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*Yearly Overview*

**Year 1**

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**Achieve Believe Care**

	Let's find out about...	Our Place in the World	All creatures great and small
<b>Geog</b>	<p><b>What's it like where we Live?</b></p> <ul style="list-style-type: none"> <li>• identify the significant features (landmarks) of their local area and consider viewpoints in relation to this</li> <li>• compare journeys and landscapes and understand near/far, often/ rarely</li> <li>• learn about maps, map-making and symbols</li> </ul>	<p><b>Where in the World do these people live?</b></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents</li> <li>• learn about the human and physical geography of a small area in several non-European countries</li> <li>• read images, maps, atlases and globes</li> <li>• ask and answer questions</li> <li>• use basic geographical vocabulary</li> </ul>	<p><b>Where do our favourite animals live?</b></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• use world maps, atlases and globes to identify countries, continents and oceans</li> <li>• use simple fieldwork and observational skills</li> </ul>
<b>History</b>	<p><b>How did the first flight change the world? Why were the Rainhill Trials important?</b></p> <ul style="list-style-type: none"> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• know where the people and events they study fit within a chronological framework</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features</li> <li>• use a wide vocabulary of everyday historical terms • understand some of the ways in which we find out about the past</li> <li>• identify similarities and differences between ways of life in different periods</li> </ul>	<p><b>What was life like when our Grandparents were children?</b></p> <ul style="list-style-type: none"> <li>• develop an awareness of the past</li> <li>• know where the people and events they study fit within a chronological framework</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• ask and answer questions, choosing parts of sources to show that they know and understand key features</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented.</li> </ul>	<p><b>How have holidays changed over time?</b></p> <ul style="list-style-type: none"> <li>• learn about changes within living memory</li> <li>• understand historical concepts such as continuity and change, similarity and difference</li> <li>• ask historically valid questions</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• ask and answer questions</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which the past is represented</li> <li>• use a wide range of everyday historical terms</li> <li>• use parts of stories and other sources to show they know and understand key features of events</li> <li>• use sources to show they know and understand the past</li> <li>• suggest reasons why changes took place.</li> </ul>
<b>Comp</b>	<p><b>We are treasure hunters</b></p> <ul style="list-style-type: none"> <li>• that a programmable robot can be controlled by inputting a sequence of instructions</li> <li>• to develop and record sequences of instructions as an algorithm</li> <li>• to program a robot to follow their algorithm</li> <li>• to predict how their programs will work</li> <li>• to debug programs</li> </ul> <p><b>We are TV chefs</b></p> <ul style="list-style-type: none"> <li>• break down a process into simple, clear steps (an algorithm)</li> </ul>	<p><b>We are digital artists</b></p> <ul style="list-style-type: none"> <li>• how to select and set brushes and colours</li> <li>• to create artwork in a range of styles on iPads</li> <li>• to use the undo function if they make mistakes and to encourage experimentation</li> <li>• to use multiple layers in their art</li> <li>• to transform layers</li> <li>• to paint on top of photographs.</li> </ul> <p><b>We are publishers</b></p> <ul style="list-style-type: none"> <li>• plan a small multimedia eBook</li> <li>• choose and import images</li> </ul>	<p><b>We are rhythmic</b></p> <ul style="list-style-type: none"> <li>• record audio on a digital device</li> <li>• program sprites to playback recorded audio in ScratchJr</li> <li>• program ScratchJr to create repeating rhythms</li> <li>• explore different effects that can be applied to audio</li> <li>• create a repeating percussion pattern using a virtual drum machine</li> <li>• experiment with a range of virtual instruments.</li> </ul>

	<ul style="list-style-type: none"> <li>● use different features of a video camera</li> <li>● use a video camera to capture moving images</li> <li>● record a video using ground rules for filming</li> <li>● edit a video to include an audio commentary</li> <li>● develop collaboration skills</li> <li>● discuss their work and think about how it could be improved</li> </ul>	<ul style="list-style-type: none"> <li>● record audio commentary</li> <li>● add and format titles and other text</li> <li>● think carefully about protecting their privacy</li> <li>● respect other people's copyright</li> <li>● revise and improve their work.</li> </ul>	<p><b>We are detectives</b></p> <ul style="list-style-type: none"> <li>● how data can be structured as records with fields for information</li> <li>● how data can be organised into groups and subgroups</li> <li>● how data can be structured as a tree</li> <li>● how data can be organised into a table</li> <li>● how data in a table can be filtered and searched.</li> </ul>
<p><b>Science</b></p>	<p><b>Who am I?</b></p> <ul style="list-style-type: none"> <li>-Identify, name, draw and label the basic parts of the human body.</li> <li>-Say which part of the body is associated with each sense.</li> </ul> <p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li>-Say which part of the body is associated with each sense. Distinguish between an object and the material from which it is made.</li> <li>-Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>-Describe the simple physical properties of a variety of everyday materials.</li> <li>-Identify and describe the basic structure of a variety of common plants, including trees.</li> </ul>	<p><b>Monster Materials</b></p> <ul style="list-style-type: none"> <li>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>Plants and animals where we live.</b></p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>-Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>Animals (including humans)</li> <li>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul>	<p><b>On safari</b></p> <ul style="list-style-type: none"> <li>-Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul> <p><b>Holiday</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>-Distinguish between an object and the material from which it is made.</li> <li>-Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>- Describe the simple physical properties of a variety of everyday materials.</li> </ul>

			-Compare and group together a variety of everyday materials on the basis of their simple physical properties.
<b>Art</b>	<b>Drawing: Make your mark</b> Developing observational drawing skills when exploring mark-making . Children use a range of tools, investigating how texture can be created in drawings.	<b>Sculpture and 3D: Paper play</b> 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.	<b>Painting and mixed media: Colour Splash</b> 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.
<b>D.T.</b>	<b>Structures: Constructing windmills</b> Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.	<b>Textiles: Puppets</b> Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Children work to develop their technical skills of cutting, glueing, stapling and pinning.	<b>Food: Fruit and vegetables</b> 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.
<b>R.E.</b>	<b>Does God want Christians to look after the world?</b> -re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.  <b>What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</b> -reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	<b>Was it really easy for Jesus to show friendship?</b> Identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.  <b>Why was Jesus welcomed like a King on Palm Sunday?</b> - know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	<b>Is Shabbat important to Jewish children?</b> -empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.  <b>Are Rosh Hashanah and Yom Kippur important to Jewish children?</b> - empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.
<b>P.S.H.E.</b>	<b>Relationships</b> <b>What is the same and different about us?</b> -what they like/dislike and are good at -what makes them special and how everyone has different strengths -how their personal features or qualities are unique to them -how they are similar or different to others, and what they have in common to use the correct names for the main parts of -the body, including external genitalia; and that parts of bodies covered with underwear are private	<b>Health and Wellbeing</b> <b>What helps us stay healthy?</b> -what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) -that things people put into or onto their bodies can affect how they feel -how medicines (including vaccinations and immunisations)can help people stay healthy and that some people need to take medicines every day to stay healthy -why hygiene is important and how simple hygiene routines can stop germs from being passed on	<b>Health and Wellbeing</b> <b>Who helps to keep us safe?</b> -that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people -who can help them in different places and situations; how to attract someone’s attention or ask for help;what to say -how to respond safely to adults they don’t know -what to do if they feel unsafe or worried for

	<p><b>Relationships</b>  <b>Who is special to us?</b>          -that family is one of the groups they belong to, as well as, for example, school, friends, clubs          -about the different people in their family / those that love and care for them          -what their family members, or people that are special to them, do to make them feel loved and cared for          -how families are all different but share common features – what is the same and different about them          -about different features of family life, including what families do / enjoy together          -that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</p>	<p>-what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p> <p><b>Living in the Wider World</b>  <b>What can we do with money?</b>          -what money is          - that money comes in different forms          -how money is obtained (e.g. earned, won, borrowed, presents)          -how people make choices about what to do with money, including spending and saving          -the difference between needs and wants - that people may not always be able to have the things they want how to keep money safe and the different ways of doing this</p>	<p>themselves or others; and the importance of keeping on asking for support until they are heard          -how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</p> <p><b>Living in the Wider World</b>  <b>How can we look after each other and the world?</b>          -how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively          -the responsibilities they have in and out of the classroom          -how people and animals need to be looked after and cared for          -what can harm the local and global environment; how they and others can help care for it          -how people grow and change and how people’s needs change as they grow from young to old          -how to manage change when moving to a new class/year group</p>
<p><b>Outdoor P.E.</b></p>	<p><b>Multi Skills</b>          -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.</p>	<p><b>Mighty Movers-Running</b>          -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</p> <p><b>Supplementary – Racket Skills</b>  <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></p>	<p><b>Throwing and Catching</b>          - 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</p> <p><b>Supplementary - Sports Day Practice</b>  <i>Introduce Team races, children to work in teams of 5 to do simple races. Focus on learning when it is</i></p>

	<p>-practise ABC (agility, balance and co-ordination) at circuit stations</p> <p><b>Supplementary – Multi Skills</b>  <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></p> <p><b>Boot Camp</b>          -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</p> <p><b>Supplementary - Team Building/Games</b>  <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></p>	<p><i>use. Set up challenges through cones, gates, circuits to encourage change of direction.</i></p> <p><b>Brilliant Ball Skills</b>          - 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</p> <p><b>Supplementary – Ball Skills</b>  <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></p>	<p><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></p> <p><b>Active Athletics</b>          - 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.</p> <p><b>Supplementary - Invasion games</b>  <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></p>
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<b>Indoor PE</b>	<b>Story Time Dance</b> - 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. <b>Skip to the Beat</b> - develop foot patterns that aid skipping - develop skipping skills. - improve agility, balance and co-ordination.		<b>Gymfit Circuits</b> - 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. <b>Groovy Gymnastics</b> - 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		<b>Cool Core</b> - identify techniques to improve core strength and agility. <b>Fitness Frenzy</b> - 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.	
<b>Music</b>	<b>My Musical Heartbeat</b> How Can We Make Friends When We Sing Together?	<b>Dance, Sing and Play!</b> How Does Music Tell Stories About the Past?	<b>Exploring Sounds</b> How Does Music Make the World a Better Place?	<b>Learning to Listen</b> How Does Music Help Us to Understand Our Neighbours?	<b>Having Fun with Improvisation</b> What Songs Can We Sing to Help Us Through the Day?	<b>Improvising with Confidence</b> How Does Music Shape Our Way Of Life?
<b>Cooking</b>			Pitta Pizza			
<b>Trips</b>	Visit to local park – Howley Grange Park Redditch Theatre – Panto Trip		Grandparent visitor linked to history		Beach Day in school Grandparent visitor linked to history	
<b>Texts used</b>	Superworm, Nat Fantastic, Supertato Veggies assemble, Super Daisy Charlie’s Superhero Underpants, Doctor Duck, Snow White.		Handa’s Surprise, How to Grow a Dinosaur Instructions: non-fiction The Man on the Moon		Harry and the bucketful of Dinosaurs, Lighthouse Keeper’s Lunch, The Lost Property Officer	