



Year 1 Planning Overview			
	Autumn	Spring	Summer
Topic title	This is me!	Secret Garden	Weather
Drivers (past present future)	<p>Past: What was I like as a baby? Where did I live?</p> <p>Present: How have I changed? How has where I live changed?</p> <p>Future: What does my future look like?</p>	<p>Present: What does my garden look like? What is happening to our wildlife in our garden?</p> <p>Future: How can we make sure that the wildlife in our gardens has a place to live?</p>	<p>Past: Why was the weather so important to people in the past?</p> <p>Present: How have the seasons changed in this country?</p> <p>Future: How can we use the weather to help us?</p>
Global themes covered	Reduced inequalities Sustainable cities and communities Responsible consumption and production	Climate action Life below water	Life on land Peace and justice- strong institutions
Visit/ experience linked to the topic	Local Walk- Church		Green screen for weather report West lodge
Overall outcome for topic (showcase)	Display topic work at curriculum showcase	Display work at curriculum showcase	Display topic work at curriculum showcase
Key Texts	<ul style="list-style-type: none"> • Cave baby • Astro girl 	<ul style="list-style-type: none"> • There's a Tiger in my Garden • The Tiny Seed • The Big book of Blooms • Oliver's Vegetables 	<ul style="list-style-type: none"> • Once upon a Raindrop • Little Cloud • The Gingerbread Man

<p>English/Phonics</p> <p>Phonics following little wandle scheme.</p>	<ul style="list-style-type: none"> • Cave baby- sentence structure. Labels, captions, sequencing. • Astro girl- sentence structure, informal writing. Fact files • Letter to Santa 		<p>Leaflet about Seasons Narratives Spoken weather report</p>	
<p>Theme links to Maths</p>	<p>Numbers 0-5 Comparison of quantities and part whole relationships Previous reception experiences and counting within 100.</p>	<p>Recognise, compose, decompose and manipulate 2D and 3D shapes. Numbers 0-10 Additive structures Addition and subtraction facts within 10</p>	<ul style="list-style-type: none"> • Numbers 0-20 • Unitising and coin recognition • Position and direction • Time <p>Fractions, place value.</p>	
<p>Focus Subjects</p>	<p>History</p>	<p>History</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should use a wide vocabulary of everyday historical terms • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I know words like: old, new and a long time ago • I can use words and phrases like: old, new and a long time ago 		

		<ul style="list-style-type: none"> • I can recognise that some objects belonged to the past • I can spot old and new things in a picture • I can find out things about the past by talking to an older person • I can ask and answer questions about old and new objects • I can explain what an object from the past might have been used for • I can explain how I have changed since I was born • I can give examples of things that were different when my grandparents were children • I can explain how some people have helped us to have better lives • I know some of the national changes that have taken place in my lifetime – (locally) • I can talk about events that have taken place in my lifetime (locally) <p>Greater Depth</p> <ul style="list-style-type: none"> • Can they ask relevant questions using a range of historical sources provided? • Can they state appropriate reasons why an event occurred in the past and its impact on their lives? 		
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<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</h1>	<p>Geography</p> <p><u>National Curriculum Objectives</u> Human and physical geography</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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. <p><u>Granular Knowledge:</u></p> <ul style="list-style-type: none"> • I can know where I live and tell someone my address • I can make observations about my environment • I can observe the human and physical features of our local area • I can use fieldwork and observational skills to study the local area • I can use geographical vocabulary when referring to human features and describing places, such as city, town, village, factory, farm, house, office, port, harbour and shop • I can make observations about my environment 	<p>Geography</p> <p><u>National Curriculum Objectives</u> Locational knowledge</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <p><u>Granular Knowledge</u></p> <ul style="list-style-type: none"> • I know that I live in the United Kingdom • I can name the four countries in the United Kingdom and locate them on a map • I can name the capital cities of England, Wales, Scotland and Ireland • I can find where I live on a map of the United Kingdom • I know that there are different types of weather and that it changes • I can keep a weather chart and answer questions about the weather • I can explain some of the main things that are in hot and cold places • I can explain the clothes that I would wear in hot and cold places • I can explain how the weather changes throughout the year and name the seasons • I know the compass directions of North, South, West and East • I can use locational and directional language such as near, far, left and right to describe the location of features and routes on a map • I can identify seasonal weather patterns in the UK • I can name the seasons <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> • I can ask relevant geographical questions using a range of sources provided • I can show empathy towards a geographical event or issue and explain the impact on people or place
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Science	<p>Science (Humans)</p> <p>National Curriculum Objectives - Animals, including humans</p> <ul style="list-style-type: none"> 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>Granular Knowledge</p> <ul style="list-style-type: none"> I can name the parts of the human body that I can see I can name the parts of the human body and link them to their senses I can discuss what they can see, touch, smell, hear or taste I can sort living and non-living things <p>Greater Depth</p> <ul style="list-style-type: none"> I can name some parts of the human body that cannot be seen 	<p>Science Animals</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> 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) <p>Granular Knowledge</p> <ul style="list-style-type: none"> I can name a variety of animals including fish, amphibians, reptiles, birds and mammals I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can name and compare the bodies of different animals I can classify animals by what they eat (carnivore, herbivore and omnivore) I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals) <p>Greater Depth</p> <ul style="list-style-type: none"> I can say why certain animals have certain characteristics I can name a range of wild animals 	<p>Science - Physics Seasonal Changes</p> <p>National Curriculum Objectives</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Granular Knowledge</p> <ul style="list-style-type: none"> I know what the weather is I can suggest the type of weather in each season I can name the seasons I can observe and comment on changes in the seasons <p>Greater Depth</p> <ul style="list-style-type: none"> I can observe and describe how day length varies I can observe four seasons I can name the four seasons in order <p>I can observe and describe weather associated with the seasons</p> <p>Science – Everyday Materials</p> <p>National Curriculum Objectives</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>Granular Knowledge</p>

			<p>Science – Plants</p> <p>National Curriculum Objectives Plants - Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>Granular Knowledge</p> <ul style="list-style-type: none"> • I can name a variety of common wild and garden plants • I can name the petals, stem, leaf and root of a plant • I can name the roots, trunk, branches and leaves of a tree <p>Greater Depth</p> <ul style="list-style-type: none"> • I can begin to classify animals according to a number of given criteria • I can point out differences between living things and non-living things • I can begin to describe what each part of a plant does (e.g. roots, stem, leaves, petals, pollen) on a range of plants 	<ul style="list-style-type: none"> • I know what a material is • I can distinguish between an object and the material it is made from • I can describe the properties of everyday materials • I can name wood, plastic, glass, metal, water and rock • I can explain the materials that an object is made from • I can group objects based on the materials they are made from <p>Greater Depth</p> <ul style="list-style-type: none"> • I can distinguish between an object and the material from which it is made • I can describe materials using their senses, using specific scientific words • I can explain what material objects are made from • I can explain why a material might be useful for a specific job • I can name some different everyday materials e.g. wood, plastic, metal, water and rock • I can sort materials into groups by a given criteria <p>I can explain how solid shapes can be changed by squashing, bending, twisting and stretching</p>
	Music	Nativity	<p>Music</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can use my voice to speak, sing and chant • I can make a sequence of sounds • I can use instruments to perform • I can clap short rhythmic patterns • I can make different sounds with my voice 	<p>Music</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can make a sequence of sounds • I can use instruments to perform • I can make different sounds with instruments • I can respond to different moods in music • I can say whether I like or dislike a piece of music • I can choose sounds to represent different things

			<ul style="list-style-type: none"> I can repeat short rhythmic and melodic patterns I can follow instructions about when to play and sing <p>Greater Depth</p> <ul style="list-style-type: none"> I can perform a rhythm to a steady pulse 	<p>Greater Depth</p> <ul style="list-style-type: none"> I can identify texture - listening for whether there is more than one sound at the same time I can identify musical structure in a piece of music (verse, chorus etc) I can give a reason for choosing an instrument
	PSHE	<p>Relationships</p> <p>Families and Friendships <i>Roles of different people; families; feeling cared for</i> Pupils should be taught:</p> <ul style="list-style-type: none"> About people who care for them, e.g parents, siblings, grandparents, relatives, friends, teachers. The role these different people play in children’s lives and how they care for them. What it means to be a family and how families are different, e.g, single parents, same-sex parents etc. About the importance of telling someone and how to tell them, if they are worried about something in their family. <p>Safe relationships <i>Recognising privacy; staying safe; seeking permission.</i> Pupils should be taught:</p> <ul style="list-style-type: none"> About situations when someone’s body or feelings might be hurt and whom to go to for help About what it means to keep something private, including parts of the body that are private. To identify different types of touch and how they make people feel. How to respond if being touched makes them feel uncomfortable or unsafe When it is important to ask for permission to touch others How to ask for and give/not give permission 	<p>Living in the wider world.</p> <p>Belonging to a community. <i>What rules are; caring for others’ needs; looking after the environment.</i> Pupils should be taught:</p> <ul style="list-style-type: none"> about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling <p>Media literacy and Digital resilience. <i>Using the internet and digital devices; communicating online.</i> Pupils should be taught:</p> <ul style="list-style-type: none"> how and why people use the internet. the benefits of using the internet and digital devices how people find things out and communicate safely with others online. <p>Money and work <i>Strengths and interests; jobs in the community.</i> Pupils should be taught:</p> <ul style="list-style-type: none"> that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs 	<p>Health and wellbeing.</p> <p>Physical health and Mental wellbeing. <i>Keeping healthy; food and exercise; hygiene routine; sun safety.</i> Pupils should be taught:</p> <ul style="list-style-type: none"> what it means to be healthy and why it is important ways to take care of themselves on a daily basis about basic hygiene routines, e.g. hand washing about healthy and unhealthy foods, including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun <p>Growing and changing <i>Recognising what makes them unique and special; feelings; managing when things go wrong.</i> Pupils should be taught:</p> <ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong

	<p>Respecting ourselves and others <i>How behaviour affects others; being polite and respectful.</i> Pupils should be taught:</p> <ul style="list-style-type: none"> • What kind and unkind behaviour mean in and out of school • How kind and unkind behaviour can make people feel • About what respect means • About class rules, being polite to others, sharing and taking turns. 	<ul style="list-style-type: none"> • about people whose job it is to help us in the community • about different jobs and the work people do 	<ul style="list-style-type: none"> • how they are the same and different to others about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave <p>Keeping safe <i>How rules and age restrictions help us; keeping safe online.</i> Pupils should be taught:</p> <ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared
RE Unit	Who is Christian and what do they believe? How and why do we celebrate special times?	What makes some places sacred?	What does it mean to belong to a faith community?
ART/ D&T Unit (covered by expert teacher)	<p>Art This is me! Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Specific to this learning journey pupils will:</p>	<p>D&T National Curriculum Objectives Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p>	<p>Art Raindrops and Rainbows Pupils should be taught:</p> <ul style="list-style-type: none"> - to develop their techniques, including their control and use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft and design. -to create sketch books to record their observations and use them to review and revisit ideas -to use a range of materials creatively to design and make products -to use drawing and painting to develop and share their ideas, experiences, and imagination <p>Specific to this learning journey pupils will:</p> <ul style="list-style-type: none"> • Mix the primary colours to create secondary colours and use correct colour theory terminology • Draw straight and curved lines with control • Discuss and use warm and cool colours

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	<ul style="list-style-type: none"> • Know and understand the terms portrait and self-portrait • Have knowledge of the style of famous portrait artists such as Pablo Picasso and create self-portraits inspired by them • Know how to create tints, tones and shades to use for skin • Know how to draw a portrait/self-portrait with knowledge of facial proportions • Draw carefully through observation, observing details and representing them in their artwork • Create their own self-portraits in different styles <p>Bodies and Bones Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Specific to this learning journey pupils will:</p> <ul style="list-style-type: none"> • Know and understand the terms anatomy and anatomical • Have knowledge of the style of artists in particular Leonardo Da Vinci & Jean Michel Basquiat • Know how to create different shading techniques (eg. hatching, cross hatching, stippling) with drawing pencils • Know how to use a pencil to vary tone 	<ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can describe how something works • I can make a product which moves • I can make my model stronger • I can make a simple plan before making • I can describe how my product works • I can choose appropriate resources and tools • I can assess how well my product works • I can use my own ideas to make something • I can explain to someone else how I want to make my product • I understand how I have been successful and can identify my next steps <p>Greater Depth</p> <ul style="list-style-type: none"> • Create something to sell to support the year group charity <p>Art</p> <p>Monet's Secret Garden Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> • Use wax crayons and wax candles as drawing tools • Understand the process of wax resist painting • Explore the use of watercolours (liquid or tablet) • Begin to understand perspective when drawing <p>Its all yellow Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Specific to this learning journey pupils will:</p> <ul style="list-style-type: none"> • Know and understand why yellow is classed as a warm/hot colour • Know that some artists use yellow as a main colour in their artwork to create certain effects • Know how to use and explore a range of yellow media to create artwork • Know how to use a yellow crayon to create texture rubbings • Know how to group and select according to colour • Know how to create different variations of the colour yellow • Know that yellow can mix with other primary and secondary colours and predict the outcomes
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	<ul style="list-style-type: none"> • Know how to draw carefully through observation (close looking), observing details and representing them in artwork • Know how to work to different scales • Know how to combine different media to create a finished piece 	<p>Specific to this learning journey pupils will:</p> <ul style="list-style-type: none"> • Begin to understand how to look closely and observe a piece of artwork <i>Bridge over a Pond of Water Lillies, 1899</i> • Ask questions about a piece of artwork (see above) • Describe what they see and give a justified opinion on the work of an artist • Have knowledge of the style of the artist Claude Monet and know some facts about his life • Learn some oil pastel techniques such as blending, smudging, stippling (one of Monet's preferred mark making tools) • Know the names of both primary and secondary colours • Know which primary colours mix to make each secondary colour • Know how to combine different media to create a finished piece <p>Springtime flower show. Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Specific to this learning journey pupils will:</p> <ul style="list-style-type: none"> • Experiment with an open mind and be creative • Learn that it is possible to turn a 2D, flat piece of paper into a 3D form 	<ul style="list-style-type: none"> • Know which colours contrast with and complement the colour yellow
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The Big Idea: Long Term Learning Journey – Year 1

		<ul style="list-style-type: none"> • Explore paper folding/manipulating techniques • Think about how, why and when these techniques may be used • Look at the work of paper sculpture artists Li Hongbo, Ray Besserdin and Su Blackwell • Create 3D flower artwork using paper sculpting techniques – bending, folding, scrunching, cutting, curving, sticking • Produce a range of patterns and textures (look at Matisse’ vases for inspiration) • Understand the term collage • Know that you can combine more than one art technique to create a finished composition 	
Computing (covered by expert teacher)	<p>Computing systems and networks <i>Technology around us.</i> Recognising technology in school and using it responsibly.</p> <p>Creating Media <i>Digital painting.</i> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p>	<p>Programming A <i>Moving a robot</i> Writing short algorithms and programs floor robots and predicting outcomes.</p> <p>Data and information <i>Grouping data</i> Exploring object labels, then using them to sort and group objects by properties.</p>	<p>Creating media <i>Digital writing</i> Using a computer to create and format text, before comparing to writing non digitally.</p> <p>Programming B <i>Programming animations.</i> Designing and programming the movement of a character on screen to tell stories</p>