

Year Group Overview Y1

	Discovery	Global	Wellbeing
Science	Plants <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. 	Animals including humans <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) 	Animals including humans <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.
	Seasonal Change (continued throughout year) <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. 	Everyday materials <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. 	
History	Year A Lives of significant individuals in the past who have contributed to national/international achievements. Captain Cook and Neil Armstrong. Exploration of our locality and beyond	Year A Events beyond living memory that are significant nationally or globally: The first aeroplane flight Technology Achievement	Year A Changes within living memory. Leisure and entertainment in Guisborough. -
	Year B Significant Historical events, people and places in their own locality. St Nicholas Church, Priory and Market Cross. Exploration of our locality and beyond	Year B Events beyond living memory that are significant nationally or globally. The Great Fire of London. Resilience and rebuilding.	Year B Lives of significant individuals in the past who have contributed to national and international achievements. Pieter Bruegel the Elder and LS Lowry.
Geography	Year A Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Comparing Guisborough and London Place knowledge: 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.	Year A Locational Knowledge name and locate the world's seven continents and five oceans Human and Physical Geography 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. Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Year A

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	<p>Year B. Human and Physical Geography</p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Forest and Coasts – Local Area</p>	<p>Year B</p> <p>Place knowledge: 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.</p> <p>Guisborough and a non-European town.</p>	<p>Year B.</p>
DT	<p>Year A Structure: Pop-up cards build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Year A Mechanisms: Aeroplane slide/lever explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Year A Cooking and Nutrition: Fruit kebabs</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from
	<p>Year B Textiles: Christmas decorations build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Year B Structures: build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Year B Cooking and Nutrition: Milkshakes</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from
Art	<p>Year A Drawing</p> <ul style="list-style-type: none"> - Extend the variety of drawing tools - Explore different textures - Observe and draw landscapes - Observe patterns, and anatomy (faces and limbs) <p>Colour</p> <ul style="list-style-type: none"> - Name all the primary and secondary colours - Mixing of colours - Find collections of colour - Apply colour with a range of tools <p>Van Gogh, Seasons</p>	<p>Year A Form</p> <ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media. - Make simple joins <p>Pattern</p> <ul style="list-style-type: none"> - Awareness and discussion of patterns - Repeating patterns - Symmetry <p>Animals</p>	<p>Year A Texture</p> <ul style="list-style-type: none"> - Weaving - Collage - Sort according to specific qualities - How textiles create things <p>Printing</p> <ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing <p>Fruit</p>
	<p>Year B Printing</p> <ul style="list-style-type: none"> - Create patterns - Develop impressed images - Relief printing <p>Pattern</p> <ul style="list-style-type: none"> - Awareness and discussion of patterns - Repeating patterns - Symmetry 	<p>Year B Form</p> <ul style="list-style-type: none"> - Construct - Use materials to make known objects for a purpose - Carve - Pinch and roll coils and slabs using a modelling media. - Make simple joins <p>Texture</p> <ul style="list-style-type: none"> - Weaving 	<p>Year B Drawing</p> <ul style="list-style-type: none"> - Extend the variety of drawing tools - Explore different textures - Observe and draw landscapes - Observe patterns, and anatomy (faces and limbs) <p>Colour</p> <ul style="list-style-type: none"> - Name all the primary and secondary colours - Mixing of colours

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	<p>William Morris, Plants</p>	<ul style="list-style-type: none"> - Collage - Sort according to specific qualities - How textiles create things <p>Materials</p>	<ul style="list-style-type: none"> - Find collections of colour - Apply colour with a range of tools <p>Pieter Bruegel, L.S Lowry</p>
Computing	<p>Computer Science – Beebots & Espresso Coding understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs</p> <p><i>Pupils learn to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes and are able to debug their instructions when the turtle does not reach the intended destination Pupils learn to program an onscreen app such as BeeBot or Kodable to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination.</i></p> <p>Pupils should be taught to: • recognise common uses of information technology beyond school</p>	<p>Digital Literacy Research using Espresso, Kiddle Class email to class author</p> <p>Pupils should be taught to: • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies</p> <p><i>Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not Pupils are introduced to the basics of online searching Pupils learn to explore websites and to say whether they like them or not and why</i></p>	<p>ICT – Use 2simple programs to create a book / picture / animation</p> <p>Pupils should be taught to: • use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><i>Digital Publishing: Pupils learn to use basic word processing package and to write and illustrate a short story Presentation: Pupils learn to make simple presentations Graphics: Pupils learn to create a simple digital painting Animations: Pupils learn to make a simple animation for instance in Puppet Pals Media: Pupils learn to use digital cameras and microphones for a purpose Working with data: Pupils learn to create and use a pictogram</i></p>
Music (Charanga Music Units)	<p>Hey You! – Year 1, Unit 1 1 – Listening: Hey You! Find the pulse as you are listening to the music: Can you dance, get funky or find the groove? Instruments/voices you can hear: Male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs? 2 – Musical Activities Find the pulse! • March in time with the pulse • Be an animal that finds the pulse Clapping Rhythms • Copy and clap back rhythms • Clap the rhythm of your name • Make up your own rhythm Singing • Rap and sing Hey You! in groups 3 – Perform & Share A class performance of Hey You! – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p> <p>Rhythm In The Way We Walk & Banana Rap – Year 1, Unit 2 1 – Listening: Rhythm In The Way We Walk & Banana Rap Find the pulse as you are listening to the music: Can you dance, get funky of find the groove? Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs? 2 – Musical Activities Find the pulse! • March and find the pulse • Be a monkey finding the pulse • Be an elephant finding the pulse Clapping Rhythms • Copy and clap back rhythms • Clap the rhythm of your name • Clap the rhythm of your favourite colour • Make up your own rhythm 3 – Perform & Share A class performance – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p>	<p>In The Groove— Year 1, Unit 3 1 – Listening: In The Groove You will listen to 6 different musical styles in this unit! song Blues, Baroque, Latin, Irish Folk, Funk Can you dance to all of these styles or move to the pulse? What about the other songs? Are you “in the groove” Where is the groove? It’s inside of you 2 – Musical Activities Find the pulse! • What animal can you be finding the pulse? Clapping Rhythms • Copy and clap back rhythms • Clap the rhythm of your name • Clap the rhythm of your favourite food • Make up your own rhythms Singing in all the different styles! Playing instruments using one or two notes – C or C + D. 3 – Perform & Share A class performance of In The Groove – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p> <p>Round And Round — Year 1, Unit 4 1 – Listening: Round And Round Find the pulse as you are listening to the music: Can you dance, get funky of find the groove? Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs? 2 – Musical Activities Find the pulse! • Use your imagination to find the pulse! Clapping Rhythms • Copy and clap back rhythms • Clap the rhythm of your name • Clap the rhythm of your favourite animal • Make up your own rhythms Pitch is high and low sounds. 3 – Perform & Share A class performance of Round And Round – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p>	<p>Your Imagination – Year 1, Unit 5 1 – Listening: Your Imagination Find the pulse as you are listening to the music: Use your imagination as you move, What did you see as you listened and closed your eyes? The instruments/voices you can hear: Keyboard, drums, bass, a female singer. Can you recognise any of these instruments in the other songs ? 2 – Musical Activities Find the pulse! • Can you be a pop star finding the pulse? Clapping Rhythms • Copy and clap back rhythms • Clap the rhythm of your name • Clap the rhythm of your favourite colour • Make up your own rhythms Singing and have fun using your imagination Playing instruments using one or two notes: C or C + G. 3 – Perform & Share A class performance of Your Imagination – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?</p>

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RE	<p>Who am I and why am I special? <i>(Belief, Impact of Faith)</i></p> <p>How and why do Christians celebrate harvest? <i>(Belief, Worship)</i></p> <p>What does it mean to belong in Christianity? <i>(Worship, Impact of Faith)</i></p> <p>Why are gifts given at Christmas? <i>(Belief, Worship, Impact of Faith)</i></p>	<p>Why is Jesus special to Christians? <i>(Belief, Teachings/Authority)</i></p> <p>Why is Easter special for Christians? <i>(Belief, Teachings /Authority, Worship)</i></p>	<p>How do Jews worship at home? <i>(Belief, Worship)</i></p> <p>How do both Jews and Christians think the world was created? <i>(Beliefs, Teachings/ Authority)</i></p>
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