Year Group Coverage Year 1 2020-2021

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| Subject | Autumn | Spring | Summer |
|  | Humanities | Science and Technological | Creative |
|  | All About Me | Julia Donaldson | Circus |
| Writing Genres | We’re all Wonders – about me profile and description of characters  All About Me – fact file  I will never not ever eat a tomato – narrative  The Great Fire of London - diary  The Jolly Postman – letter | Staying safe online – leaflet  Julia Donaldson – animal poem and narrative  (linked with Julia Donaldson – The Smeds and the Smoos!)  NCR – animals to link with science  Instructions to link to DT – How to make a Gruffalo Crumble | Circus Where Was I? - poem  How to make a man on a unicycle – instructions/recount  Romero Britto – Non chronological report |
| Science | Everyday materials  Using our senses  Our changing world | Looking at animals  Everyday materials  Our changing world | Plant detectives  Looking at animals  Our changing world |
| PE | Active 30 | Sportsmanship Qualities  Games - Locomotion  Sportsmanship Qualities  Gymnastics – Floor | Competition  Games - Net Wall  Competition  Athletics |
| PSHE | Health and Wellbeing | Relationships | Living in the wider world |
| History | Events and changes within living memory - Family history and Toys then and now  Events beyond living memory – The Great Fire of London  Samuel Peyps – significant individual. | Neil Armstrong – Factfile/biography – significant individual | Local area study and History of Nunsthorpe. |
| Geography | Locational knowledge – UK and countries that make up the UK.  Human and physical geography – local walk around school  Geographical skills and fieldwork – map of the school walk  Place knowledge - Geographical similarities between local towns? | Map and compass work linked to story maps and settings. Eg. The woods in the Gruffalo etc. | Fieldwork linked to local area study. |
| RE | God – What do Christians believe God is like?  God – Who do Christians believe made the world? | God Islam – How is Allah described in the Qur’an? What do Muslims learn about Allah and their faith through the Qur’an?  Community Islam – What do Muslims do to express their beliefs? Which celebrations are important Muslims? | Places of worship (including Christianity) – Choose three key objects, features of symbols and look at:   * What they tell us about beliefs about God/humans/the world. * How they are used in practice (what impact they have on the community).   Must include at least one religion/worldview view other than Christianity and Islam |
| Music | Listening skills | Claps, beats and notation | Charanga |
| Computing | Language around IT and naming different parts of the computers/chromebooks etc. safe handling when using technology. | E-Safety  Programming and algorithms – using Beebots to direct around maps (linked to Julia Donaldson stories).  Data handling – link to science animals and humans – local wildlife  Digital literacy – retelling a story through visual images. | E-Safety – safe use of websites of websites while researching about artists. |
| DT | Sinking and floating – drop down day. Making boats linked to Great Fire of London. | Cooking and nutrition  Prepare a dish/meal you like and evaluate. What are fruit and vegetables that I eat called? Where does my food come from?  Things that float (materials – covered in science) | Things that float (materials) – design purposeful product  Technical knowledge – use templates, cutting a range of materials  Make a man on a unicycle with a moving wheel as part of a circus scene. |
| Art | Pumpkin Art and artist study.  Paintings based on The Great Fire of London. (colour mixing and blending) Landscapes. | Observational drawings of animals linked to science.  Sculpture – Alberto Giacometti to make own animal from clay (linked to Julia Donaldson stories). | Drawing – observation of human form for person on a unicycle and acrobat. Draw simple plan of own circus scene.  Painting – Romero Britto Circus Knei. Use this to paint background of circus scene.  .  Landscapes |