

## Year Group 1

	<b>Autumn 1</b> <b>All About Me</b>	<b>Autumn 2</b> <b>Moon Zoom!</b>	<b>Spring 1</b> <b>Home Sweet Home</b>	<b>Spring 2</b> <b>Adventurers and Explorers</b>	<b>Summer 1</b> <b>Pretty Plants</b>	<b>Summer 2</b> <b>Amazing Animals</b>
<b>Science</b>	<b>Animals including Humans</b> – Labelling human body. Discussing what we eat (Carnivores, herbivores omnivores).	<b>Seasonal Changes</b> – Observe and describe weather changes. Record length of day and temperatures. Changes across the seasons.	<b>Everyday materials</b> - Identify and name a range of everyday materials. Exploring properties of everyday materials. Compare materials.	<b>Everyday materials</b> - Identify and name a range of everyday materials. Exploring properties of everyday materials. Compare materials.	<b>Seasonal Changes</b> – Changes in seasons for growing. <b>Plants</b> – Looking at the structure of plants and trees. – Naming and identifying a range of plants and trees (comparing them across the world).	<b>Animals including Humans</b> - Looking at a variety of common animals (reptiles/amphibians). Structures of common animals. <b>Seasonal Changes</b> – Different climates
<b>History</b>	<b>Chronology</b> – Recognising distinctions between past and present. Ordering and sequencing familiar events. <b>Events, People and Changes</b> – Describe some changes within their living memory. <b>Communication</b> – Retelling special events.	<b>Events, People and Changes</b> - Significant historical events within and beyond their living memory. <b>Interpretation, Enquiry and Using Sources</b> – Use sources to answer questions about the past.	<b>Chronology</b> – Similarities and differences between ways of life at different times <b>Interpretation, Enquiry and Using Sources</b> – discussing the past and making observations.	<b>Chronology</b> – Identify similarities and differences between ways of life at different times. <b>Communication</b> – Retelling simple stories and events from the past and using historical terms.	<b>Events, People and Changes</b> - Retell some events from beyond their living memory which are significant nationally or globally. <b>Chronology</b> – Similarities and differences between ways of life at different times	<b>Interpretation, Enquiry and Using Sources</b> – Make observations about different people, events, beliefs and communities. <b>Chronology</b> – Similarities and differences between ways of life at different times
<b>Computing</b>	E-Safety, Being Safe online	Navigating websites and safe searching	E-Safety- using the internet safely and reporting concerns	Bee-Bots/ using simple algorithms	Programing  2Code (chimp level activities) Daisy Dino	Load data, text and pictures and objects.  (2write and story book on 2Simple)
<b>DT</b>	<b>Design</b> – Use pictures and words to design what they want to make. Explore ideas by rearranging materials. <b>Cooking and Nutrition</b> – To group familiar food products and cut and chop ingredients.	<b>Technical knowledge</b> – Know how to make structures stronger and stable.	<b>Make</b> – Select materials and tools and explain what they are making.	<b>Evaluate</b> – Explore existing products and investigate how they have been made. Talk about their design and identify good and bad points.	<b>Make</b> – Select materials and tools and explain what they are making.	<b>Cooking and Nutrition</b> – To understand the need for safety and good hygiene. Understand the need for a variety of foods. <b>Technical knowledge</b> – Adding wheels to a chasse

						and making things move on a 2d plane.
<b>Geography</b>	<b>Locational and Place Knowledge</b> – Name and locate places in locality <b>Human and Physical Geography</b> – Describe places and features of environment and express own views.	<b>Geographical Fieldwork</b> - Weather	<b>Geographical Skills – Interpret a range of sources or geographical information</b> – Read maps and know symbols.	<b>Geographical Skills – Communicate geographical information</b> – Read maps and use maps for everyday life.	<b>Geographical Skills – Fieldwork</b> Use simple fieldwork and observation skills in own local environment (school grounds)	<b>Geographical Skills – Enquiry and Investigation</b> –State similarities and differences around the world. <b>Locational and Place Knowledge</b> – Name and locate places across the World.
<b>Art</b>	<b>Produce Creative Work</b> – Explore and record ideas through paint and artefacts using a range of tools and media.	<b>Know about great artists, Craft Makers and Designers</b> - Discuss styles and opinions of different famous art work.	<b>Craft and Design Techniques</b> - Use a range of media to produce a range of effects.	<b>Produce Creative Work</b> – Explore and record ideas through paint and artefacts using a range of tools and media.	<b>Know about great artists, Craft Makers and Designers</b> - Discuss styles and opinions of different famous art work.	<b>Craft and Design Techniques</b> – Demonstrate control over tools to create a desired effect.
<b>Music</b>	<b>Listening and Reviewing</b> – Know how different sounds are made and listen to contrasting songs.	<b>Performing and Rehearsing-</b> Perform with others using voices to sing and perform with confidence.	<b>Understanding and Exploring</b> - Explore feelings through music and movement.	<b>Understanding and Exploring</b> - Explore and know that music has been composed through history.	<b>Create and Compose</b> - Use a range of instruments and experiment with music patterns.	<b>Inter-Related Dimensions</b> - <b>Identify</b> pitch and fast and slow speeds.
<b>RE</b>	Who is a Christian and what do they believe?		How and why do we celebrate special and sacred times?		What makes some places scared?	
<b>PHSE</b>	Health and Well Being		Relationships		Learning about the Wider World	Growing and changing
<b>PE</b>	<b>Gymnastics</b> <b>Developing Skills</b> – To be able to perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. <b>Examples of Skills</b> – Travelling skills – running, hopping and skipping. <b>Application of skills: Linking Actions/Sequences of Movement</b> - To be able to create and link simple combinations of two or three actions in ways that suit the physical activities.		<b>Dance</b> <b>Developing Skills</b> – To be able to perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. <b>Application of skills: Linking Actions/Sequences of Movement</b> – To be able to choose appropriate movements for different ideas and repeat short dance phrases.		<b>Games</b> <b>Developing Skills</b> – To be able to perform fundamental movement skills at a developing level in: travelling skills, sending skills and receiving skills. <b>Examples of Skills</b> –Sending skills – rolling, kicking, throwing and receiving skills – catching. <b>Application of Skills: Attacking/Defending</b> – Apply a simple tactic in a net game and engage in simple competitive and cooperative activities.	

