**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 Hunt  Whitby 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 | Weather  Seasons  (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 bridge  A strong structure  A 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. |  |
| 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 changes  Animals 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. | Seasons  Animals |
| Music | Music Express  Ourselves  Number  Animals  Weather | * *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 |
| 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 | Toys  Me/Siblings  Regatta  (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 |
| 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 |
| 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. |  |
| R.E | 1.1 who is a Christian and what do they believe? |  |  |  |
| Science | Seasonal changes (revisited)  Everyday Materials  Animals 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. | Seasons  Animals  Materials |
| Music | Music Express  Machines  Seasons  Our School  Pattern | * 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 |
| 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 | Weather  Hot and Cold Places  Seasons  (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 | Plants  Seasonal 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. | Plants  Seasons  Light |
| Music | Music Express  Storytime  Our Bodies  Travel  Water | * 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 |
| 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. |