



Yearly Overview

Year 1

Achieve Believe Care

	Let's find out about...	Our Place in the World	All creatures great and small
Geog	What's it like where we Live? • identify the significant features (landmarks) of their local area and consider viewpoints in relation to this • compare journeys and landscapes and understand near/far, often/ rarely • learn about maps, map-making and symbols	Where in the World do these people live? • name and locate the world's seven continents • learn about the human and physical geography of a small area in several non-European countries • read images, maps, atlases and globes • ask and answer questions • use basic geographical vocabulary	Where do our favourite animals live? • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills
History	How did the first flight change the world? Why were the Rainhill Trials important? • develop an awareness of the past, using common words and phrases relating to the passing of time • know where the people and events they study fit within a chronological framework • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features • use a wide vocabulary of everyday historical terms • understand some of the ways in which we find out about the past • identify similarities and differences between ways of life in different periods	What was life like when our Grandparents were children? • develop an awareness of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing parts of sources to show that they know and understand key features • understand some of the ways in which we find out about the past • identify different ways in which it is represented.	How have holidays changed over time? • learn about changes within living memory • understand historical concepts such as continuity and change, similarity and difference • ask historically valid questions • identify similarities and differences between ways of life in different periods • ask and answer questions • understand some of the ways in which we find out about the past • identify different ways in which the past is represented • use a wide range of everyday historical terms • use parts of stories and other sources to show they know and understand key features of events • use sources to show they know and understand the past • suggest reasons why changes took place.
Computing	We are digital artists • how to select and set brushes and colours • to create artwork in a range of styles on iPads • to use the undo function if they make mistakes and to encourage experimentation • to use multiple layers in their art • to transform layers • to paint on top of photographs.	We are treasure hunters • that a programmable robot can be controlled by inputting a sequence of instructions • to develop and record sequences of instructions as an algorithm • to program a robot to follow their algorithm • to predict how their programs will work • to debug programs	We are rhythmic • record audio on a digital device • program sprites to playback recorded audio in ScratchJr • program ScratchJr to create repeating rhythms • explore different effects that can be applied to audio • create a repeating percussion pattern using a virtual drum machine • experiment with a range of virtual instruments.

	We are TV chefs ● break down a process into simple, clear steps (an algorithm) ● use different features of a video camera ● use a video camera to capture moving images ● record a video using ground rules for filming ● edit a video to include an audio commentary ● develop collaboration skills ● discuss their work and think about how it could be improved	We are publishers ● plan a small multimedia eBook ● choose and import images ● record audio commentary ● add and format titles and other text ● think carefully about protecting their privacy ● respect other people's copyright ● revise and improve their work.	We are detectives ● how data can be structured as records with fields for information ● how data can be organised into groups and subgroups ● how data can be structured as a tree ● how data can be organised into a table ● how data in a table can be filtered and searched.
Science	Who am I? -Identify, name, draw and label the basic parts of the human body. -Say which part of the body is associated with each sense. Celebrations -Say which part of the body is associated with each sense. Distinguish between an object and the 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. -Identify and describe the basic structure of a variety of common plants, including trees.	Monster Materials -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Plants and animals where we live. - 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. - Animals (including humans) -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. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	On Safari -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. -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. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Holiday -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 or omnivores. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). -Distinguish between an object and the 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 together a variety of everyday materials on the basis of their simple physical properties.
Art	Drawing: Make your mark Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings.	Sculpture and 3D: Paper play Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture.	Painting and mixed media: Colour Splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.
D.T.	Structures: Creating a pencil pot Exploring stability through balancing and weights before designing and creating their own stable pencil pot that is suited to someone of their age.	Textiles: Puppets Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairy-tale. Children work to develop their technical skills of cutting, gluing, stapling and pinning.	Food: Fruit and vegetables Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for.
R.E.	Who do Christians say made the world? Why does Christmas matter to Christians? What does "Jesus as light of world" mean for Christians?	Who is Jewish and how do they live? What do Christians believe God is like?	What does it mean to belong to a faith community? How should we care for others and the world and why does it matter?
P.S.H.E.	HEALTH EDUCATION - GENERAL WELLBEING -The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times' -How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. -How to judge whether what they are feeling and how they are behaving is appropriate. -Where and how to seek support ,including who in school they should speak to if they are worried about their own or someone else's wellbeing or	HEALTH PROTECTION AND PREVENTION -Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist -Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. PERSONAL SAFETY -Hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. -To learn about medicines, and the people who help someone to stay healthy. PHYSICAL HEALTH AND FITNESS -How and when to seek support including which adults to speak to in school if they are worried about their health	HEALTH EDUCATION – HEALTHY EATING -What constitutes a healthy diet -Understanding the importance of a healthy relationship with food. -The principles of planning and preparing healthy meals. -The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) HEALTH EDUCATION - -that medicines can help people to stay healthy or feel better if they are unwell -that some things that go into or onto bodies can be harmful and how we might know if

	ability to control their emotions (including issues arising online). RELATIONSHIPS EDUCATION – RESPECTFUL KIND RELATIONSHIPS -Children can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. -The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. -How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. - Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RELATIONSHIPS EDUCATION - CARING FRIENDSHIPS -How important friendships are in making us feel happy and secure, and how people choose and make friends. -That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. -That not every child will have the friends they would like at all times, that most people feel	RELATIONSHIPS EDUCATION (Recap previous work on families and friendships) HEALTH AND WELLBEING DEVELOPING BODIES -About growth and other ways the body can change, including the human lifecycle -The correct names of body parts -Pupils should understand that parts of the body are private and have skills to understand and express their own boundaries around these body parts.	something is harmful - to recognise risk in relation to medicines, cleaning fluids and other potentially harmful products that might be in the home; what to do and who to tell if they think they are at risk WELLBEING ONLINE -Pupils should be supported to discuss online relationships -How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. -That they have rights in relation to sharing personal data, privacy and consent. To be covered during World Wellbeing Week - -The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. GENERAL WELLBEING -That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
--	--	--	--

	lonely sometimes, and that there is no shame in feeling lonely or talking about it. -That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. -How to manage conflict, and that resorting to violence is never right. RELATIONSHIPS EDUCATION – FAMILIES & PEOPLE WHO CARE FOR ME -That families are important for children growing up safe and happy because they can provide love, security and stability. -The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. -That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.		
Outdoor P.E.	Multi Skills -explore static balancing and understand the concept of bases. -combine a number of co-ordination drills, using upper and lower body movements. -aim a variety of balls and equipment accurately. -time running to stop or intercept the path of a ball. -travel in different ways, showing clear transitions between movements. -travel in different directions (side to side, up and down) with control and fluency.	Mighty Movers-Running -explore running at a variety of speeds and in a variety of styles - understand the purpose of a circuit and how it can improve fitness. - explore running at different speeds Supplementary – Racket Skills <i>How to use rackets with control using different objects, bean bags, balloons, balls. Focus on how to balance objects by holding racket straight, how to strike objects and what part of the racket to</i>	Throwing and Catching - skills for striking and fielding games - to practise basic striking, sending and receiving - to use throwing and catching skills in a game. - to practise accuracy of throwing and consistent catching. - to strike with a racket or bat. - to play a game fairly and in a sporting manner. -to use fielding skills to play a game Supplementary - Sports Day Practice <i>Introduce Team races, children to work in teams of 5 to do simple races. Focus on learning when it is</i>

	-practise ABC (agility, balance and co-ordination) at circuit stations Supplementary – Multi Skills <i>Using the Black Country games Multi Skills program, children complete various skills, throwing, jumping, hopping, running, dodging, side stepping. Focus on techniques and understanding of the rules for all activities with no focus on time limits.</i> Boot Camp -understand how to prepare the body for exercise -understand what fitness means. -complete a range of circuit-based activities and understand the reason for doing them. - understand what happens to the heart rate during exercise. -complete a circuit Supplementary - Team Building/Games <i>Team games and activities encouraging good team work using basic skills and fundamental movement control. Children to complete multiple challenges and games by working together and understanding the importance of teamwork.</i>	<i>use. Set up challenges through cones, gates, circuits to encourage change of direction.</i> Brilliant Ball Skills - master basic sending and receiving techniques. -develop balance, agility and co-ordination. - make use of co-ordination, accuracy and weight transfer - develop receiving skills - use ball skills in game-based activities Supplementary – Ball Skills <i>How to use a range of different balls with control. How to throw, catch, role, dribble different sized balls. Breaking down each technique for the children to follow. Get in line with ball, keep eyes on ball, 1 hand to throw, 2 to catch, small touches with feet to keep close. Add obstacles to help control, stand in hoop to catch, target to throw at, gates to dribble through.</i>	<i>their turn and how to complete a race. (Sit down in team). Progress to learning all 7 sports day events including relay. Skills include, Running, Jumping, Dribbling, Skipping, Balancing.</i> Active Athletics - use varying speeds when running. - explore footwork patterns. - explore arm mobility. -explore different methods of throwing. - practise short distance running. - practise taking off from different positions - complete an obstacle course with control and agility. Supplementary - Invasion games <i>Create games using different equipment that is team on team, 2v2 and 3v3 to encourage more contact time with equipment used, ensure all games are creative and not sport specific games such as a football match.</i>
--	---	--	---

Indoor PE	Story Time Dance - change direction during travelling moves. -link travelling moves that change direction and level. - link moves together. -use a variety of moves. - explore basic body patterns and movements to music. - use a variety of moves that change speed and direction. - link together dance moves with gestures and changing direction in time to music. Skip to the Beat -develop foot patterns that aid skipping - develop skipping skills. - improve agility, balance and co-ordination.		Gymfit Circuits - identify techniques to improve balance. - practise a range of gymnastic skills through a series of circuits. - perform a range of gymnastic skills with increased accuracy. - perform a sequence of gymnastic moves within a circuit. - perform a sequence of moves at each station within a circuit with increased accuracy. - evaluate my performance of gymnastic moves within a circuit. Groovy Gymnastics - explore movement actions with control and link them together with flow. - explore gymnastic actions and shapes. - explore travelling on benches. - explore movement actions with control, and to link them together with flow. -choose and use simple compositional ideas by creating and performing sequences. -repeat and link combinations of gymnastic actions. -link combinations of movements and shapes with control		Cool Core -identify techniques to improve core strength and agility. Fitness Frenzy - complete a circuit that includes activities learned throughout the year. - explore running at different speeds. - improve agility, balance and co-ordination - evaluate performance of gymnastic moves within a circuit. - identify techniques to improve core strength and agility. - use techniques already learned to improve performance.	
Music	Start with Singing: finding my singing voice	Singing Together: how singing makes me feel	Compose and Create: exploring and performing rhythm patterns	Music and Movement: feeling the pulse and changing the tempo	Compose and Create: high and low melodic responses	Singing for performance: changing tempo and dynamics in our songs
Cooking	Pitta Pizza					
Trips	Visit to local park – Howley Grange Park Redditch Theatre – Panto Trip Cinderella		Grandparent visitor linked to History		Beach Day in school Great grandparent interview linked to History	
Texts used	Superworm, Supertato, Super Daisy, Charlie’s Superhero Underpants, Cinderella and recounts		Doctor Duck and instructions		Lighthouse Keeper’s Lunch, The Lost Property Officer and non-chronological reports	