

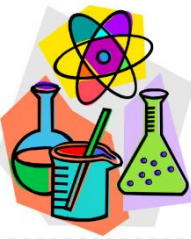








Year 1

	Autumn Topic		Spring Topic		Summer Topic	
<p>The 'Big Question'</p> 	<p>Did children in the past have more fun than children now?</p>		<p>Would it be better to grow up in Middlesbrough or London?</p>		<p>Do children today have more freedom than Victorian children and is that always better?</p>	
<p>Rationale (Why this/Why now?)</p> 	<p>Children will continue their learning from EYFS about where they live and their local area of Middlesbrough. They will also build on their 'bear' topic, looking more broadly at toys. These are both familiar topics in which their learning can be expanded and deepened as they adjust to life in Year 1.</p>		<p>Now that children are familiar with their local area we will begin to explore the UK, its countries and capital cities – focusing on London. They will learn about and compare the city to their town and begin to expand their map skills, locational knowledge and vocabulary.</p>		<p>Children will continue to compare their lives with those in the past using themes that are familiar. They have previously learnt about toys and homes and will now learn about schools in the past. They will be building on their map skills using maps of the school – an environment that is familiar to them.</p>	
<p>Career related learning Local area links Personal development Cultural Capital</p>	<p>Walk to a local park Local area walk</p>		<p>Careers Day</p>		<p>Farm visit Preston Park (related to Victorian life)</p>	
<p>Science</p> 	<p>Everyday Materials</p> <p>Name different types of materials</p> <p>Describe the properties of different materials and sort them into different groups</p> <p>Test the properties of different materials</p> <p>Learn about opaque and transparency</p>	<p>Seasonal Change</p> <p>Observe the changes of trees throughout the different seasons.</p> <p>Investigate why some leaves change in Autumn.</p> <p>Weather – Wind</p> <p>Observe how day length varies (darker earlier)</p>	<p>Seasonal Change</p> <p>Identifying signs of spring</p> <p>Observing and discussing temperature</p> <p>Observing and discussing rainfall</p>	<p>Animals Including Humans</p> <p>Identify and label parts of the body</p> <p>Senses</p> <p>Recognise and name animals</p> <p>Know the 5 main animal groups – birds, reptiles, amphibians, mammals and fish</p>	<p>Plants</p> <p>Identify different plants and trees</p> <p>Learn the different parts of a plant</p> <p>Label the different parts of a plant</p> <p>Understanding deciduous and evergreen</p> <p>Use observation skills</p>	<p>Seasonal Change</p> <p>Identify features of summer</p> <p>Predict and measure temperature</p>




				Group and classify animals Animal diet	Use investigation skills to solve a problem
<p>Geography</p> 	<p>My House and Where I Go to School</p> <p>My address, school, town and country</p> <p>Mapping a journey to school</p> <p>Comparing houses and homes in the area</p>	<p>London</p> <p>Location and weather of London</p> <p>Landmarks and transport in London</p> <p>Using maps and compass points to find my way</p> <p>Sorting human and physical features</p>	<p>Map Skills</p> <p>Looking at aerial photographs</p> <p>Creating messy maps</p> <p>Creating a map for a friend to follow</p>		
<p>History</p> 	<p>Victorian/1950s Childhood: Houses and Toys</p> <p>Comparing homes in the past (outside)</p> <p>Comparing homes in the past (inside)</p> <p>Comparing toys in the past with toys today</p> <p>Looking at how and why toys have changed over time</p>	<p>Kings and Queens</p> <p>Understanding the of a King or Queen (Monarch)</p> <p>Significant Monarchs who have lived in London and where they lived</p>	<p>Comparing Schools Then and Now</p> <p>Life as Victorian child</p> <p>Victorian school life</p> <p>Queen Victoria</p> <p>Samuel Wilderspin</p>		
<p>Art</p> 	<p>Make your mark</p> <p>Exploring ways of making marks building upon knowledge of different drawing material properties and how to replicate texture</p>	<p>Colour splash</p> <p>Mix secondary colours in paint</p> <p>Make a paint colour darker or lighter</p> <p>Choose suitable sized paint brushes</p>	<p>Woven wonders</p> <p>What materials can be cut, knotted, threaded or plaited.</p> <p>Weave using a combination of materials.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place</p>		

Year 1

<p>Design and Technology</p> 	<p>Food and Nutrition – Preparing fruit and vegetables</p> <p>What are different fruit and vegetables like?</p> <p>How should fruit and vegetables be prepared before they are eaten?</p> <p>What could I make and how could I make it?</p> <p>Can I make the product I designed? How did I do?</p>		<p>Mechanisms - Wheels and Axels</p> <p>What moves and how does it move?</p> <p>How are wheels and axles put together?</p> <p>What could I make?</p> <p>Can I make the product I designed?</p> <p>Can I improve the appearance of my product? How did I do?</p>		<p>Free standing structures – Playground</p> <p>What are freestanding structures?</p> <p>How can you build freestanding structures?</p> <p>What could I make?</p> <p>Can I make the product I designed?</p> <p>Can I improve the appearance of my product? How did I do?</p>	
<p>Computing</p> 	<p>Information Technology – Technology Around Us</p> <p>Identify technology around us</p> <p>Name different pieces of technology</p> <p>Log into Seesaw using a QR code and save work.</p> <p>Know the rules for using technology safely and responsibly</p>	<p>Information Technology – Digital Writing</p> <p>Explore a keyboard to add and remove text.</p> <p>Explore changing size and colour of text.</p> <p>Make changes digitally to writing.</p> <p>Add images and use text to label.</p>	<p>Computer Science - Programming</p> <p>Use instructional words and directions</p> <p>Program a robot – Beebot</p> <p>Plan and test a simple algorithm.</p> <p>Debug a simple algorithm.</p>	<p>Information Technology – Grouping Data</p> <p>Label and group items</p> <p>Make different groups</p> <p>Group items to answer a question</p> <p>Understand that computers can be used to group and sort data</p>	<p>Information Technology – Digital Painting</p> <p>Use a range of digital art tools</p> <p>Use software to create a picture</p> <p>Create a digital picture in the style of an artist</p> <p>Compare computer art and painting</p>	<p>Computer Science - Programming</p> <p>Use commands to move a sprite</p> <p>Create an algorithm</p> <p>Predict an algorithm</p> <p>Debug an algorithm</p> <p>Create a simple program</p>
<p>PE</p> 	<p>Fundamentals</p> <p>In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping</p>	<p>Ball Skills</p> <p>In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance.</p>	<p>Gymnastics</p> <p>In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in</p>	<p>Target Games</p> <p>Target games are games where players send an object towards a target.</p> <p>In this unit, pupils develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given</p>	<p>Team Building</p> <p>In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other.</p>	<p>Athletics</p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing</p>

Year 1


			combination to create movement sequences. Sending and Receiving In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.	opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.		to improve on their own score and against others.
<p>PSHE</p> 	<p>Families and Relationships</p> <p>Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair.</p>	<p>Citizenship</p> <p>Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.</p>	<p>Economic Wellbeing</p> <p>Learning about a range of money and bank functions including cash safety, spending, saving and jobs.</p>	<p>Health and Wellbeing</p> <p>Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy.</p>	<p>Safety and the Changing Body</p> <p>Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe</p>	
<p>RE</p> 	<p>How did the world begin?</p> <p>Judaism Christianity Hindu Dharma</p>	<p>What do some people believe God looks like?</p> <p>Christianity Hindu Dharma Islam</p>	<p>What is God's job?</p> <p>Christianity Judaism Islam Hindu Dharma</p>	<p>Why should we care for the world?</p> <p>Christianity</p>	<p>How do you know that new babies are special?</p> <p>Christianity Islam Hindu Dharma Humanism</p>	<p>Why should we care for others?</p> <p>Sikh Islam Judaism Christianity Humanism</p>

LONG TERM PLANNING | CURRICULUM OVERVIEW

Breckon Hill Primary School – Making the Most of Everyday.



Year 1

<p>Music</p> 	<p>Pulse Exploring Pulse and Tempo 1: Feel the Beat</p>	<p>Rhythm Exploring Rhythm 1: Playing and Copying</p>	<p>Pitch Exploring Pitch 1: High and Low</p>	<p>Composing Creating Music 1: Sound Effects and Storytelling</p>	<p>Musicianship: Preparing for Ensemble Skills Singing and Playing Skills 1: Pitch-Matching</p>	<p>Musicianship: Preparing for Reading Notation Understanding Rhythm and Pitch: Percussion</p>
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