – Event beyond living memory that are significant nationally or globally.</p> <p>-Develop and demonstrate an awareness of the past -Begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? -Choose and use parts of stories and other sources to show understanding of events -Communicate understanding of the past in a variety of ways -Recognise why some events happened - Begin to recognise why people did things</p>	<p><b>MUSIC – CHRISTMAS NATIVITY</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Sing simple folk tunes in unison, both with and without accompaniment or backing tracks. Keep a steady pulse in a group and be able to pick out two different tempos in music Repeat back short, basic rhythms and perform rhythmic ostinatos. Sing back short melodies that use 2 pitched notes. Replicate basic rhythms heard.</p>	<p><b>EFFECTIVE SEARCHING</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <b>Recognise common uses of ICT beyond school.</b></p> <p>With support from an adult be able to find information on the internet</p>	<p><b>DANCE(Seasons – Focus)</b> <b>Perform dances using simple movement patterns.</b></p> <p>Spontaneously respond to variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Express feelings through movement Copy and repeat dance actions Describe simple dance actions using the appropriate vocabulary</p>	LET THE CHILDREN COME GOD LOVES YOU			
Spring 1	Our wonderful world		<p><b>HUMANS</b> 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>-Make relevant observations. -Conduct simple tests, with support. -With prompting, suggest how findings could be recorded. -Recognise findings. -Gather and record data.</p>	<p><b>GEOG WHAT CAN I FIND?</b> use simple fieldwork and observational skills to study the geography and the key human and physical features of the surrounding environment. use basic geographical vocabulary to refer to:</p> <p>- 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 - Use a simple picture map to move around the school - Use relative vocabulary such as bigger, smaller, like, dislike - Use directional language such as near and far, up and down, left and right, forwards and backwards - Use photographs and maps to identify features</p>	<p><b>D.T: CONSTRUCTION</b> MODEL AEROPLANES Begin to use a range of materials creatively to design and make products, use drawing and painting to develop and share ideas State the purpose of the design and the intended user Generate own ideas for design</p> <p>-Understand how freestanding structures can be made stronger, stiffer and more stable -Select from a range of tools and equipment explaining their choices -Follow procedures for safety -Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples -State the purpose of the design and the intended user -Talk about their design ideas and what they are making</p>	<p><b>ALGORITHMS AS PROGRAMMES</b> Understanding what algorithms are (instructions) Create and debug simple programs</p> <p>Be able to change (debug) the programme to improve the route of the Bee bot so that it goes to the right place.</p>	<p><b>GAMES (Basketball – focus)</b> <b>Participate in team games, developing simple tactics for attacking and defending</b></p> <p>Play co-operatively and competitively with a partner/team of 3 Keep to rules so that they and others enjoy an activity Move confidently in a space Jump with control in a variety of ways Slide to the left and right to dodge Send and receive a ball with some accuracy (throwing, kicking, rolling, bouncing) Hit an airborne ball with one hand Get into ready position to catch a ball Throw overarm Throw underarm</p>	SPECIAL PEOPLE TREAT OTHERS WELL SAY SORRY			

Spring 2	Schools in the past	Beamish	<p><b>MATERIALS</b> Distinguish between an object and 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 a variety of everyday materials on basis of simple physical properties.</p> <p>-Make relevant observations. -Conduct simple tests, with support. -With prompting, suggest how findings could be recorded. -Recognise findings. -Gather and record data.</p>	<p><b>HISTORY HOW SCHOOLS AND TOYS HAVE CHANGED</b> Changes within living memory - Discuss change and continuity in an aspect of life - Develop, then use a wide vocabulary of historical terms, such as: a long time ago, recently, when my .... were younger -Communicate understanding of the past in a variety of ways</p>	<p><b>MUSIC "CHARANGA"</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Keep a steady pulse in a group and be able to pick out two different tempos in music Repeat back short, basic rhythms and perform rhythmic ostinatos. Sing back short melodies that use 2 pitched notes. Develop the concept of pattern work in music, using notation grids Improvise simple rhythms based on given stimuli. (Eg Rhythm grids). Sing simple folk tunes in unison, both with and without accompaniment or backing tracks. Identify musical features in a range of high quality live and recorded music. Replicate basic rhythms heard.</p>		<p><b>DANCE</b> (Aunty Maude – Toys and Dance) Perform dances using simple movement patterns.</p> <p>Spontaneously respond to variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Express feelings through movement Copy and repeat dance actions Describe simple dance actions using the appropriate vocabulary Can take part in simple dances with repeated movements</p>	<p>BEING SAFE GOOD SECRETS AND BAD SECRETS PHYSICAL CONTACT HARMFUL SUBSTANCES CAN YOU HELP ME?</p>
Summer 1	How does your garden grow?	Botanic Gardens	<p><b>PLANTS</b> 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.</p> <p>-Ask simple questions when prompted. -Suggest ways of answering a question. -Make relevant observations. -Recognise findings. -Use observations to suggest answers to questions.</p>	<p><b>GEOG WHAT IS OUR COUNTRY LIKE?</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Use world maps to identify the UK in its position in the world - Use maps to locate the four countries and capital cities of UK and its surrounding seas</p>	<p><b>D.T: MECHANISMS</b> MAKE A WEATHER-VANE/ RAIN CATCHER Design a purposeful, functional product based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components. Explore and evaluate a range of existing products. Explore and use mechanisms in their products.</p> <p>-Talk about their design ideas and what they are making -Suggest how their products could be improved -Investigate existing products- what products are, who they are for -Understand about the movement of simple mechanisms such as levers and sliders -To be completed at <b>Forest school</b> where possible: -Build structures, thinking about how to make them stronger -Select materials appropriate to task -Select tools and equipment appropriate to task</p>	<p><b>STAYING SAFE ONLINE</b> Use technology safely and respectfully (in line with E-safety policies within school)</p>	<p><b>GYMNASTICS</b> Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Begin to develop fundamental movement skills: balance, travel, roll and jump and explore the 5 basic shapes- straight/tucked/star/straddle/pike Travelling – to walk, sit, skip, sidestep and stand like a "gymnast" Can talk about how to move safely around the area and on apparatus</p> <p>Jumping- perform a straight jump Children should start showing correct landings and can talk about why we must land correctly</p> <p>Balancing- begin to balance 2 to 2 feet, 1 to 2 feet, 2 to 1 foot, 1 to other foot, 1 to same foot. Explore balancing on large body parts: back, front, side, bottom. Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.</p> <p>Rolling - Pencil roll, egg roll, dish roll.</p>	<p>THREE IN ONE WHO IS MY NEIGHBOUR?</p>
Summer 2	Rule Britannia!		<p><b>SEASONAL CHANGES</b> (Consolidation having observed all year) Observe and describe weather associated with seasons and how day length varies.</p> <p>-Ask simple questions when prompted. -Suggest ways of answering a question. -Make relevant observations. -Conduct simple tests, with support. -With prompting, suggest how findings could be recorded. -Recognise findings. -Gather and record data. -Use observations to suggest answers to questions.</p>	<p><b>HISTORY THE QUEEN AND HER CORONATION</b> Events beyond living memory that are significant nationally or globally -Begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? -Choose and use parts of stories and other sources to show understanding of events -Communicate understanding of the past in a variety of ways -Recognise why some events happened</p>	<p><b>ART: PRINTING</b> POP ART (LICHENSTEIN/WARHOL) Learn about the work of a range of artists and designers describing the differences and similarities between different practices and disciplines and making links to their own work. Develop a wide range of art and design techniques using colour and pattern -Describe the work of artwork of artists -Use thick felt tip pens/chalks/charcoal/wax crayon/pastels to work on their own designs -Sponge printing to form patterns and experiment with the amount of paint applied -Develop controlled printing</p>	<p><b>CODING</b> Use reasoning to predict the behaviour of simple programs (Beebots/apps)</p>	<p><b>ATHLETICS</b> 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.</p> <p>Experiment with running, jumping, hopping and stopping Change dynamics – walk slowly/quickly (speed) Experience practicing actions to improve Move with control and co-ordination Explore the 5 basic jumps with increasing control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Jump over low barriers Challenge themselves to jump further/higher</p>	<p><b>THE COMMUNITIES WE LIVE IN</b></p>

Cooking and Nutrition.

Understand where food comes from

Name and sort foods into the five groups of the 'eat well' plate

Know that everyone should eat at least five portions of fruit and vegetables every day

Know how to prepare simple dishes safely and hygienically, without using a heat source