Year 1 Overview 2020/2021

[http://www.primarycurriculum.me.uk/ks1/history#](http://www.primarycurriculum.me.uk/ks1/history)

<https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/oceans-and-seas/oceans-and-seas-world/>

Look at for great explorers lessons: <https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/famous-more-five-minutes/explorers/>

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Theme | Explorers and Adventurers | Explorers and Adventurers | Traditional Tales | Traditional Tales | Beaches and Oceans | Beaches and Oceans |
| WOW day to introduce the topic! | Dress up as explorers’ day. Forest School on the field and  Go on an adventure walk around the village. |  |  |  |  |  |
| Focus Texts | **The Great Explorer** | **The Little Polar Bear, Lost and Found** | **Jack and the Beanstalk, compare with Kate and the Bean Stalk** | **The Enormous Turnip** | **The Secret of Black Rock!**   * **At the beach – Rowland Harley** * **Lucy and Tom at the Seaside – Shirley Hughes** * **Duffys Lucky escape** | **-Commotion in the ocean – great for poetry**  **One World** |
| English | Lists: what do they need to be an explorer  Packing an explorers backpack  Recount writing: Go on their own adventure and write up a rec count of it. Navigating and mapping.  Re-count writing of our trip to the adventure (writing to inform)  Re write the story of ‘The great explorer’ – change to our own adventure.  Diary entry of an explorer.  Mix Geography in with this. | Postcard from the island.  Prediction of what would happen when Lars arrives on the island.  Writing to describe the who, what, where, when and why within the story  Create own story of Lars (writing to inform)  Polar bear book (FC) (Writing to entertain, poetry) | Poster (writing to persuade)  Re tell the story (writing to entertain)  Character description  Short burst – character description or setting  Narrative | Short burst – character description or setting  Narrative | Poetry  Instructions - how to build a boat or lighthouse. | Non Chronological Report (place) |
| NC links |  |  |  |  |  |  |
| Maths | -Number and place value (3 weeks)  -Geometry: 2d shapes (1 week)  -Addition and Subtraction: facts 5-10 (3 weeks) | -Number and place value (3 weeks)  -Addition and Subtraction: facts 5-10 (3 weeks).  -Geometry: 3d shapes (1 week) | -Addition and Subtraction: facts 11-16 (4 weeks)  -Measurement (2 weeks) | -Addition and Subtraction: facts 17-20 (2 weeks)  -Fractions (2weeks)  Geometry: position and direction (2 weeks). | -Addition and Subtraction (3 weeks)  -Measurement: Time (2 weeks) | -Multiplication and Division (2 weeks).  -Measurement: money (3 weeks)  Measurement: mass and capacity (2 weeks) |
| NC links |  |  |  |  |  |  |
| Science | Comparing Materials | Identifying materials | Changing Seasons | Plants | Parts of animals | Types of animals |
| NC links | Comparing Materials  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  Changing Seasons **DO THROUGHOUT THE YEAR** | 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. | observe and describe weather associated with the seasons and how day length varies.  observe changes across the four seasons | 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 | describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | 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. |
| History | History:  Remembrance day and Guy Fawkes.  Neil Armstrong – first man to walk on the moon.  Local person: Raymond Priestly was an explorer  Namira Salim - Artist and Explorer - She is the first Pakistani to have reached both the North Pole and the South Pole, and is the first Asian to skydive over Mount Everest. | Do a comparison:  Amelia Earhart – was the first female aviator to fly solo across the Atlantic Ocean.  Rosa Parks – was an American activist in the civil right movement best known for her pivotal role in the bus boycott.  Emily Davison – English suffragette who fought for votes for women in Britain in the early twentieth century.  Ernest Shackleton – The Antarctic explorer who led both the ‘Nimrod’ and endurance expeditions. |  | History: know the differences between their school days and their grandparents.  History of toys and technology?  Add in changes within living memory. | MacArthur is a successful solo long-distance [yachtswoman](https://en.wikipedia.org/wiki/Sailor). On 7 February 2005 she broke the [world record for the fastest solo circumnavigation of the globe](https://en.wikipedia.org/wiki/Around_the_world_sailing_record),  Grace Darling – lighthouse |  |
| NC links | -Significant historical events, people and places in their own locality.  -Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements | -Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. |  | -Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. |  |  |
| Geography | Maps  look at our local community   * Look at maps * Using photos to follow a map * Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment. * Make their own map to a place in the village. * Key Landmarks and different features (physical and human features). * Compass directions |  | Seasons/weathe r  -identify season and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.  name, locate and identify characteristics of four countries and capital cities of the UK and its surrounding areas. |  | Atlas and globes.  Weston Super Mare or Cleevedon, Chepstow harbour??  Key vocab: labelling key places such as harbour etc. etc.   * Key Landmarks and different features (physical and human features). * Use basic geographical vocabulary (See list). * -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; ad use and construct basic symbols in a key. |  |
| NC links | -Use aerial photographs and plan perspectives to recognise landmarks and features.  -Devise a simple map and use basic symbols in a key. |  | -Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator. |  | -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.  -Key physical and human features: city, town, village etc. |  |
| PSHE | Qualities of a good friend  Recognising ‘anger’  Recognising ‘worry’  (see separate plans) |  |  |  |  |  |
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| Art | No Art | Mosaic Landscape? | Henry Rousseau  -Sketching, colour  mixing. | Henry Rousseau  -Layering, create a  Jungle inspired  painting. | Jackson Pollock  inspired volcano  artwork. | Jackson Pollock  inspired volcano  artwork. |
| NC links |  |  |  |  |  |  |
| Design |  |  |  |  |  |  |
| NC links | **Design** ‘Design purposeful, functional, appealing products…’  ‘Generate, develop, model and communicate their ideas through talking, drawing, templates…’  ‘select from and use a range of tools and equipment to perform practical tasks…’  **Design** The children could design and make their own shelter for their adventure and/or design and make their own survival food for their adventure. |  |  |  |  |  |
| Computing | **Mouse skills**   * move, mouse, left/right click, drag and drop | **Multimedia**  Design – design an animal shelter, treehouse, city | **E-Safety**   * Going places Safely * A-B-C Searching * Keep it * Private * My creative work * Sending Email | **Programming**   * To use a beebot. * To follow an algorithm with simple movement. * To change an algorithm with simple movement. * To write an algorithm with simple movement | **Uses of technology**   * Talk about websites they have been on. * Explore a website by clicking on buttons, arrows, menus and hyperlinks. * Navigate ‘back’ by clicking on the ‘back’ button. * Complete a search under the supervision of adults. | **Data handling**  **Collecting and evaluating**   * Use a digital camera or camera app to take digital photographs. * Review, rate or reject images they take. * Select best photos for a portfolio. |
| NC links | Why: in order for children to know how to use computers, they will need to know how to control them. It was decided that year 1 will focus on mouse skills and not keyboard skills is that children are just beginning their reading journey at the start of the year in this year group. This would be a barrier to using the keyboard at this early stage. It is the very beginning stage to using “technology purposefully”  This will also prepare them for the next term in multimedia as they will need to use the mouse to drag and click as well as saving and retrieving work.  Without being able to use a mouse effectively, they would not be able to “create, organise, store, manipulate and retrieve digital content.” | Why: This will build on the previous term’s work of using a mouse and allow them to revisit and practice this skill. This will also allow them to “create, organise, store, manipulate and retrieve digital content” This will then also feed into the multimedia and document editing coming in future years as these will require children to precisely place elements. | Why: these lessons are in year one as most of them do not require a lot of typing on a keyboard (only single letters on ABC searching)  Going places safely helps them “Use technology safely”  ABC searching introduces them to searching on the internet, which will be extended later in the year when they learn about navigation on the internet. This is in the safety strand as it builds upon the previous lesson of staying safe online, allowing for discussion on how to “identify where to go for help and support when they have concerns about content or contact on the internet” This will also help prepare them for terms 5’s work on searching for images as well as preparing them for the safety aspects of using the internet which can then be revisited and reiterated again during term 5.  Keep it private  “keeping personal information private”  My creative work  This begins to introduce the idea of artists and “credit” for their work. This is here to prepare them for future years lessons on copyright, helping with their understanding of “using technology respectfully”  Sending email  This helps link with helping children “recognise some uses of technology beyond school” as well as “using technology respectfully” and “Where to go when they have concerns about having contact on the internet” |  | Why: This will allow a revisit of the E-Safety lesson delivered in the previous term, (“use technology safely and respectfully”) as well as beginning to “recognise uses of technology beyond school”  By discussing what uses at home the internet can be used for  Wisdom: our children have the essential knowledge, skills and behaviours to guarantee that they thrive in modern Britain | Why: Children will be using their mouse skills which they have developed from the beginning of year 1 as well as developing on using “technology for particular purposes” from EYFS. This will then feed into “using technology purposefully to create, organise, store, manipulate and retrieve digital content” |
| RE | What do Christians believe God is like? | Why does Christmas matter to Christians? | Who do Christians say made the world? | Why does Easter matter to Christians? | What is the ‘good’ news Christians say Jesus brings? | Who is Muslim and how do they live? |
| NC links |  |  |  |  |  |  |
| PE | Fundamental movement skills- gymnastics. | Fundamental movement skills- ball skills (tennis) | Fundamental movement skills- Expressive dance. | Fundamental movement skills- orienteering (balance and co-ordination) | Fundamental movement skills- hockey- invasion games. | Fundamental movement skills- athletics |
| NC links |  |  |  |  |  |  |