**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: One | Term: Autumn | Whole Class Text (s): One Duck Stuck, We’re Going on a Bear Hunt, Here Come the Aliens, The Gruffalo, The Enormous Turnip – REPETITIVE STORIES | Theme: We’re Going on an Adventure! |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |
| RE 1.7 What does it mean to belong to a faith community? 1.6 How and why do we celebrate special and sacred times? | Follow NYCC RE scheme of work |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes  |
| History | Whitby HuntWhitby Abbey (link to Bear Hunt)(Small World/ Role Play Area) | * To be able to use words and phrases like; old, new and a long time ago.
* To recognise that some objects belonged to the past.
* To be able to spot old and new things in a picture.
 | * To understand the significant historical places in our own locality.
 | * Create a ‘local places’ hunt around town – linking with English topic (Short Narrative)
 |
| Geography | WeatherSeasons(Enquiry Area) | Weather* To be able to complete a weather chart.
* To understand the weather chart and ask questions about it.

Seasons* To be able to explain how the weather changes throughout the year and name the seasons.
 | Weather* To identify daily weather patterns in the UK.
* To use simple compass directions (direction of wind)

Seasons* To identify seasonal changes in the UK.
 | Weather* Weekly weather charts. (Wind dial, rain cup, compass)

Seasons* Descriptions to accompany seasons art work explaining why particular colours were used etc. - linking with Van Gogh topic
 |
| Art(full afternoon)  | Discrete skill development | * Different mediums have different effects ie pencil, chalk, pastel
* Awareness of different pencils and their effects
* The impact of surface on the drawing (paper, card, playground, wall)
 | * Use a range of materials creatively to design and make products
* To use drawing to develop and share their ideas, experiences and imagination
 | * Weekly exploration of drawing familiar objects, developing drawing skills with the identified materials
* The children to be able to explain their work and choices
* A final drawing using materials of choice and explaining their reasoning – Autumn tree
 |
| DT | Continuous provision – workshop.  | * To use my own knowledge and ideas to make a model / product
* To describe how something works.
* Discuss how I want to make a product and why.
 | * To design purposeful, functional, appealing products for themselves and others based on design criteria.
* To generate, develop, model and communicate their ideas through talking drawing, templates and mock-ups
* To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining)
* To explore and evaluate a range of existing products
* To evaluate their ideas and products against design criteria
* To build structures, exploring how they can be made stronger, stiffer and more stable.
* To select from a wide range of materials and components, including construction materials, textiles and ingredients.
 | From materials and resources available in the workshop area pupils should create and discuss the construction of:A bridgeA strong structureA design with moving parts (toy, vehicle, puppet) |
| Computing | “We are collectors”(Finding images using the web)“We are storytellers”(Producing a talking book) | Collectors:* To find and use pictures on the web.
* To know what to do if they encounter pictures that cause concern.
* To group images on the basis of a binary (yes/no) question.
* To organise images into more than two groups according to clear rules.
* To sort (order) images according to some criteria.
* To ask and answer binary (yes/no) questions about their images.

Book:* To use sound recording equipment to record sounds.
* To develop skills in saving and storing sounds on the computer.
* To develop collaboration skills as they work together in a group.
* To understand how a talking book differs from a paper-based book.
* To talk about and reflect on their use of ICT.
* To share recordings with an audience.
 | * Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
* Recognise common uses of information technology beyond school.
* Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
* Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
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| R.E | 1.6 How and why do we celebrate special and sacred times? 1.7 What does it mean to belong to a faith community? |  |  |  |
| Science | Seasonal changesAnimals Including Humans(Enquiry Area) | Seasons* To observe changes across the 4 seasons.
* To observe and describe weather associated with the seasons and how day length varies.

Animals* Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals.
* Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
* Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
 | * Asking simple questions and recognising that they can be answered in different ways.
* Observing closely, using simple equipment.
* Performing simple tests.
* Identifying and classifying.
* Using their observations and ideas to suggest answers to questions.
* Gathering and recording data to help in answering questions.
 | SeasonsAnimals |
| Music | Music ExpressOurselvesNumberAnimalsWeather | * *Exploring sounds*
* *Beat*
* *Pitch*
 | * Singing, performing actions
* Develop a sense of steady beat
* Develop an understanding of pitch, contrasts of high and low pitches
* Use of voice, movement and instruments
 | * Create an expressive story
* Movement, body percussion, & instruments
* Animal chant sounds and sequences
* Describe the weather through music
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| PE |  | *Autumn 1 – Dance & Multiskills* | *Autumn 2 – Dance and Multiskills* |  |

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| Enrichment Activities: Visit Whitby Abbey, walk up/down 199 steps, zoo/animal shelter visitor, grow turnips? |

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| Life Skills: To be able to get dressed all by myself. |

**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: One | Term: Spring | Whole Class Text (s): Alfie Books, Katie Morag Books, The Stowaway – FAMILIARITY | Theme: There’s no place like Home |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |

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| RE 1.5 What makes some places sacred?  | Follow NYCC RE scheme of work |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes  |
| History | ToysMe/SiblingsRegatta(Small World/ Role Play Area) | Toys* To use words and phrases such as: old, new and a long time ago.
* To recognise that some objects belonged in the past.
* To ask and answer questions about old and new objects.
* To spot old and new things in a picture.

Me/Siblings* To explain how I have changed since I was born.

Regatta* To understand the significance of the Regatta event, held in Whitby during Summer.
 | Toys* To recognise the changes within living memory.
* To put past and present toys on a timeline and explain their reasoning.

Me/Siblings* To recognise the changes, I and my family have made.

Regatta* To understand the significant historical events in our own locality.
 | Toys* Museum exhibition displaying old and new toys (real artefacts, sketches, photographs) with a ‘museum’ style description.

Me/Siblings* Personal timeline, including photographs, labelling and explaining the changes I have gone through.

Regatta* Visit the rowing clubs? Ask questions?
 |
| Geography | Weather(on going over the year)Where I Live(Town, Country, UK)Seasons(Enquiry Area) | Weather* To be able to complete a weather chart.
* To understand the weather chart and ask questions about it.

Where I Live* To be able to explain where I live.
* To tell someone my address.
* To name the four countries in the United Kingdom and locate them on a map.
* To name some of the main towns and cities in the United Kingdom.

Seasons* To be able to explain how the weather changes throughout the year and name the seasons.
 | Weather* To identify daily weather patterns in the UK.
* To use simple compass directions.

Seasons* To identify seasonal changes in the UK.

Where I Live* To name, locate and identify characteristics of four countries and capital cities of the UK and its surrounding seas.
* To use basic geographical vocabulary to refer to key physical features and key human features.
* To use world maps, atlases and globes to identify the UK and its countries.
* To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
* To use locational and directional language to describe the location of features on a map.
 | Weather* Weekly weather charts. (Wind dial, rain cup, compass)

Where I Live* Create postcards from different areas (Town/Cities)
* Create a map of our town. (Label where we live?)
* Make ‘Where we live’ cards (My home, my town, my country...)

Seasons* Descriptions to accompany seasons artwork explaining why particular colours were used etc. - linking with Van Gogh topic
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| Art(full afternoon) | Discrete skill development | * Understand primary, secondary
* The use of shade and tone and recognising light source
* The impact of the chosen tool on the painted effect (sponge, printing, brushes)
 | * To develop a large range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* To use painting to develop and share their ideas, experiences and imagination
 | * Weekly exploration of painting familiar objects, developing paintings skills with the identified materials
* The children to be able to explain their work and choices
* A final painting using materials of choice and explaining their reasoning – spring tree
 |
| DT | Continuous Provision (Workshop/ Construction Area)Home | Workshop* To be able to use my own ideas to make something.
* To be able to describe how something works.
* To be able to make a product which moves.
* To explain to someone how else I want to make my product.

Home* To be able to cut food safely.
* To use good food handling and food hygiene
* To understand the food wheel and why foods should be eaten in greater/smaller quantities.
 | Workshop* To design purposeful, functional, appealing products for themselves and other users based on design criteria.
* To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.
* To select from and use a range of tools and equipment to perform practical tasks. (Cutting, shaping, joining)
* To explore and evaluate a range of existing products.
* To evaluate their ideas and products against design criteria.
* To build structures, exploring how they can be made stronger, stiffer and more stable.
* To explore and use mechanisms, such as levers, sliders, wheels and axels.

Home* To select from and use a wide range of materials and components, including knives, baking sheet, oven, grater, textiles (oven gloves and tea towel, cleaning products) and ingredients.
 | Workshop* Using materials from the construction and workshop areas to create a range of builds and discuss their choices.
* A bridge
* A strong structure
* An object with moving parts

Home* Prepare a healthy balanced family meal
* Explain the basic nutritional value and what makes the dish healthy
* To understand where food comes from
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| Computing | “We are celebrating”(Creating a card digitally)“We are chefs”(Filming the steps of a recipe) | Card:* To develop basic keyboard skills, through typing and formatting.
* To develop basic mouse skills.
* To use web to find and select images.
* To develop skills in storing and retrieving files.
* To develop skills in combining text and images.
* To discuss their work and think about whether it could be improved.

Chefs:* To break down a process into simple, clear steps, as in an algorithm.
* To use different features of a video camera.
* To use a video camera to capture moving images.
* To develop collaboration skills.
* To discuss their work and think about how it could be improved.
 | * Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
* Recognise common uses of information technology beyond school.
* Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
* Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
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| R.E | 1.1 who is a Christian and what do they believe? |  |  |  |
| Science | Seasonal changes (revisited)Everyday MaterialsAnimals Including Humans(Enquiry Area) | Seasons* Observe changes across the 4 seasons.
* Observe and describe weather associated with the seasons and how day length varies.

Animals* Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Materials* Distinguish between an object and the material from which it is made.
* Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
* Describe the simple physical properties of a variety of everyday materials.
* Compare and group together a variety of everyday materials on the basis of their simple physical properties.
 | * Asking simple questions and recognising that they can be answered in different ways.
* Observing closely, using simple equipment.
* Performing simple tests.
* Identifying and classifying.
* Using their observations and ideas to suggest answers to questions.
* Gathering and recording data to help in answering questions.
 | SeasonsAnimalsMaterials |
| Music | Music ExpressMachinesSeasonsOur SchoolPattern | * Beat
* Pitch
* Sound
* Metre (groups of steady beat)
 | * Explore beat and changes in tempo
* Singing, tuned percussion and listening
* Investigate ways to produce and record sound, using IT to stimulate musical ideas
* Develop an understanding of metre through counting, body percussion and reading scores
 | * Word rhythms
* Play listening games
* Musical ideas linked to Geography
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| PE |  | *Spring 1 – Multiskills Games & Gymnastics* | *Spring 2 – Gymnastics & Net and Wall Games* |  |

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| Enrichment Activities: Visit the museum, walk around the local area, visit rowing clubs |

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| Life Skills: To be able to fold my clothes neatly. |

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| Year: One | Term: Summer | Whole Class Text (s): Jack and the Beanstalk, The Three Billy Goats Gruff, Peter Pan, The Emperor’s New Clothes – FAIRY TALES | Theme: Is this a dream or is this just Fantasy? |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |

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| RE 1.1 who is a Christian and what do they believe? | Follow NYCC RE scheme of work |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes  |
| History | Captain Cook(Small World/ Role Play Area) | * To explain how some people have helped us to have better lives.
* To understand why Captain Cook is significant to Whitby.
* To understand why Captain Cook is significant to the world.
 | * To understand the significant historical people in our own locality.
* To learn about the lives of significant individuals in the past who have contributed to national and international achievements.
 | * Questions for Cook; pretend we are going back in time to visit Cook.

(Actor to come in as Cook and answer the questions?) |
| Geography | WeatherHot and Cold PlacesSeasons(Enquiry Area) | Weather* To be able to complete a weather chart.
* To understand the weather chart and ask questions about it.

Hot and Cold Places* To explain some of the main things that are in hot and cold places.
* To explain the clothes that would be worn in hot and cold places.

Seasons* To be able to explain how the weather changes throughout the year and name the seasons.
 | Weather* To identify daily weather patterns in the UK.
* To use simple compass directions.

Seasons* To identify seasonal changes in the UK.

Hot and Cold Places* To identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.
 | Weather* Weekly weather charts. (Wind dial, rain cup, compass)

Hot and Cold Places* Design outfits for the Emperor. (if he lived in a hot place, if he lived in a cold place) - Linking to Materials topic.

Seasons* Descriptions to accompany seasons artwork explaining why particular colours were used etc. - linking with Van Gogh topic
 |
| Art(full afternoon) |  | * About the work of a craft maker, artist and designers - Henry Moore
* Understanding of sculpting materials
* Purpose of sculptures and how they are a form of art
* Sculpture can be a form of public art
 | * Describe similarities and differences between different practises and disciplines and making links to their own work
* Sculpture – manipulation, fine motor skills, selection of materials
 | * A range of small sculptures
* Show a preference for one material and create a final piece with this
* Be able to reason why they have made these decisions
* Confidently discuss sculpture art and their craft maker
* Annual visit to the Yorkshire sculpture park
 |
| DT | Fairy Tales | * To use my own knowledge and ideas to make something.
* To describe how something works.
* Discuss how I want to make a product and why.
 | * To design purposeful, functional, appealing products for themselves and others based on design criteria.
* To generate, develop, model and communicate their ideas through talking drawing, templates and mock-ups
* To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining)
* To explore and evaluate a range of existing products
* To evaluate their ideas and products against design criteria
* To build structures, exploring how they can be made stronger, stiffer and more stable.
* To select from a wide range of materials and components, including construction materials, textiles and ingredients.
 | From previous continuous workshop provision pupils now able to make with confidence and discuss * A bridge for the Three Billy Goats Gruff to safely cross the river.
* Why the Three Little Pigs had success with bricks (but not straw or sticks – but offer suggestions as to how these building materials could be improved.)
 |
| Computing | “We are painters”(Illustrating an eBook)“We are treasure hunters”(Using programmable toys) | Painters:* To use web safely to find ideas for an illustration.
* To select and use appropriate painting tools to create and change images on the computer.
* To understand how this use of ICT differs from using paint and paper.
* To create an illustration for a particular purpose.
* To know how to save, retrieve and change their work.
* To reflect on their work and act o feedback received.

Treasure hunters:* To understand that a programmable toy can be controlled by inputting a sequence of instructions.
* To develop and record sequences of instructions as an algorithm.
* To program a toy to follow their algorithm.
* To debug their programs.
* To predict how their programs will work.
 | * Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
* Recognise common uses of information technology beyond school.
* Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
 |  |
| RE | 1.5 What makes some places sacred? |  |  |  |
| Science | PlantsSeasonal changes (revisited)Light(Enquiry Area) | Plants* Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
* Identify and describe the basic structure of a variety of common flowering plants, including trees.

Seasons* Observe changes across the 4 seasons.
* Observe and describe weather associated with the seasons and how day length varies.

Light | * Asking simple questions and recognising that they can be answered in different ways.
* Observing closely, using simple equipment.
* Performing simple tests.
* Identifying and classifying.
* Using their observations and ideas to suggest answers to questions.
* Gathering and recording data to help in answering questions.
 | PlantsSeasonsLight |
| Music | Music ExpressStorytimeOur BodiesTravelWater | * Music can tell a story
* Beat and rhythm
* Songs about travel and transport from around the world
* Vocal pitch, tuned percussion
 | * Identify contrasts of fast and slow, loud and quiet.
* Combine rhythm patterns with a steady beat
* Develop performance skills
* Use voice, movement and instruments to explore change of pitch
 | * Performance
* Use of body percussion
* Singing performance
* Performance with different vocal pitch shapes
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| PE |  | Summer 1 – Invasion Games & Net and wall games | Summer 2 – Striking and Fielding & Athletics |  |

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| Enrichment Activities: Visit Captain Cook museum, visit museum, clothes designer/maker visitor, grow plants |

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| Life Skills: To be able to brush my teeth properly. |