

Yearly Overview Year 1 2022 -2023

Term	1	2	3	4	5	6
Topic	Once Upon a Time		Our Wonderful World		Past, present and future	
	All about me	Celebrations	The Great Fire of London	Our Wonderful World	Growing & Changing	Adventurers & Castles (UK)
English quality text	Three Little Pigs and alternative texts	Where the wild things are. The Christmas Story.	Toby & the Great Fire of London	Somebody Crunched Colin	The Secret Sky garden	Everything Castles The Paper Bag Princess
Daily read chapter book	Picture books – linked to fairy tales / alternative fairy tales.	Roald Dahl	Faraway Tree		Charlottes Webb / Winnie the Pooh / Wind in the Willows.	
Science	<p>Animals including Humans</p> <p>The children start by focusing on themselves and the human body. The topic 'all about me' allows them to share information about themselves and learn about the human body. They will learn about their bodies and names of parts of their bodies. They will discuss similarities and differences and what makes them unique.</p> <p>They will draw around a person and label all of the different body parts.</p> <p>They will go on a senses walk around school and will be able to identify which senses they are using. They will have a senses carousel during curriculum time.</p> <p>They will be sorting the plastic animal toys and pictures of animals in to groups and will be discussing how and why they have classified the animals in that way.</p> <p>They will be using books about animals from the library to find out information that might help them sort and classify the animals. They will start to use post it notes to label their groups and how they have chosen to sort them. Link to similarities and differences that they discussed in Term 1. The BBC Bitesize videos about each animal group will be used for the teaching. Classifying animals according to whether they are amphibians, birds, fish, mammals or reptiles.</p>		<p>Everyday materials</p> <p>This topic starts with a material hunt around the school grounds.</p> <p>They then sort objects according to the material that it is made of. Discuss the properties of each material and its suitability for the job. This links well to the topic Castles and the materials that were used hundreds of years ago when building a castle. We can use the resources from The Yate Heritage Centre to look at toys from the past and compare them with toys from the present. This allows them to investigate and observe materials and some of their changes over time.</p>		<p>Plants</p> <p>During this topic the children will be looking at what happens when we plant a seed and a variable is removed. Can they explain what the plant needs to thrive.</p> <p>They will use magnifying glasses to look at the parts of a plant and to compare leaves.</p> <p>They will be able to name trees and plants that they see regularly.</p> <p>Can they identify what job each part of the plant has?</p> <p>They will also be looking at fruits and vegetables so that they understand that they come from a plant. They will be taught that fruits grow from different types of plants. Some fruits, such as bananas, cherries, and apples, grow on trees. Other fruits, such as strawberries, grapes, and watermelons, grow on vines. Fruits like blueberries and raspberries grow on bushes. All fruits contain seeds</p> <p>They will also have a chance to taste some exotic fruits.</p>	

Seasonal changes

Seasonal changes is ongoing throughout the year. Children will see and experience each seasonal change and what happens to the plants, animals and weather around them during these seasons.

Each term they will have the chance to record the seasonal changes around the school grounds and will look for plants and flowers that are linked to that season in particular. This is covered in more detail when covering the plants strand.

The weather patterns linked to each season are covered when they have a go at being weather reporters. This is also linked to Geography when they are learning the parts of the UK.

<p>History</p>		<p>Changes within living memory</p> <p>Toys from the past Children will look at historical toys and household objects from Yate Heritage centre. Children will begin to develop comparison skills and recount changes within living memory, developing a sense of chronology. Children will also be able to find and ask simple questions in relation to changes and similarities with household objects and toys.</p> <p>Children will begin to develop the skill of comparing, identifying 'then' and 'now' and asking/answering basic questions about the past.</p> <p>Remembrance Day Children will also learn about Remembrance</p>	<p>Events beyond living memory</p> <p>Great Fire of London Children will learn about the historic event of the Great Fire of London; ordering the events in the correct order – creating their own timelines. This continues to develop their understanding of chronology.</p> <p>Children will learn facts about how the fire started, what happened during the fire and what happened as a result.</p> <p>Children will continue to develop the skill of, identifying objects as 'then' and 'now' and asking/answering basic questions about the past.</p>			<p>Events beyond living memory</p> <p>Castles Children to develop a sense of chronology by sequencing events and recounting changes within living memory in relation to castles and the way of life.</p> <p>Children will be able to place events in order, knowing which castles were built first and why this was. This develops their skill of describing simple similarities & differences and comparing "then" and now".</p> <p>Children will develop their skills of asking and answering questions about the past. They will communicate their ideas through drawing, writing and talking about aspects of the past.</p>
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		Day; sequencing and recounting events within living memory. A visit from a soldier will enable children to talk, draw or write about aspects of the past using information gleaned from the visitor. Additionally, this will practise the skill of identifying similarities and differences between ways of life.				
Geography	<p>Geographical skills and field work, Locational Knowledge and Place Knowledge</p> <p>Children will look at and discuss a wide range of maps, real and fictional and of different forms. They will discuss and name the features and notice that not all the maps have the same features. The children will use both their knowledge of geographical features and the Three little pigs story to make a</p>		<p>Human and physical geography - Seasonal changes – <i>linked to Science.</i></p> <p>Location Knowledge Within their history topic, the children will have an opportunity to learn about London and understand that this is the capital city of England. They will find London on a map.</p>	<p>Human and Physical Geography, Place Knowledge, Location Knowledge</p> <p>The children will begin by exploring the book <i>Somebody Crunched Colin</i>, describing the setting and its geographic features and will then draw a map of the characters journey. The terms physical features and human features will be introduced and we will compare images of the countryside to images of London (whilst recalling what we already know</p>	<p>Place knowledge</p> <p>The children will begin by exploring the book <i>The Secret Sky Garden</i>. Following this (and linking to work on plants in science), children will revisit using a simple map of the school grounds adding features that might be missing from the map. They will then discuss ways in which the school environment could be improved. The children will then take a trip to Yate (mapping out their</p>	<p>Human and Physical Geography - Seasonal changes – <i>linked to Science.</i></p> <p>Location Knowledge Within their history topic children will further develop their understanding of England and Wales through exploring castles. They will look at maps to find where the castles.</p>

	<p>map of The Three Little Pigs Story world. In computing the children will use beebot and use directional language to move the programmable toy around the three pigs map. Using their knowledge of simple maps the children will locate story land characters around the school grounds and plot their position on a simple map. At the end of the unit the children will to create their own fictional island map.</p>			<p>about London from our Gf of L topic). We will go on to locate Britain on a map of the world and then locate London, Bristol (and Bath if it is mentioned by the children) on the map of Britain. We will learn the names of the four countries on the United Kingdom and their capitals. The children will use what they have learnt to plan and film weather reports as part of computing.</p>	<p>journey, before they go). They will collect data about the facilities in the town, look at ways in which the town's environment is enhanced and think about how it could be improved further.</p>	
DT		<p>Cooking and Nutrition - Creating a healthy fruit smoothie</p> <p>Children are introduced to the idea that there are grown and man-made foods. They begin to understand how to make healthy food choices. They explore smoothies for sale in local shop and give their opinions. They design their own recipe and create</p>	<p>Building UK Structures – designing and building Tudor houses</p> <p>Children learn about the Great Fire of London and how the fire spread through the Tudor buildings. They explore how to make structures stronger, stiffer and more stable. They explore a variety of joining methods to create flaps for doors and windows.</p>			<p>Constructing and Mechanisms- Designing and building a castle with a moving drawbridge</p> <p>Children learn about castles and their physical features. Children revisit techniques learned in Term 3 to design and build a castle. Children learn about levers and sliders to create a drawbridge for their castle.</p>

		smoothies using fruit and/or vegetables. They evaluate their smoothies	They design a Tudor home showing details that reflect what they know about the features of this type of architecture. They use a variety of cutting and joining skills to shape and stick cardboard to make models of Tudor houses.			
Art	<p>Spirals (Access Art Pathway) – drawing, collage and mark making with a focus on spirals</p> <p>Children use the whole body to create spirals indoors and outdoors using a variety of materials and media.</p> <p>Children learn to make an observational drawing with a continuous line, using a variety of media and materials and explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make.</p> <p>Through their drawings children are able to talk about what they can see and how it makes them</p>	<p>DT focus for this term</p> <p>Drawing Journey Children continue with simple drawing exercises through the half terms when there is a focus on DT. Weekly 10 min exercises help ensure the continuation of sketchbook and drawing skill development. These may be done within other lessons/sessions such as history, DT, science or geography or as an explicit taught drawing session</p>	<p>DT focus for this term</p> <p>Drawing Journey Children continue with simple drawing exercises through the half terms when there is a focus on DT. Weekly 10 min exercises help ensure the continuation of sketchbook and drawing skill development. These may be done within other lessons/sessions such as history, DT, science or geography or as an explicit taught drawing session</p>	<p>Print Making- (Access Art Pathway) – (developing techniques for printing).</p> <p>Children explore the world about them as a way to begin to understand the concept of “print”.</p> <p>Children use their own bodies, then things they collect around them, to create a variety of prints.</p> <p>They make “plates” by making impressions in plasticine, and then by using printing foam.</p> <p>They explore how they can build up images by creating multiples, and use line, shape, colour and texture to explore</p>	<p>Inspired by Flora and Fauna (Access Art Pathway)– drawing, collage and the work of artists</p> <p>Children look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna.</p> <p>Children practice cutting and collage skills and explore shape and colour to build images.</p> <p>Making Birds (Access Art Pathway (sculpture, drawing) Children explore how they can manipulate their drawings to make 3d forms. Paper is</p>	<p>DT focus for this term</p> <p>Drawing Journey Children continue with simple drawing exercises through the half terms when there is a focus on DT. Weekly 10 min exercises help ensure the continuation of sketchbook and drawing skill development. These may be done within other lessons/sessions such as history, DT, science or geography or as an explicit taught drawing session</p>

	feel. Children explore the artist Kandinsky through music using ICT (Chrome music lab draw using continuous lines to change pitch and sound (making symbols for sounds)			pattern, sequencing and symmetry.	twisted, folded, crumpled to become 3d and added to a simple structure. Children explore balance to finally create an individual bird.	
PSHE - Jigsaw	Being me in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
No Outsiders in Our School	Elmer	The Great Big Book of Families	My World, Your world.	Ten Little Pirates	Max the Champion	My Grandpa is Amazing
RE	SACRE 1.8 How should we care for others and the world, and why does it matter?	SACRE 1.6 How and why do we celebrate special and sacred times?	SACRE 1.5 What makes some places sacred and special?	SACRE 1.7 What does it mean to belong to a faith community?	SACRE 1.1 Who is a Christian and what do they believe?	SACRE 1.8 How should we care for others and the world, and why does it matter?
Music	Singing, Musicianship & Performing, Untuned instruments	Singing, Musicianship & Performing	Singing, Listening Musicianship & Performing	Singing, Composing Musicianship & Performing, Untuned instruments.	Singing, Musicianship & Performing	Singing, Listening Musicianship & Performing
Computing	Online Safety Children will learn how to stay safe online and recognise potential dangers with the help of 'Smartie the Penguin.' They will be taught about personal information and what information is safe or unsafe to share online and why. Children will learn how to behave appropriately online and what to do if someone is behaving inappropriately towards them, including recognising negative feelings.	Media / The impact of technology Children will explore and learn how to use and create a range of media through a range of apps and digital resources. Children will learn where and how technology is used and the benefits technology can provide. They will also have the opportunity to see how technology has changed over time and how it can be used to support communication.	Handling Data Children will learn how to sort objects into categories. They will create pictograms, tally charts and tables digitally and answer questions about the data they have collected.	Media Children will explore and learn how to use and create a range of media through a range of apps and digital resources.	Programming Children draw on their prior knowledge of instructions to gain an understanding of algorithms. Children will have the opportunity to write, plan, test and debug an algorithm using blue bots.	Media Children will explore and learn how to use and create a range of media through a range of apps and digital resources.

PE	Teacher-Ball skills Swift Sports-Ball skills - football/rugby	Teacher -dance Swift Sports -Small apparatus	Teacher -gymnastics Swift Sports -large apparatus	Teacher -Rackets, bats and balls Swift Sports -bat and ball - tennis/hockey	Teacher -dance Swift Sports -track and field	Teacher -locomotion - running/jumping Swift Sports -striking and fielding
Trips / other experiences			Fire Fighters Visit to school		Local area visit	Castle trip