



<div>  <div>College Town Primary School - Year 1 Overview</div>  </div>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working Scientifically	<p><i>Ask simple questions and recognise that they can be answered in different ways.</i></p> <p><i>Use simple equipment to observe closely</i></p> <p><i>Perform simple tests</i></p> <p><i>Identify and classify</i></p> <p><i>Use his/her observations and ideas to suggest answers to questions</i></p> <p><i>Gather and record data to help in answering questions</i></p>					
Science	Seasonal Changes <i>Observe changes across the four seasons</i> <i>Observe and describe weather associated with the seasons and how day length varies</i>	Everyday Materials <i>Distinguish between an object and the material from which it is made</i> <i>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i> <i>Describe the simple physical properties of a variety of everyday materials</i> <i>Compare and group together a variety of everyday materials on the basis of their simple physical properties</i>	Animals including Humans <i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i>	Animals <i>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i> <i>Group animals according to what they eat</i> <i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</i> <i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</i>	Plants <i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> <i>Identify and describe the basic structure of a variety of common flowering plants, including trees</i>	Revision and Expansion Suggested Science Unit: <u>Bees, butterflies and beetles – Our amazing pollinators!</u> <i>Do the Great bug hunt</i> <i>Find out about different species of plants and which colours attract each type of insect.</i> <i>Design the best flower for pollinators.</i> Science Week
Art	Different Materials - Collage		Great Fire of London <i>Use a variety of tools including pencils,</i>			Ten Pieces Project (Watercolour)

	<p><i>Use artwork to record ideas, observations and experiences</i></p> <p><i>Experiment with different materials to design and make products</i></p> <p><i>Explain what he/she likes about the work of others</i></p> <p><i>Know the names of tools, techniques and elements that he/she uses</i></p>		<p><i>rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</i></p> <p><i>Explore mark-making using a variety of tools</i></p> <p><i>Make marks in print using found objects and basic tools and use these to create repeating patterns</i></p>			<p><i>Use artwork to record ideas, observations and experiences</i></p> <p><i>Explain what he/she likes about the work of others</i></p> <p><i>Know the names of tools, techniques and elements that he/she uses</i></p> <p><i>Make marks in print using found objects and basic tools and use these to create repeating patterns</i></p>
Computing	<p>E- Safety</p> <p><i>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</i></p> <p><i>Recognise common uses of information technology in the home and school environment</i></p>		<p>Login</p> <p><i>Recognise common uses of information technology in the home and school environment</i></p> <p><i>Use technology purposefully to create digital content</i></p>			<p>Programming</p> <p><i>Predict the behaviour of simple programs</i></p> <p><i>Understand what algorithms are and how they are implemented on digital devices</i></p>
Design Technology		<p>Create a Moving Picture</p> <p><i>Create simple designs for a product</i></p> <p><i>Use pictures and words to describe what he/she wants to do</i></p> <p><i>Make structures by joining simple objects together</i></p> <p><i>Use a range of simple tools to cut, join and</i></p>		<p>Design London Bridge</p> <p><i>Explain what he/she likes about the work of others</i></p> <p><i>Use pictures and words to describe what he/she wants to do</i></p> <p><i>Select from and use a range of tools and equipment to perform practical tasks e.g.</i></p>	<p>Make a Fruit Salad</p> <p><i>Talk about what he/she eats at home and begin to discuss what healthy foods are</i></p> <p><i>Say where some food comes from and give examples of food that is grown</i></p> <p><i>Use simple tools with help to prepare food safely</i></p>	

		<p>combine materials and components safely</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Use wheels and axles in a product</p>		<p>cutting, shaping, joining and finishing.</p> <p>Create simple designs for a product</p> <p>Ask simple questions about existing products and those that he/she has made</p>		
History	<p>Holidays then and now</p> <p>Find answers to some simple questions about the past from simple sources of information</p> <p>Describe some simple similarities and differences between artefacts</p> <p>Talk, draw or write about aspects of the past</p> <p>Understand key features of events</p> <p>Find answers to some simple questions about the past from simple sources of information</p> <p>Place known events and objects in chronological order</p>		<p>Great Fire of London</p> <p>Find answers to some simple questions about the past from simple sources of information</p> <p>Ask and answer relevant basic questions about the past</p> <p>Talk, draw or write about aspects of the past</p> <p>Understand key features of events</p> <p>Identify some similarities and differences between ways of life in different periods</p>		<p>Local History Study - Sandhurst</p> <p>Place known events and objects in chronological order</p> <p>Sequence events and recount changes within living memory</p> <p>Use common words and phrases relating to the passing of time</p> <p>Sort artefacts from 'then' and 'now'</p> <p>Relate his/her own account of an event and understand that others may give a different version</p>	
Geography		<p>Map Makers</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes</p> <p>Use simple maps of the local area e.g. Large scale, pictorial etc.</p>		<p>Let's Explore London</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Understand how some places are linked to other places e.g. roads, trains</p>		<p>Where do I live? (Lessons 4 -5)</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Link their homes with other places in their local community</p>

		<p><i>Make simple maps and plans e.g. pictorial place in a story</i></p> <p><i>Use simple observational skills to study the geography of the school and its ground.</i></p>		<p><i>Name, describe and compare familiar places</i></p>		<p><i>Know about some present changes that are happening in the local environment e.g. at school.</i></p> <p><i>Suggest ideas for improving the school environment.</i></p>
Music	<p>Out of the Ark harvest songs</p> <p>A happy little harvest song Down, down to the allotment</p> <p><i>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</i></p> <p><i>Find the pulse whilst listening to music and using movement</i></p> <p><i>Recognise different instruments</i></p> <p><i>Listen to, copy and repeat a simple rhythm or melody</i></p>	<p>Nativity songs Various Nativity songs practise ready for nativity play in December</p> <p><i>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</i></p> <p><i>Learn and perform chants, rhythms, raps and songs</i></p> <p><i>Discuss feelings and emotions linked to different pieces of music</i></p>	<p>Introducing tempo and dynamics</p> <p>Happy and you know it Sing me a song Sparkle Rhythm in the way you walk Big bear funk</p> <p><i>Use the correct musical language to describe a piece of music</i></p> <p><i>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse</i></p> <p><i>Understand that pitch describes how high or low sounds are</i></p>	<p>Combining pulse, rhythm and pitch</p> <p><i>Understand that tempo describes how fast or slow the music is</i></p> <p><i>Understand that dynamics describe how loud or quiet the music is</i></p> <p><i>Understand the difference between pulse, rhythm and pitch. Be able to combine the three</i></p>	<p>Having fun with improvisation</p> <p><i>Learn to follow the conductor or band leader</i></p> <p><i>Use the correct musical language to describe a piece of music</i></p> <p><i>Improvise a simple rhythm using glockenspiels and the voice</i></p>	<p>Explore a sound and create a story</p> <p><i>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</i></p> <p><i>Use the correct musical language to describe a piece of music</i></p> <p><i>Improvise a simple rhythm using glockenspiels and the voice</i></p>
RE	<p>Christianity <i>Retell a range of religious stories and explain how they link to the core beliefs and practices.</i></p>	<p>Christianity <i>Describe some festivals, celebrations and practices and say how they reflect the core beliefs.</i></p>	<p>Judaism <i>Recognise the roles of religious leaders and sacred texts.</i></p> <p><i>Why do some people follow religious</i></p>	<p>Christianity <i>Recognise the roles of religious leaders and sacred texts.</i></p> <p><i>Why do some people follow religious</i></p>	<p>Judaism <i>Describe some festivals, celebrations and practices and say how they reflect the core beliefs.</i></p>	<p>Christianity <i>Recognise and give simple accounts of the core beliefs.</i></p> <p><i>How do some people's religious beliefs</i></p>

	Why do symbols and stories play important roles in religions?	Why are religious celebrations important to some people but not to others?	leaders and teachings?	leaders and teachings?	Why are religious celebrations important to some people but not to others?	encourage them to care for the world?
	<p>Recount Elements Of Religious Stories.</p> <p>Recognise Religious Objects/Places/ People/Practices.</p> <p>Recognise Some Religious Symbols And Use Some Religious Vocabulary Correctly.</p> <p>Express His/hers Own Experiences And Feelings, Recognising What Is Important In His/hers Own Life.</p> <p>Recognise Interesting/ Puzzling Aspects Of Life.</p> <p>Express What Is Of Value And Concern To Himself/Herself And Others In Relation To Matters Of Right And Wrong.</p>					
PSHE	Being Me in My World <p>To feel safe and special in my class</p> <p>To understand the rights and responsibilities as a member of my class</p> <p>To recognise feelings.</p> <p>To contribute my own views and ideas</p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	Celebrating Differences <p>To identify similarities between people in my class</p> <p>To identify differences between people in my class</p> <p>To understand what 'bullying' is</p> <p>To know how to make new friends</p> <p>To explain how I am different from my friends.</p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	Dreams and Goals <p>To set simple goals and try to achieve it</p> <p>To understand how to work well with a partner</p> <p>To tackle a new challenge and stretch my learning</p> <p>To identify obstacles</p> <p>To succeed in a new challenge</p> <p><u>British Values Covered</u> Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>	Relationships <p>To understand there are different types of families</p> <p>To identify what being a good friend means to me.</p> <p>To know appropriate ways to greet my friends.</p> <p>To know who can help me in my school community.</p> <p>To recognise my qualities as a person and friend</p> <p>To explain why I appreciate someone special to me</p> <p><u>British Values Covered</u> Democracy Rule of Law Individual Liberty Mutual Respect</p>	Healthy Me <p>To understand the difference between healthy and unhealthy.</p> <p>To know how to make healthy lifestyle choices.</p> <p>To know how to keep myself clean and healthy.</p> <p>To understand how to use medicine safely.</p> <p>To know how to cross the road safely.</p> <p>To explain why my body is amazing</p> <p><u>British Values Covered</u> Rule of Law Individual Liberty Mutual Respect</p>	Changing Me <p>To understand the life cycles of animals and humans.</p> <p>To understand that changes are ok.</p> <p>To identify parts of the body</p> <p>To understand changes occur.</p> <p><u>British Values Covered</u> Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs</p>

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PE	Multi Sports (Outside) Catch a large ball. Throw a large ball overarm, using the correct technique Hit a large ball, using the correct technique Participate in team games to developing simple tactics for attacking and defending	Dance Link skills and actions in different ways to suit different activities Establish sequences of actions and skills which have a clear beginning, middle and ending Describe and comment on performance	Gymnastics Hold a balance whilst walking along a straight line Establish sequences of actions and skills which have a clear beginning, middle and ending Describe and comment on performance	Racket and Ball Skills Catch a large ball. Throw a large ball overarm, using the correct technique Hit a large ball, using the correct technique Participate in team games to developing simple tactics for attacking and defending	Athletics Zig zag through a series of markers spaced evenly, about 2m apart Hop on the spot using the same foot Jump for distance, Jump for height Catch a bean bag	Athletics Zig zag through a series of markers spaced evenly, about 2m apart Hop on the spot using the same foot Jump for distance, ump for height Catch a bean bag