



Broadwood Primary School

Year 1

Yearly Overview

Autumn Term

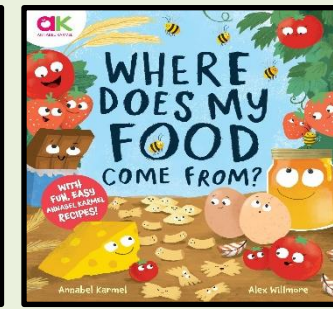
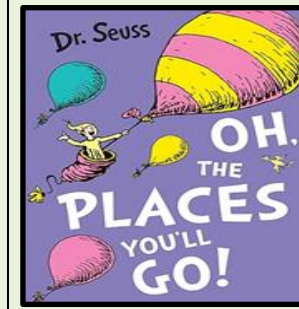
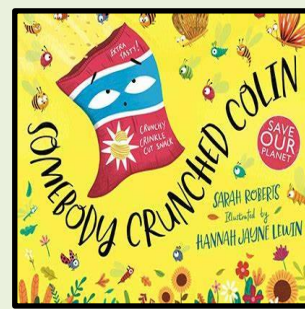
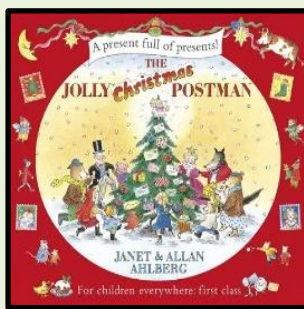
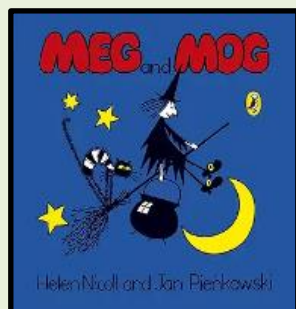
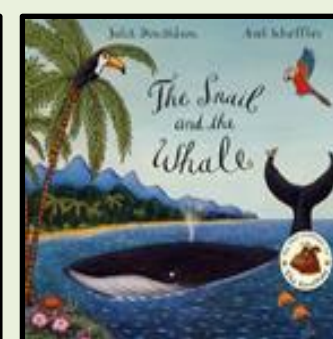
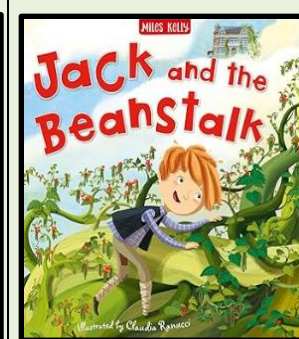
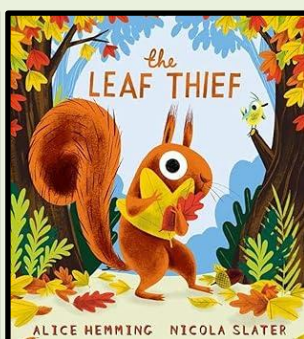
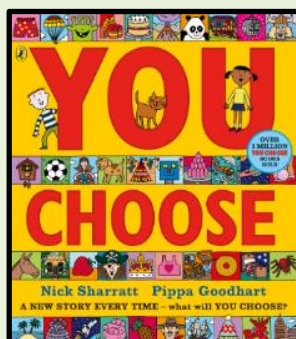
Spring Term

Summer Term

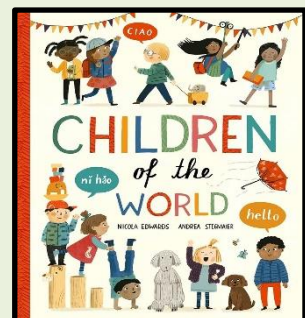
English (Texts)



Visit to local library termly.



World Book Day Performance.



Science

Animals, including Humans – Human Body and Senses

- 1: Is everybody's body the same?
- 2: How can we explore the world using our sense of touch?

Everyday Materials - Naming and Describing Materials

- 1: What is this material? Part 1
- 2: What is this material? Part 2
- 3: Is all paper the same?

Animals, including Humans - Animals (Vertebrates)

- 1: Who's who in the animal world?
- 2: What's so special about birds?
- 3: What makes an amphibian an amphibian?
- 4: Do fish have fingers?

	3: What can we hear? 4: What smells do we like and dislike? 5: What differences can our tongues taste? 5: Unit Checkout – Human Body and Senses. <u>Seasonal Changes</u> 1: Is everybody's body the same? 2: How can we explore the world using our sense of touch? 3: What can we hear? 4: What smells do we like and dislike? 5: What differences can our tongues taste? 1-5 and throughout the year: Unit Revisit and Checkout– Seasonal Change. *Working scientifically observation over time for 'Seasonal Changes' revisited throughout year.  Links to Class Texts (The Leaf Thief and The Snow Thief).  Visit to Scotswood Garden.	4: Is all fabric the same? 5: How can we group objects made of different materials? 5: Unit Checkout – Naming and Describing Materials.  Links to Class Text (Somebody Crunched Colin).  Science Week. <u>Everyday Materials - Properties and uses of Materials</u> 1: Can the same object be made from different materials? 2: What properties do materials have? 3: Does it bend or stretch? 4: Do all materials get wet? 4: Unit Checkout – Properties and uses of Materials.  Links to Class Text (Somebody Crunched Colin).  Outdoor Learning with Mr. Mingstones.	5: Are humans mammals? 5: Unit Checkout - Animals (Vertebrates).  Links to Class Text (Snail and the Whale).  Visit to Scotswood Garden. <u>Identifying Plants and their Parts</u> 1: What wild and garden plants can we find around our school? 2: What parts of a plant grow above the ground? 3: What part of a plant grows under the ground? 4: Why are trees plants? 5: What are similarities and differences between plants that have flowers? 5: Unit Checkout – Identifying Plants and their Parts.  Links to Class Text (Jack and the Beanstalk).  Visit to Alnwick Gardens.
History	<u>Toys Old and New</u> How have our toys changed over time? 1: What are our toys like today? 2: What are other people's toys like? 3: How can we tell these toys are old? 4: What were our grandparents' toys like and how do we know? 5: Who played with these toys a long time ago? 6: How can we set up a Toy Museum? 6: Unit Checkout – How have our toys changed over time?  Links to English – writing a factual recount of their trip.  Visit to Beamish Museum.	<u>Grace Darling</u> Why do we still remember Grace Darling today? 1: What did Grace do that made her famous? 2: Why did Grace do what she did and what made her actions so special? 3: Did Grace really carry out this brave rescue on her own? 4: How do we know about Grace's actions which happened so long ago? 5: How did sea rescue improve after her heroic act? 6: How should we remember Grace Darling today 180 years after she died? 6: Unit Checkout – Why do we still remember Grace Darling today?  Visit to St Mary's Lighthouse.	<u>Travel and Transport</u> How has transport changed over time? 1: How did the wheel begin to change lives? 2: How much has changed? 3: Did everyone welcome the railways? 4: How has the car developed and did everyone benefit? 5: How much has changed since the Wright Flyer? 6: How has transport changed over time? 6: Unit Checkout – How has transport changed over time?
Geography	<u>What is it like here?</u> 1: Where in the world are we? 2: What can we see in our classroom?	<u>What is the weather like in the UK?</u> 1: Where is the UK? 2: What are the Four Seasons? (Science - observation over	<u>What is it like to live by the coast?</u> 1: Where are the seas and oceans surrounding the UK? 2: What is the coast?

	3: What can we find in our school grounds? 4: Where are the different places in our school? 5: How do we feel about our playground? 6: Can we make our playground even better? 6: Unit Checkout – Pupil Voice of Assessment Quiz.  Outdoor Learning with Mr. Mingstones.	time revisit) 3: What are the compass directions? 4: What is the weather like today? 5: Is the weather the same everywhere in the UK? 6: How do people prepare for winter in the UK? 6: Unit Checkout – Assessment Quiz and Pupil Voice of Assessment Quiz.  Links to Class Text (Katie in London) and Science (Seasonal Changes).  Visit to Scotswood Garden.	3: What are the features of the Jurassic Coast? 4: Why do people use Weymouth? 5: How do people use our local coast? (Data collection) 6: How do people use our local coast? (Findings) 6: Unit Checkout – Assessment Quiz.
Computing  Online safety is taught and revisited in each half-term.	<u>Computing systems and networks – Improving mouse skills (trackpad).</u> 1: E-safety L1 – Using the internet safely. 2: Accessing a website 3: Click and drag skills 4: Drawing shapes 5: Drawing a story 6: Self Portrait 7: E-safety L2 – Online Emotions	<u>Programming 1 – Algorithms unplugged</u> 1: What is an algorithm 2: Algorithm Pictures 3: Virtual Assistants 4: Step by Step 5: Debugging Directions 6: E-safety L3 – Always be kind and considerate <u>Programming Beebots (physical or virtual)</u> 1: Getting to Know a Beebot 2: Making a Beebot Video 3: Precise Instructions 4: Beebot World 5: Three Little Pigs  E-Safety in PSHE.	<u>Digital Imagery</u> 1: E-safety L4 – Posting and Sharing Online 2: Planning a Photo Story 3: Taking Photos 4: Editing Photos (3 software options) 5: Searching for Images 6: Photo Collage <u>Data Handling</u> 1: Zoo Data 2: Picture Data 3: Minibeast Hunt 4: Animal Branching 5: Inventions 6: E-Safety L5 – How much time should we spend online?
PSHE	<u>Me and My Relationships</u> 1: Why we have classroom rules (citizenship and British Values) 2: How are you listening (co-operation and tolerance) 3: Thinking about feelings (comfortable and uncomfortable, relationship education) 4: Our feelings (relationship education and emotional health) 5: Feelings and bodies (keeping safe, emotional needs and relationships) 6: Good friends (conflict and resolution) <u>Valuing Difference</u> 1: Same or different? (Being yourself, British Values)	<u>Keeping Myself Safe</u> 1: Super Sleep (Healthy lifestyles) 2: Who can help? (Keeping safe) 3: Good or bad touches (The underwear rule) 4: Sharing pictures (online safety) 5: What could Harold do? (Medicines and safety) 6: Harold loses Geoffrey (Dealing with loss) <u>Rights and Respect</u> 1: Harold has a bad day (conflict and resolution) 2: Around and about school (Environment, responsibility) 3: Taking care of something (responsibility, British Values) 4: Harold's money (Money)	<u>Being my Best</u> 1: I can eat a rainbow (Healthy lifestyle) 2: Eat well (Healthy Eating) 3: Harold's wash and brush up (Importance of regular hygiene routines) 4: Catch it, Bin it, Kill it (Keeping safe, germs) 5: Harold learns to ride his bike (Resilience) 6: Pass on the Praise (Relationships, caring) <u>Growing and Changing</u> 1: Healthy Me (Healthy lifestyles) 2: Then and now (Growing and changing)

	2: Unkind, Kind, tease or bully (bullying) 3: Harold's school rules (citizenship, rule and law) 4: It's not fair (Bullying and Keeping Safe) 5: Who are our special people? (Community and family) 6: Our special people balloons (relationship education)  Cap-a-Pie Workshop on Childhood.	5: How should we look after our money? (Responsibility, money) 6: Basic First Aid (Keeping safe)  Outdoor Learning with Mr. Mingstones.	3: Taking care of a baby (Growing and changing) 4: Who can help? (Bullying and keeping safe) 5: Surprises and secrets (Keeping safe) 6: Keeping privates private (Body parts including scientific names for genitals)
Art	<u>Drawing – Exploring Line and Shape</u> 1: Exploring line 2: Musical lines 3: Exploring shapes 4: Shape in Art 5: Klee portraits 5: Unit Checkout – Pupil Voice of the Assessment Quiz	<u>Sculpture and 3D – Paper Play</u> 1: Structural shapes 2: Constructing in 3D 3: Seeing space 4: Abstract sculpture 5: Surface decoration 5: Unit Checkout – Assessment Quiz and Pupil Voice of the Assessment Quiz	<u>Painting and Mixed Media – Colour Splash</u> 1: Making colours 2: Painting with colours 3: Printing with paint 4: Exploring colour mixing 5: Clarice cliff plates 5: Unit Checkout – Assessment Quiz
Design and Technology	<u>Structures: Stable Structures</u> 1: Exploring stability 2: Building stable towers 3: Stabilising structures with weights 4: Design a stable pencil pot 5: Making a stable pencil pot 5: Unit Checkout – Pupil Voice of the Assessment Quiz  Links to English – Writing instructions.	<u>Textiles: Puppets</u> 1: Joining fabrics 2: Designing my puppet 3: Making and joining my puppet 4: Decorating my puppet 4: Unit Checkout – Assessment Quiz and Pupil Voice of the Assessment Quiz	<u>Cooking and Nutrition</u> 1: Cheese/tuna/ham salad wraps 2: Rice cake faces and apple crumble 3: Hummus and veg sticks caterpillar grapes 4: Ham and tomato pasta 5: Ants on a log and fruit kebabs 5: Unit Checkout – Pupil Voice.  Delivered by the Little Chef Project.
Music  Our Music curriculum is not linked across the curriculum as it often leads to fragmented musical learning.	<u>Colonel Hathi's march</u> 1: Keep in time with 'Colonel Hathi's march' and listen to it played on brass instruments. 2: Explore instruments found in marching bands. Compose and play simple marching music. 3: Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it. <u>Magical musical aquarium</u> 1: Experiment with sounds to create aquarium-inspired music. 2: Listen actively to 'Aquarium' and refine aquarium-inspired compositions. 3: Learn a sea-themed song and combine it with aquarium-inspired compositions to create a ternary-shaped piece. <u>Football</u>	<u>'Dawn' from Sea interludes</u> 1: Introduction to active listening using 'Dawn' from Benjamin Britten's Sea interludes. 2: Get to know the music better – identifying and moving to three contrasting themes. 3: Create and perform a movement piece to recorded music. <u>Musical Conversations</u> 1: Improvise question-and-answer conversations using percussion instruments. 2: Create a piece of music called 'the phone call.' 3: Create, interpret, and perform from graphic scores. <u>Piccolo with Perri teacher</u> 1-6: Lessons to follow Newcastle Music Service Piccolo programme.	<u>Dancing and drawing to Nautilus</u> 1: Explore Nautilus through movement and active listening. 2: Draw to music – engage imaginatively with the music. 3: Compare interpretations of the piece. <u>Cat and Mouse</u> 1: Play a singing game, experiencing how music creates a mood. 2: Focus on rhythm – copying, inventing and reading notation. 3: Create rhythm compositions and attempt to record them on paper and play them on instruments. <u>Come dance with me.</u> 1: Find the beat and learn to sing the 'response' lines. 2: Practise finding the beat, join in singing the chorus, and play call-and-response rhythms.

	1: Learn the chant. 2: Practise the chant and create a simple ostinato on untuned percussion. 3: Progression snapshot 2. Make a video recording of children singing. 4: Compose melodies using mi-re-do (E-D-C) and the rhythm of the lyrics from Football. 5: Compose and perform word patterns in groups. 6: Compose melodies for their own word patterns using mi-re-do (E-D-C).	 Delivered by 'Perri' at Newcastle Music Service.	3: Progression snapshot 3. Make a video recording of children singing. 4: Sing the song confidently and play the response phrase on tuned percussion. 5: Sing and play in call-and-response. 6: Sing the song in call-and-response, invent new song lyrics, and turn new lyrics into musical phrases.
Religious Education	<u>How and where did the world begin?</u> 1: Introductory lesson: Respectful Religion and worldviews – What do I believe? 2: What is creation? 3: What might some Jewish and Christian people think about creation? 4: What do some Hindu people believe about creation? 5: What do creation stories suggest to some people about God? 6: How do some Humanists believe the world began? 7: Where did the world come from? 7: Unit Checkout – Pupil Voice of the Assessment Quiz. <u>What do some people believe God looks like?</u> 1: How might ideas about God be represented? 2: What do some Muslim people believe about God? 3: What do some Hindu people believe God looks like? 4: What do some Christian people believe God looks like? 5: Do people all share the same beliefs about what God looks like? 5: Unit Checkout – Pupil Voice of the Assessment Quiz  Links to the Class Text (The Jolly Christmas Postman).  Christmas Nativity Performance.	<u>What is God's job?</u> 1: How do the 99 names of God tell us about what some Muslims believe God does? 2: Why have some people decided to trust God? 3: What does the Tenak say about God? 4: What do some people believe God might do as a person? 5: What do some Hindu people believe about God? 6: What do some Zoroastrian people believe about God? 6: Unit Checkout – Assessment Quiz and Pupil Voice of the Assessment Quiz. <u>Why should we care for the world?</u> 1: Who owns the world? 2: Who can care for the world? 3: Why do some people believe we should care for the world? 4: What do some Muslim people believe about caring for the world? 5: What other reasons are there for caring for the world? 6: Why should we care for the world? 6: Unit Checkout – Assessment Quiz and Pupil Voice of the Assessment Quiz.	<u>How do we know that new babies are special?</u> 1: How do we know that babies are special? 2: What do some Muslim people do to show a new baby is special? 3: What is Aqiqah and why is it important to some Muslims? 4: What is Jatakarma and why is it important to some Hindu people? 5: What promises might people make for a new baby? 6: How are some babies named? 6: Unit Checkout – Assessment Quiz <u>Why should we care for others?</u> 1: Why do people care for others? 2: How might Muslim people show it is important to care for others? 3: Is giving always the same? 4: What can we learn about caring for others from stories? 5: Why might some Humanists choose to care for others? 6: What inspires some people to care for others? 6: Unit Checkout – Assessment Quiz.
Physical Education	<u>Autumn 1 – Fundamentals and Dance</u> Foundation: 1: To stay stable and balanced when trying new things.	<u>Spring 1 - Gymnastics and Attack, Defend and Shoot</u> Gymnastics – Unit 2: 1: To move on, off and over apparatus and use the 'Magic	<u>Summer 1 – Hit, Catch and Run/ Run, Jump Throw</u> Hit, Catch and Run – Unit 2: 1: To catch a ball over a short distance.

	2: To repeat a balance to improve it. 3: Where the core muscles in our bodies are. 4: To practice and improve leapfrog. 5: To describe what flexibility is. 6: What coordination is and to show an example of it. Dance – Unit 1: 1: To move as if we were in a... 2: To move like a... 3: To create and perform movements which demonstrate friendship. 4: How to mirror other people’s actions. 5: Kicks, jumps and spins. 6: What it feels like to perform a dance. <u>Autumn 2 – Gymnastics and Dance</u> Gymnastics – Unit 1: 1: To move safely. 2: To take off and land on two feet. 3: To balance and move balls and beanbags. 4: To travel on mats and benches. 5: To copy and repeat actions. 6: To perform simple shapes and balances  Delivered alongside NEPSSS. Dance – Unit 2: 1: To perform actions to well-known nursery rhymes. 2: To march in time to the beat and turn while marching. 3: To march in time as a group. 4: To perform actions in canon (one after the other). 5: To perform a short dance using canon. 6: To perform in rounds in different groups.  To perform a Dance to Year 2 and in the Christmas Nativity.	Chair’ landing. 2: To rock on different parts of our body and rock using shape. 3: To perform specific point balances such as ‘h’ and ‘y’ balance. 4: To perform actions at the same time as others (unison) 5: To perform actions one person after the other (canon). 6: To turn and jump and quarter and half turn. Attack, Defend and Shoot – Unit 1: 1: To hit a target. 2: To defend a target. 3: To roll and slide balls and beanbags. 4: To shoot in a game and get points. 5: To work with a partner to score points. 6: To use attacking and defending skills in a game. <u>Spring 2 - Attack, Defend and Shoot/ Hit, Run and Catch</u> Attack, Defend and Shoot – Unit 2: 1: To find our pulse on our wrists. 2: To move side to side to defend a goal. 3: To bounce a ball with control to ourselves. 4: To aim at different targets. 5: To adapt to a game with changing rules. 6: To play in the best defensive position in a game.  Introduction to Games with KS1.  Delivered alongside NEPSSS. Hit, Catch and Run – Unit 1: 1: To start and stop moving at speed. 2: To use our arms when running at speed. 3: To take off on two feet to jump at distance. 4: To use the correct technique to throw different objects for distance. 5: To show improvement in our throwing. 6: To take part in a competition using running, jumping and throwing skills.	2: To begin to hit a ball with power. 3: To position ourselves in the path of the ball. 4: To field a ball to a base. 5: To catch a high ball. 6: To stop other teams from scoring points.  KS1 Multi-skills Festival. Run, Jump and Throw – Unit 1: 1: To select a space to throw or roll a ball into. 2: To track and collect a rolling ball. 3: To catch a ball to stop an opponent from scoring. 4: To use our hands to hit a ball. 5: To run between bases to score points. 6: To work as a team to score points. <u>Summer 2 - Run, Jump and Throw/ Outdoor Adventurous Activities (OAA)</u> Run, Jump and Throw – Unit 2: 1: To use agile movements in different activities. 2: To recognise different ways to start and end of an activity e.g. whistle. 3: To develop stamina when running. 4: To develop core strength to improve throwing. 5: To stride and jump for height. 6: To choose the best starting position for running quickly.  Sports Day. Outdoor Adventurous Activities (OAA): 1: To follow simple instructions to complete a trail. 2: To find matching symbols. 3: To copy and create a hoop dance. 4: To work with a partner to complete a hoop challenge. 5: To recognise a drawn symbol as a real object, e.g. square = ball. 6: To use decision-making skills to hide equipment  Throughout the year, different groups of children will take part in West End Trust and School Games competitions.
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British Sign Language  Our BSL curriculum is under development to meet the needs of our HIARP context.	<u>To follow instructions</u> 1: To watch for instructions 2: To look up, down and all around 3: To follow instructions around the classroom 4: To follow more than one instruction 5: Positive reinforcement <u>To greet and ask someone how they are</u> 1: To use basic greetings 2: To say how you are feeling 3: To say how you and others are feeling 4: To know a wider range of feelings signs 5: To recognise the importance of facial expression	<u>Colours</u> 1: Colours 2: Ask for colours 3: Colours – dark and light 4: Talk about favourite colours 5: Talk about the colours of objects <u>Talk about family and friends</u> 1: My family 2: My extended family 3: Describe my family 4: My pets 5: Describe my pets	<u>Daily Routine</u> 1: Talk about what we do in the morning 2: Talk about going to school 3: Talk about the evenings 4: Talk about both time/ having a shower 5: Talk about bedtime <u>School</u> 1: Talk about arriving at school 2: Talk about things we do in the classroom 3: Talk about play time 4: Things we play 5: Things we do at lunch time
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