



**Broadwood Primary School**  
**Year 1**  
**Yearly Overview**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<b>It's a Toy Story!</b>	<b>Oh I do love to be beside the seaside!</b>	<b>One Day on Our Blue Planet!</b>
<b>English (Texts)</b>	 <p style="text-align: center;"><b>Only one you The Most Magnificent Thing</b></p> 	 <p style="text-align: center;"><b>Hello Lighthouse The Sea Saw</b></p> 	 <p style="text-align: center;"><b>One Day on our Blue Planet... The Savannah Here We Are</b></p> 
<b>Science Knowledge and Skills</b>	<p style="text-align: center;"><b>Animals including humans</b></p> <p>Explore the human body and growth            Identify, name and label the basic parts of the human body            Understand what senses are and what they do            Know which part of the body is associated with each sense  <b>Skills</b>            Observe closely, using simple equipment            Identify and classify            Use their observations and ideas to suggest answers to questions            Gather and record data to help in answering questions</p> <p style="text-align: center;"><b>Seasonal changes</b></p> <p>Observe changes across the 4 seasons            Observe and describe weather associated with the seasons and how day length varies  <b>Skills</b>            Perform simple tests            Use their observations and ideas to suggest answers to questions            Gather and record data to help in answering questions</p>	<p style="text-align: center;"><b>Exploring Everyday Materials</b></p> <p>Distinguish between an object and the material            Identify and name a variety of everyday materials            Describe the simple physical properties of a variety of everyday materials            Compare and group a variety of everyday materials on the basis of their simple physical properties            Know a range of materials and their uses            Predict, test and observe the properties of material            Explore how magnets work</p> <p><b>Skills</b>            Observe closely, using simple equipment            Ask simple questions and recognise that they can be answered in different ways            Perform simple tests            Identify and classify</p>	<p style="text-align: center;"><b>Animals including humans</b></p> <p>Identify and name a variety of common animals, describing and comparing their structure            Identify carnivores, herbivores and omnivores  <b>Skills</b>            Observe closely, using simple equipment            Identify and classify            Use observations and ideas to suggest answers to questions            Gather and record data to help answer questions</p> <p style="text-align: center;"><b>Plants</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals            Give reasons for classifying plants and animals based on specific characteristics  <b>Skills</b>            Observe closely, using simple equipment            Perform simple tests            Identify and classify            Use their observations and ideas to suggest answers to questions            Gather and record data to help in answering questions.</p>

<p><b>History</b></p>	<p><b>Toys Old and New</b>          What are our toys like today?          What are other people’s toys like?          How can we tell these toys are old?          What were our grandparents’ toys like and how do we know?          Who played with these toys a long time ago?          How can we set up a Toy Museum?</p>	<p><b>Grace Darling</b>          What did Grace do that made her famous?          Why did Grace do what she did and what made her actions so special?          Did Grace really carry out this brave rescue on her own?          How do we know about Grace’s actions which happened so long ago?          How did sea rescue improve after her heroic act?          How should we remember Grace Darling today 180 years after she died?</p>	
<p><b>Geography</b></p>	<p><b>Weather and fieldwork</b>          What is weather?          How do we make decisions?          What do we need to find out?          How do we use criteria to help us decide?          How can you present your decision?</p>		
<p><b>ICT Knowledge and Skills</b></p>	<p><b>Computing systems and networks – Technology around us</b>          Recognise common uses of information technology beyond school          Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p><b>Creating Media – Digital Painting</b>          Use technology purposefully to create, organise, store, manipulate, and retrieve digital content          Can use technology to create and present their ideas</p> <p><b>E-Safety</b>          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</p> <p>Use technology to create and present their ideas.          Use the keyboard to enter text          Save information in a special place and retrieve it again</p>	<p><b>Creating Media - Digital Writing</b>          Use technology purposefully to create, organise, store, manipulate and retrieve digital content          Use technology safely and respectfully, keeping personal information private          Use technology to create and present their ideas          Use the keyboard to enter text          Save information to a special place and retrieve it again</p> <p><b>Data and information – Grouping Data.</b>          Use technology purposefully to create, organise, store, manipulate and retrieve digital content          Use technology safely and respectfully          Use technology to create and present their ideas          Talk about the different ways in which information can be shown          Use technology to collect information, including photos, video and sound          Sort different kinds of information and present it to others          Add information to a pictograph and talk about what they have found out</p>	<p><b>Programming A – Moving a Robot</b>          Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions          Create and debug simple programs          Use logical reasoning to predict the behaviour of simple programs          Recognise common uses of information technology beyond school</p> <p><b>Programming B – Introduction to Animation</b>          Reinforce what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions          Understand an algorithm is a set of precise instructions          Plan a simple algorithm          Test a simple algorithm that they planned          Identify a mistake in an algorithm          Plan, test and successfully run an algorithm on more than one device (e.g. Beebot and an app)          Create and debug simple programs          Use logical reasoning to predict the behaviour of simple programs</p>
<p><b>PSHE Knowledge and</b></p>	<p><b>Me and my relationships</b>          Why we have classroom rules (citizenship and British</p>	<p><b>Keeping myself safe</b>          Healthy me (Healthy eating and physical activity)</p>	<p><b>Being my Best</b>          I can eat a rainbow (Healthy lifestyle)</p>

<p><b>Skills</b></p>	<p>Values) Thinking about feelings (comfortable and uncomfortable, relationship education) Our feelings (relationship education and emotional health) Feelings and bodies (keeping safe, emotional needs and relationships) Our special people balloons (family and community) Good friends (conflict and resolution) How are you listening (co-operation and tolerance)</p> <p><b>Valuing difference</b> Same or different? (Being yourself, British Values) Unkind, Kind, tease or bully (bullying) Harold's school rules (citizenship, rule and law) Who are our special people? (Community and family) It's not fair (Bullying and Keeping Safe)</p>	<p>Super Sleep (Healthy lifestyles) Who can help? (Keeping safe) Harold loses Geoffrey (Dealing with loss) What could Harold do? (Medicines and safety) Good or bad touches (The underwear rule) Sharing pictures (online safety)</p> <p><b>Rights and responsibilities</b> Harold's wash and brush up (healthy lifestyles) Around and about school (Environment, responsibility) Taking care of something (responsibility, British Values) Harold's money (Money) How should we look after our money? (Responsibility, money) Basic First Aid (Keeping safe)</p>	<p>Eat well (Healthy Eating) Catch it, Bin it, Kill it (Keeping safe, germs) Harold learns to ride his bike (Resilience) Pass on the Praise (Relationships, caring) Harold has a bad day (Conflict and resolution)</p> <p><b>Growing and Changing</b> Inside my wonderful body (Body parts) Taking care of a baby (Growing and changing) Then and now (Growing and changing) Who can help? (Bullying and keeping safe) Surprises and secrets (Keeping safe) Keeping privates private (Body parts including scientific names for genitals)</p>
<p><b>Art Knowledge and Skills</b></p>	<p><b>Digital art</b> (Christmas/fireworks) In 'paint' software, use the fill tool. Change the brush size 'paint' software. Draw lines and shapes in 'paint' software. Take digital photographs and begin to understand how they are transferred to the computer.</p> <p><b>Class sculpture</b> (clay tiles of self-portraits) Roll out clay to an even thickness to create a tile. Experiment with simple tools and objects to impress and shape.</p> <p><b>Drawing and Sketching</b> Use colouring pencils and crayons to solidly infill outline shapes in appropriate colours. Start to record simple media explorations within a sketch book. Work on different types and colours of papers and surfaces. Share work and share opinions about other children's work.</p>	<p><b>Still life - drawing and painting</b> Know when to use a thick and when to use a thin brush. Create a wash with watercolour paints. Develop control with brushes. Mix a variety of greens, oranges and purples from primary colours. Produce lines in a range of different tones using a pencil, creating line, patterns, shapes, textures. Use felt tip pens; specifically, black as an outline.</p>	<p><b>Miro</b> (shape, style and form) <b>Collage</b> (Matisse) <b>Comparison</b> Create variety of junk models choosing kind of construction material needed and joining techniques. Carefully cut &amp; tear shapes from paper. Carefully glue or paste shapes onto background. Use primary coloured tissue to create secondary colours in a picture.</p>
<p><b>Design and Technology Knowledge and Skills</b></p>	<p><b>Christmas card with a moving part</b> Mechanisms: Sliders and Levers - Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use the technical vocabulary relevant to the project.</p>	<p><b>Structure for a small world park</b> Structures: Freestanding structures – Know how to make freestanding structures stronger, stiffer and more stable. Know and use the technical vocabulary relevant to the project.</p>	<p><b>Prepare a fruit or vegetable salad</b> Food: Preparing fruit and vegetables – Understand where a range of fruit and vegetables come from. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables</p>

			are part of “The Eatwell Plate.” Know and use technical and sensory vocabulary relevant to the project.
<b>Music Knowledge and Skills</b>	<b>Hey you/ rhythm in the way we walk</b> Listen to music and learn to sing and rap songs in unison and two part following a conductor or leader <b>Using tuned percussion e.g. chime Bars:</b> Play notes in time Use note names	<b>In the groove/your imagination</b> Listen to, copy and repeat a different melody Understand what pitch, tempo and dynamics mean Be able to find the pulse Recognise different instruments: Keyboard piano, guitar.	<b>(Round and round, reflect, rewind and replay)</b> Listen to live and recorded music Discuss feelings and emotions linked to music Help to create a simple melody using one, two or three notes. Record with letter names
<b>Religious Education Knowledge and Skills</b>	<b>Expressions of belonging</b> Know religious people belong to faith communities and express their sense of common identity in particular ways <b>Concept Progression: Belonging</b> – right and wrong (refer to the stories of Jesus throughout the year) <b>Meanings within Christmas and Hannukah</b> Know festivals and celebrations are important elements of religion through which key beliefs of the faith are expressed <b>Concept Progression: Christmas</b> – the Nativity Story and the significance of lights in celebration Retell what happens at a service of infant baptism; Give a simple explanation of some of the symbolism associated with baptism; Reflect on their own sense and understanding of belonging; Talk about what belonging means to Christians and how Christians express their sense of community and identity through worship; Describe some of the key elements of Christian worship. Retell the main events associated with the festivals (Christmas and Hannukah); Understand the concept of a precious, special gift, and relate the idea of giving and receiving gifts to their own experience; Know the origins of the festival of Hannukah and some practices associated with it.	<b>Introducing the Bible through Characters and Stories</b> that for people of particular faiths, the Bible contains stories and characters which teach us about humankind's relationship with God <b>Concept Progression: The Bible</b> – stories and parables from the New Testament: e.g. the lost sheep, loaves and fishes <b>Easter</b> that Easter is the key festival for Christians through which they express some fundamental beliefs upon which their faith is based <b>Concept Progression: Easter</b> - resurrection Retell the main events associated with Easter; understand the concept of a special gift and how Jesus is God's special gift to Christians; Relate the idea of giving and receiving gifts to their own experience. Know that the Bible is the Christian holy book; Know about some of the biblical characters and their stories; Talk about what they have learned about and from the stories, and the response of the various characters to their encounters with God.	<b>Teaching through Stories</b> that stories told by Jesus teach us about the nature of the Christian's relationship with God and how that should influence the way they live their lives <b>Concept Progression: God</b> – miracle maker Know that Jesus was a good story teller who used stories to teach people about God and how they should behave; Know and be able to retell some well-known parables of Jesus and show some understanding of their meaning; Explain why characters in the stories behave as they do from their different perspectives.
<b>Physical Education Knowledge and Skills</b>	<b>Invasion games</b> Begin to do a chest and bounce pass Move safely whilst bouncing/dribbling a ball Push pass/ball Dribble with feet with good control, including stopping the ball whilst moving by trapping it.	<b>Fundamental Movement Skills</b> To skip correctly To jump in a variety of ways To develop ball control  <b>Invasion Games</b> Chest and Bounce passes	<b>Gymnastics – pathways – straight, zig-zag and curving</b> Jump and turn Create sequences with a clear start and finish position Perform with control Peer feedback Use both floor and apparatus.

	<p><b>Dance</b> Perform actions, repeat movement phrases and sequences. Respond to music.</p>	<p>Move safely whilst bouncing / dribbling with hands Push pass / receive a hockey ball Dribble with my feet with good control, including stopping the ball whilst moving by trapping it Throw and catch overarm (one bounce or no bounce) To move / track / dodge my opponent around the court Pass, retain and intercept a ball Compete in a team game.</p>	<p><b>Athletics</b> Develop different jumps, throws and runs. Talk about some of the effects exercise has on our bodies.</p>
<p><b>Modern Foreign Languages Knowledge and Skills</b></p>	<p>Spanish is not taught as a discrete subject in KS1. Children are introduced to greetings, fruit and feelings.</p> <p><b>Listening</b> Listen to key vocabulary</p>	<p><b>Listening</b> Match the language with images and words they have been taught</p> <p><b>Speaking</b> Build up a bank of core vocabulary that they can relate and reuse in Spanish to develop memory and retention skills to enable them to retain and recall vocabulary.</p>	<p><b>Listening</b> Listen attentively and show understanding by joining in and responding appreciate stories, songs, poems and rhymes in the language</p> <p><b>Speaking</b> Say some common nouns: people, places, things and actions orally</p>