

**Year 1**

	Autumn 1 Around the world in half a term	Autumn 2 Local History – Pots & Pits	Spring 1 It's a small World...or is it?	Spring 2 Great British History	Summer 1 This is Our Earth – link to Location in Spring Term	Summer 2 People from the past
<b>Visit</b>	Local Walk	Wedgewood Museum		Visitors to speak in school		Potteries Museum and Art Gallery – spitfire exhibition
<b>Science</b>	Everyday Materials	Seasonal Changes	<b>Animals</b> Including humans	Plants	Seasonal Changes	Animals Including <b>humans</b>
<b>Computing</b>	Technology around us Recognising technology in school and using it responsibly	<b>Digital painting</b> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	<b>Grouping data</b> Exploring object labels, then using them to sort and group objects by properties.	<b>Moving a robot</b> Writing short algorithms and programs for floor robots, and predicting program outcomes.	<b>Digital writing</b> Using a computer to create and format text, before comparing to writing non-digitally	<b>Programming animations</b> Designing and programming the movement of a character on screen to tell stories
<b>Geography</b>	Location - The UK – where am I? Chesterton/Staffordshire/England		Location - The UK The 4 countries of the UK, their Capital Cities and surrounding seas		H&P - Weather The weather in the UK (take pictures all year)	
<b>History</b>		<b>Significant Events – people places in own locality</b> - Josiah Wedgewood and Emma Bridgewater		<b>Changes within Living Memory</b> – How have things changed since the 1960s?		<b>Significant Individuals/Events</b> – Explorers (Christopher Columbus, Captain Cook, Sir Ranulph Fiennes, Captain Scott)
<b>D&amp;T</b>	<b>Mechanisms</b> - Sliders and levers 1a – Moving Pictures (basic slider and one-point lever)		<b>Structures</b> - Freestanding structures 1b – Playgrounds or 1d Homes (frames from straws and strengthen with triangles)		<b>Food</b> - Preparing fruit and vegetables (including cooking and nutrition requirements for KS1) 1c – Eat More Fruit and Veg (Fruit Salad/Keababs)	

<b>Art</b>	<b>Drawing</b> Develop a range of tone using a pencil with techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures.  <b>Ongoing:</b> Describe and compare what I can see and give an opinion about the work of an artist.		<b>Painting</b> Control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to mix a range of secondary colour and predict results  <b>Ongoing:</b> Describe and compare what I can see and give an opinion about the work of an artist.		<b>Sculpture</b> Manipulate malleable materials by rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied.  <b>Ongoing:</b> Describe and compare what I can see and give an opinion about the work of an artist.	
<b>PSHE</b>	<b>What helps us stay healthy?</b> <ul style="list-style-type: none"> <li>• <b>Health and wellbeing</b></li> <li>• Being healthy</li> <li>• How to consider hygiene</li> <li>• Medicines</li> <li>• People who help us with health</li> <li>•</li> </ul>	<b>Who is special to us?</b> <ul style="list-style-type: none"> <li>• <b>Relationships</b></li> <li>• Ourselves and others</li> <li>• People who care for us</li> <li>• Groups who we belong to</li> <li>• Families</li> </ul>	<b>Who helps keep us safe?</b> <ul style="list-style-type: none"> <li>• <b>Health and wellbeing</b></li> <li>• Keeping safe</li> <li>• People who help us</li> </ul>	<b>What can we do with money?</b> <ul style="list-style-type: none"> <li>• <b>Living in the wider world</b></li> <li>• Making choices</li> <li>• What is money?</li> <li>• Needs and wants</li> </ul>	<b>What is the same and different about us?</b> <ul style="list-style-type: none"> <li>• <b>Relationships,</b></li> <li>• ourselves, and others</li> <li>• Similarities and differences</li> <li>• Individuality</li> <li>• Our bodies</li> </ul>	<b>How can we look after each other and the world?</b> <ul style="list-style-type: none"> <li>• <b>Living in the wider world</b></li> <li>• Ourselves and others</li> <li>• The world around us</li> <li>• Caring for others</li> <li>• Growing and changing</li> </ul>
<b>RE</b>	1.6b: <b>Caring</b> - Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions	1.4c: <b>Belonging</b> - Find out about ceremonies in which special moments in the life cycle are marked	1.5b: <b>Families</b> - <u>Listen to and ask questions</u> about stories of individuals and their relationship with God	1.2b: <b>Celebrations</b> - <u>Explore</u> the preparations for and <u>find out about</u> the celebration of festivals	1.1a: <b>Answers</b> - Engage with stories and extracts from religious literature and talk about their meanings	1.2a: <b>Worship</b> - Find out about how and when people worship and ask questions about why this is important to believers
<b>PE</b>	Gymnastics  LEAP	Dance  LEAP	Throwing and catching – basic ball handling skills  LEAP	Attacking and Defending – Team Games  LEAP	Athletics – Running & Jumping  LEAP	Invasion Games – basic invasion game skills  LEAP
<b>Music</b>	<b>Ourselves – Exploring Sounds.</b> Explore ways to use their voice expressively. Perform actions whilst singing.  <b>Number – Beat.</b> Develop the sense of a steady beat using music body percussion and instruments.	<b>Animals – Pitch.</b> Develop an understanding of pitch through movement, voice and instruments. Identify high and low pitches.  <b>Weather – Exploring Sounds.</b> Use voices, movements and instruments to describe the weather.	<b>Machines – Beat</b> Explore the beat through movement, body percussion and instruments. Keep a rhythm and change in tempo.  <b>Seasons: Pitch</b> Explore pitch through singing, tuned percussion and listening.	<b>Our school – Exploring Sounds</b> Exploring sounds found in our school environment. Produce and record sounds (use IT)  <b>Pattern: Beat</b> Develop an understanding of metre (groups of steady beat) through counting, body percussion and readying scores.	<b>Story time – Exploring Sounds</b> Using music to tell a story. Identify and contrast fast and slow, loud and quite and how it can affect performances.  <b>Our bodies – Beat</b> Combining rhythm patterns with a steady beat, using body percussion.	<b>Travel – Performance</b> Develop performance skills looking at transport from around the world.  <b>Water – Pitch</b> Use voices, movement and instruments to explore changes in pitch. Develop a performance with different vocal pitch and tuned precision.
<b>French</b>	How to answer the register in French, for example, Bonjour.					