








YEARLY OVERVIEW YEAR 1

Quality/characteristic	colour
Respect	
Ambition	
Inquisitiveness	
God's love	
Resilience	
Independence	
Service	

	TOPIC	VISIT	Careers link	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	COMPUTING	PE	RSE
Autumn 1	My family and other animals	Gibside	<p>Vet Veterinary nurses Animal shelter jobs</p>	<p>ANIMALS 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>GEOG WHAT IS MY PLACE LIKE? 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. - 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: Identify seasonal and daily weather patterns in the United Kingdom</p>		<p>ART: COLLAGE AND DRAWING&PAINTING 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. -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>Online Safety and Digital Literacy Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Know that the internet is accessed all over the world and know some devices are connected to the internet.</p> <p>Know that they should always ask a responsible adult if they want to use a device and ask for help if they see anything that worries them.</p> <p><i>(NCCF Y1 Unit – Computing Systems and networks – technology around us)</i></p> <p><i>Sharelle the Penguin for Y1</i></p>	<p>GAMES- Fundamental Movement</p> <p>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>Participate in team games, developing simple tactics for attacking and defending 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 On-going throughout the year: 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>		
		Up, up and away	<p>Zoologist Marine Biologist</p> <p>Airline pilot/Cabin crew</p> <p>RAF</p> <p>Aircraft engineers</p>	<p>ANIMALS 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>HISTORY FIRST AEROPLANE FLIGHT Events beyond living memory – Event beyond living memory that are significant nationally or globally. -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>MUSIC – CHRISTMAS NATIVITY 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>Information technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Be able to log onto a computer</p> <p>Be able to navigate around the screen with a mouse or touchpad</p> <p>Know how to type text using a space bar for separate words to create something meaningful</p> <p><i>(NCCF Y1 Unit – Creating Media – Digital Writing)</i></p>	<p>GAMES –Multi Skills Participate in team games, developing simple tactics for attacking and defending</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>	<p>LET THE CHILDREN COME GOD LOVES YOU Religious Understanding: Children can express that: • We are created individually by God • God wants us to talk to Him often and treat Him as our best friend • We can give thanks to God in different ways</p> <p>• We are part of God's family • Saying sorry is important and can mend friendships • Jesus cared for others and had expectations of them and how they should act • We should love other people in the same way God loves us</p>			

Spring 1	Our wonderful world		<p>Aircraft designers</p> <p>Doctors/nurses</p> <p>Climatologists</p> <p>Meteorologists</p>	<p>HUMANS 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><i>-Make relevant observations. -Conduct simple tests, with support. -With prompting, suggest how findings could be recorded. -Recognise findings. -Gather and record data.</i></p>	<p>GEOG WHAT CAN I FIND? 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: - 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</p> <p><i>- 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</i></p>	<p>D.T: CONSTRUCTION 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><i>-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</i></p>	<p>Computer Science 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>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p><i>Know which button on a device represents which action.</i></p> <p><i>Know how to program a robot to follow a simple sequence of instructions Make a simple sequence of instructions</i></p> <p><i>Be able to make simple predictions about an algorithm and a programme.</i></p> <p><i>Be able to change the program to improve the route.</i></p> <p><i>(Bee Bots) (NCFE Y1 Unit – Programmer A Moving a Robot)</i></p>	<p>GYMNASTICS Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><i>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</i></p> <p><i>Jumping- perform a straight jump Children should start showing correct landings and can talk about why we must land correctly</i></p> <p><i>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.</i></p> <p><i>Rolling - Pencil roll, egg roll, dish roll.</i></p>	<p>SPECIAL PEOPLE TREAT OTHERS WELL SAY SORRY</p> <p><i>Children can describe that: • We are part of God's family Saying sorry is important and can mend friendships Jesus cared for others and had expectations of them and how they should act We should love other people in the same way God loves us</i></p>
Spring 2	Schools in the past	Beamish	<p>Teacher</p> <p>Fashion designer</p> <p>Designer of everyday items</p>	<p>MATERIALS 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><i>-Make relevant observations. -Conduct simple tests, with support. -With prompting, suggest how findings could be recorded. -Recognise findings. -Gather and record data.</i></p>	<p>HISTORY HOW SCHOOLS AND TOYS HAVE CHANGED Changes within living memory</p> <p><i>- 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</i></p>	<p>MUSIC "CHARANGA" 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><i>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.</i></p>	<p>Online Safety and Digital Literacy</p> <p>Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><i>With support from an adult be able to find information on the internet</i></p>	<p>DANCE (Aunty Maude – Toys and Dance) Perform dances using simple movement patterns.</p> <p><i>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</i></p>	<p>BEING SAFE GOOD SECRETS AND BAD SECRETS PHYSICAL CONTACT HARMFUL SUBSTANCES CAN YOU HELP ME?</p> <p><i>Children can explain: Some safe and unsafe situations, including online The difference between 'good' and 'bad' secrets How to resist pressure when feeling unsafe That they are entitled to bodily privacy That there are different people we can trust for help That medicines are drugs, but not all drugs are good for us That alcohol and tobacco are harmful substances That our bodies are created by God, so we should take care of them and be careful about what we consume That they should call 999 in an emergency Some basic principles of First Aid</i></p>

Summer 1	How does your garden grow?	Botanic Gardens	Botanist Garden designer Gardener	<p>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.</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>GEOG WHAT IS OUR COUNTRY LIKE? 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>D.T: MECHANISMS 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 Forest school 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>Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Be able to independently find and use an app on a tablet e.g. Take and view a video or photograph</p> <p>Using the tools to take photographs View photographs and choose favourites Think about how they could be improved.</p>	<p>GYMNASTICS 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> <p>Religious Understanding Children can explain: That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others What a community is, and that God calls us to live in community with one another Jesus' teaching on who is my neighbour</p>
Summer 2	Rule Britannia!		<p>Meteorologist Artist</p> <p>Computer scientist/ programmer/ designer</p>	<p>SEASONAL CHANGES (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>HISTORY THE QUEEN AND HER CORONATION 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>ART: PRINTING 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</p> <p>-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>Computer Science</p> <p>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>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Know which button on a device represents which action.</p> <p>Know how to program a robot to follow a simple sequence of instructions Make a simple sequence of instructions</p> <p>Be able to make simple predictions about an algorithm and a programme.</p> <p>Be able to change the program to improve the route.</p> <p>(Purple Mash Unit 1.7 - Coding)</p>	<p>ATHLETICS 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>THE COMMUNITIES WE LIVE IN</p> <p>Living in the wider world That they belong to various communities That they should help at home with practical tasks That we have a duty of care for others and for the world we live in What harms and what improves the world in which we live in simple terms</p>