

## Year 1 Overview 2024-2025

	Science	Hist / Geog	Art / D.T	Music	P.E	Computing	R.E	RSHE	WOW / hook
<b>Autumn 1</b>	<p>Me, Me, Me</p> <p>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>	<p>History – Toys</p> <p>1. Identify changes over time. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Art - Colour mixing and Paul Klee – shape art</p> <p>1. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 2. To use painting to develop and share their ideas, experiences and imagination</p>	<p>Hey You</p> <p>Fundamental movement</p> <p>Dance</p>	<p>Fundamental movement</p> <p>Dance</p>	<p>Improving mouse skills</p> <p>1. Use technology purposefully to create and organise digital content</p>	<p>Celebration - Christian traditions</p> <p>Harvest and</p>	<p>Being Me in My World</p>	<p>Invite grandparents and parents in to share toys</p>
<b>Autumn 2</b>	<p>Perfect Pets</p> <p>1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 2. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Geography – Woodley Walk.</p> <p>1. 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>	<p>DT – Structures of a park</p> <p>1. Design, make and evaluate purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Select from and use a wide range of tools, equipment and materials. 3. Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Rhythm In The Way We Walk</p>	<p>Gymnastics</p> <p>Team Games</p>	<p>Algorithms</p> <p>1. Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</p>	<p>Advent / Diwali – Christian and Hindu traditions</p> <p>Light as a symbol</p>	<p>Celebrating Differences</p>	<p>Woodley Walk</p> <p>Fire pit - Camp fire</p> <p>Nativity</p> <p>Pantomime</p>
<b>Spring 1</b>	<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>History - Kings and Queens</p> <p>1. Identify changes in living memory (Queen Elizabeth and King Charles) 2. Learn about the lives of significant individuals</p>	<p>Art – Sketching skills</p> <p>1. To use drawing to develop and share their ideas, experiences and imagination 2. To develop a wide range of art and design techniques in using pattern, line, shape and space</p>	<p>In the Groove</p>	<p>Dance</p> <p>Ball skills</p>	<p>Rocket to the moon</p> <p>1. Use logical reasoning to predict the behaviour of simple programs</p>	<p>Authority – Christian traditions</p> <p>Key events in Jesus' life</p>	<p>Dreams and Goals</p>	<p>Kings and queens workshop</p>
<b>Spring 2</b>	<p>Plants</p> <p>1. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 2. Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Geography</p> <p>1. Recap - locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 2. 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 – where and when do fruit and vegetable grow?</p>	<p>DT – Smoothies</p> <p>1. Design and make an appealing smoothie for 2. Learn how to use a knife safely – cutting skill</p>	<p>Round and Round</p>	<p>Dance</p> <p>Athletics</p>	<p>Programming a BeeBot</p> <p>1. Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions 2. Begin to create and debug simple programs</p>	<p>Happy and Sad – Christian traditions</p> <p>Easter</p>	<p>Healthy Me</p>	<p>Eggs - Ducklings</p> <p>Grow and taste vegetables</p>
<b>Summer 1</b>	<p>Materials</p> <p>1. Distinguish between an object and the material from which it is made 2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 3. Describe the simple physical properties of a variety of everyday materials 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>History – Titanic</p> <p>1. Learn about events beyond living memory that are significant nationally. 2. Learn about significant historical events link to their own locality.</p>	<p>Art – Printing</p> <p>1. To use a range of materials creatively to design and make products 2. To use drawing and painting to develop and share their ideas, experiences and imagination 3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4. Learn 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.</p>	<p>Your Imagination</p>	<p>Multi skills</p>	<p>Digital Imagery</p> <p>1. use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Belonging – Jewish traditions</p> <p>Belonging in Judaism</p>	<p>Relationships</p>	<p>SeaCity Museum Trip</p> <p>Titanic workshop in school and dress up day</p>

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<b>Summer 2</b>	<b>Amazing Animals</b> 1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores 3. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	<b>Geography - Australia</b> 1. Name and locate the world's seven continents and five oceans continents and oceans 2. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 3. 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	<b>DT – Moving pictures</b> 1. Design, make and evaluate purposeful, functional, appealing products for themselves and other users based on design criteria. 2. Select from and use a wide range of tools, equipment and materials. 3. Explore and use mechanisms (leavers/sliders/flaps etc)	<b>Reflect, Rewind &amp; Replay</b>	<b>Dance</b>  <b>Football</b>	<b>Introduction to data</b> 1. use technology purposefully to create, organise, store, manipulate and retrieve digital content 2. Recognise common uses of information technology beyond school	<b>Special – Jewish traditions</b>  <b>Special Books</b>	<b>Changing me</b>	<b>Johnathan's jungle workshop</b>
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