

Year 1

| | Autumn 1 Around the world in half a term | Autumn 2 Local History – Pots & Pits | Spring 1 It's a small World...or is it? | Spring 2 Great British History | Summer 1 This is Our Earth – link to Location in Spring Term | Summer 2 People from the past |
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| Visit | Local Walk | Wedgewood Museum | | Visitors to speak in school | | Potteries Museum and Art Gallery – spitfire exhibition |
| Science | Everyday Materials | Seasonal Changes | Animals Including humans | Plants | Seasonal Changes | Animals Including humans |
| Computing | Technology around us Recognising technology in school and using it responsibly | Digital painting Choosing appropriate tools in a program to create art and making comparisons with working non-digitally. | Grouping data Exploring object labels, then using them to sort and group objects by properties. | Moving a robot Writing short algorithms and programs for floor robots and predicting program outcomes. | Digital writing Using a computer to create and format text, before comparing to writing non-digitally | Programming animations Designing and programming the movement of a character on screen to tell stories |
| Geography | Location - The UK – where am I? Chesterton/Staffordshire/England | | Location - The UK The 4 countries of the UK, their Capital Cities and surrounding seas | | H&P - Weather The weather in the UK (take pictures all year) | |
| History | | Significant Events – people places in own locality - Josiah Wedgewood and Emma Bridgewater | | Changes within Living Memory – How have things changed since the 1960s? | | Significant Individuals/Events – Explorers (Christopher Columbus, Captain Cook, Sir Ranulph Fiennes, Captain Scott) |
| D&T | Mechanisms - Sliders and levers 1a – Moving Pictures (basic slider and one-point lever) | | Structures - Freestanding structures 1b – Playgrounds or 1d Homes (frames from straws and strengthen with triangles) | | Food - Preparing fruit and vegetables (Including cooking and nutrition requirements for KS1) 1c – Eat More Fruit and Veg (Fruit Salad/Kebabs) | |

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| Art | Drawing Develop a range of tone using a pencil with techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Ongoing: Describe and compare what I can see and give an opinion about the work of an artist. | | Painting Control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to mix a range of secondary colour and predict results Ongoing: Describe and compare what I can see and give an opinion about the work of an artist. | | Sculpture Manipulate malleable materials by rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Ongoing: Describe and compare what I can see and give an opinion about the work of an artist. | |
| PSHE | What helps us stay healthy? <ul style="list-style-type: none"> • Health and wellbeing • Being healthy • How to consider hygiene • Medicines • People who help us with health • | Who is special to us? <ul style="list-style-type: none"> • Relationships • Ourselves and others • People who care for us • Groups who we belong to • Families | Who helps keep us safe? <ul style="list-style-type: none"> • Health and wellbeing • Keeping safe • People who help us | What can we do with money? <ul style="list-style-type: none"> • Living in the wider world • Making choices • What is money? • Needs and wants | What is the same and different about us? <ul style="list-style-type: none"> • Relationships, • ourselves, and others • Similarities and differences • Individuality • Our bodies | How can we look after each other and the world? <ul style="list-style-type: none"> • Living in the wider world • Ourselves and others • The world around us • Caring for others • Growing and changing |
| RE | 1.6b: Caring - Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions | 1.4c: Belonging - Find out about ceremonies in which special moments in the life cycle are marked | 1.5b: Families - <u>Listen to and ask questions</u> about stories of individuals and their relationship with God | 1.2b: Celebrations - <u>Explore</u> the preparations for and <u>find out about</u> the celebration of festivals | 1.1a: Answers - Engage with stories and extracts from religious literature and talk about their meanings | 1.2a: Worship - Find out about how and when people worship and ask questions about why this is important to believers |
| PE | Gymnastics LEAP | Dance LEAP | Throwing and catching – basic ball handling skills LEAP | Attacking and Defending – Team Games LEAP | Athletics – Running & Jumping LEAP | Invasion Games – basic invasion game skills LEAP |
| Music | Ourselves – Exploring Sounds. Explore ways to use their voice expressively. Perform actions whilst singing. Number – Beat. Develop the sense of a steady beat using music body percussion and instruments. | Christmas Concert Performance - singing Children will use their voices to sing traditional and modern Christmas songs. | Animals – Pitch. Develop an understanding of pitch through movement, voice and instruments. Identify high and low pitches. Weather – Exploring Sounds. Use voices, movements and instruments to describe the weather. | Machines – Beat Explore the beat through movement, body percussion and instruments. Keep a rhythm and change in tempo. Seasons: Pitch Explore pitch through singing, tuned percussion and listening. | Our school – Exploring Sounds Exploring sounds found in our school environment. Produce and record sounds (use IT) Pattern: Beat Develop an understanding of metre (groups of steady beat) through counting, body percussion and readying scores. | Our bodies – Beat Combining rhythm patterns with a steady beat, using body percussion. Water – Pitch Use voices, movement and instruments to explore changes in pitch. Develop a performance with different vocal pitch and tuned precision. |
| French | How to answer the register in French, for example, Bonjour. | | | | | |