Full Science & Foundation Overview – Crackley Bank Primary School

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
Science	Everyday Materials	Seasonal Changes	**Animals** Including humans	Plants	Seasonal Changes	Animals Including **humans**
Computing	**Technology around us** Recognising technology in school and using it responsibly	**Digital painting** Choosing appropriate tools in a program to create art and making comparisons with working non-digitally.	**Grouping data** Exploring object labels, then using them to sort and group objects by properties.	**Moving a robot** Writing short algorithms and programs for floor robots and predicting program outcomes.	**Digital writing** Using a computer to create and format text, before comparing to writing non-digitally	**Programming animations** Designing and programming the movement of a character on screen to tell stories
Geography	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)	
History		**Significant Events – people places in own locality -** Josiah Wedgewood and Emma Bridgewater		**Changes within Living Memory** – How have thing changed since the 1960s?		**Significant Individuals/Events** – Explorers (Christopher Columbus, , Captain Cook, Sir Ranulph Fiennes, Captain Scott)
D&T	**Mechanisms -** Sliders and levers 1a – Moving Pictures (basic slider and one-point lever)		**Structures -** Freestanding structures 1b – Playgrounds or 1d Homes (frames from straws and strengthen with triangles)		**Food -** Preparing fruit and vegetables (Including cooking and nutrition requirements for KS1) 1c – Eat More Fruit and Veg (Fruit Salad/Kebabs)	
Art	**Drawing** 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. **Ongoing:** Describe and compare what I can see and give an opinion about the work of an artist.		**Painting** 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 **Ongoing:** Describe and compare what I can see and give an opinion about the work of an artist.		**Sculpture** Manipulate malleable materials by rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. **Ongoing:** Describe and compare what I can see and give an opinion about the work of an artist.	

PSHE	**What helps us stay healthy?** • **Health and wellbeing** • Being healthy • How to consider hygiene • Medicines • People who help us with health •	**Who is special to us?** • **Relationships** • Ourselves and others • People who care for us • Groups who we belong to • Families	**Who helps keep us safe?** • **Health and wellbeing** • Keeping safe • People who help us	**What can we do with money?** • **Living in the wider world** • Making choices • What is money? • Needs and wants	**What is the same and different about us?** • **Relationships,** • ourselves, and others • Similarities and differences • Individuality • Our bodies	**How can we look after each other and the world?** • **Living in the wider world** • Ourselves and others • The world around us • Caring for others • Growing and changing
RE	1.6b: **Caring -** Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions	1.4c: **Belonging -** Find out about ceremonies in which special moments in the life cycle are marked	1.5b: **Families -** Listen to and ask questions about stories of individuals and their relationship with God	1.2b: Celebrations - Explore the preparations for and find out about the celebration of festivals	1.1a: **Answers -** Engage with stories and extracts from religious literature and talk about their meanings	1.2a: **Worship -** Find out about how and when people worship and ask questions about why this is important to believers
PE	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
Music	**Menu Song** • Participate in creating a dramatic group performance using kitchen-themed props. • Copy a leader in a call-and-response song, waiting their turn to sing. • Sing a cumulative song from memory, remembering the order of the verses. • Play classroom instruments on the beat. • Listen and move in time to the song.	**Christmas Concert Performance - singing** • Children will use their voices to sing traditional and modern Christmas songs.	**Football** • Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). • Chant together rhythmically, marking rests accurately. • Sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable. • Play a simple ostinato on untuned percussion. • Recognise the difference between a pattern with notes (pitched) and without (unpitched).	**Cat and mouse** • Create rhythm patterns, put them in an order to create a composition. • Write down our compositions. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns.	**Come Dance with Me** • Copy call-and-response patterns with voices and instruments. • Echo sing on our own and in pairs. • Create new words to a song and play the rhythm. • Sing a call-and-response song. • Play a short phrase on tuned percussion holding beaters correctly.	
Spanish	How to answer the register in Spanish, for example – Ola					