



TOPIC OVERVIEW 2014 – 2015

YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	OURSELVES	SPACE	SUPERHEROES	GROWING	CASTLES	JOURNEY AROUND THE WORLD
SCIENCE	Ourselves and animals	Light	Forces	Plants	Everyday Materials	Seasonal Changes
HISTORY			Significant individuals		Castles	
GEOGRAPHY				School Environment		Around the world
ART	Portraits		Sculpture		weaving	
DT		Moving pictures		Healthy eating		Parks/playgrounds
PE	Throwing/catching	Dance	Gym/ balance	Hockey team games	Athletics	
MUSIC		Long and short sounds – duration	Pulse and rhythm	Pitch – high and low		
COMPUTING	Creating pictures	Word banks/ drawings	E safety			Bee bots
RE	Belonging	Festivals of lights	The boyhood of Jesus	Easter Naming ceremonies	Religious artefacts	Wonderful World
PSHE	Seal – New Beginnings Citizenship – Healthy Eating					

TOPIC PLANNING 2014-2015

TOPIC	SUBJECT	NATIONAL CURRICULUM OBJECTIVES	CLJ/APP Skills
Term 1 - Ourselves	Science Ourselves and animals	Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	I can ask questions I can talk about the features of objects, living things or events I can use observations and my own ideas to answer questions I can show what evidence is used to answer a question from the information I am given
	Art Portraits	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Respond to ideas Use a variety of materials and techniques Express views about their own and others work Adapt and improve their own work
	PE Throwing/catching	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Use basic underarm, rolling or hitting skills accurately. Hit and kick a ball in a variety of ways
	Computing Creating pictures	Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet	DEA – Software DEA-Creative DEA-Computer
	Music Exploring Sounds	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter related dimensions of music.	Use their voices in different ways Perform with awareness of others
	RE Belonging		Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about worship. Recognise that religious teachings and ideas make a difference to families.
	PSHE	Seal – New Beginnings Citizenship – Healthy Eating	

Term 2 – Space	Science Light	Observe and name a variety of sources of light, including electric lights, flames and the Sun Associate shadows with a light source being blocked by something.	I can ask questions I can talk about the features of objects, living things or events I can use observations and my own ideas to answer questions I can show what evidence is used to answer a question from the information I am given
	Computing Word banks/ drawings	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	DEA-Creative
	DT – Moving pictures	Design - design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable	Generate and talk about ideas Communicate ideas using a variety of methods Use tools and materials with help Explore the sensory qualities of materials Talk about ideas, saying what they like & dislike
	PE Dance	Perform dances using simple movement patterns.	Respond to different stimuli, copy and explore basic body actions. Create and practice and repeat their own movement phrases with a beginning, middle and end. Evaluate their movement phrases using dance vocabulary. Use different body parts to make movements Create and repeat short dances from a prompt Say why they like a performance.
	Music Long and short sounds – duration	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter related dimensions of music.	Mu15 Recognise and explore how sounds can be made and changed. Mu16 Repeat short, rhythmic and melodic patterns.
	RE Festivals of lights		Identify what matters to others, including those with religious commitments and communicate their responses. Recognise that religious teachings and ideas make a difference to individuals.
	PSHE	Seal – Getting on and Falling out Citizenship – firework safety.	

Term 3 – Superheroes	Science Forces		AF2 Applications of Science I can say how Science is linked to objects and ideas I can see that Science helps our lives
	History Significant individuals	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)	Use common words or phrases relating to the passing of time. Know episodes from stories about the past Use sources of information to find out about the past Recount episodes from stories about the past.
	Computing E safety	Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet	
	Art Sculpture	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Respond to ideas Use a variety of materials and techniques Express views about their own and others' work Adapt and improve their own work
	PE Gym/ balance	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Perform basic actions including travelling, rolling, jumping and climbing and stay still when required. Show how good awareness of space, apparatus and actions of others. Link and repeat basic actions to create and perform a movement phrase. Know the difference between tension and relaxation in the body. Carry and set up equipment safely with help. Use appropriate language to describe short gymnastic sequence.
	Music Pulse and rhythm	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter related dimensions of music.	Mu15 Recognise and explore how sounds can be made and changed. Mu16 Repeat short, rhythmic and melodic patterns. Mu17 Respond appropriately to musical instructions. Mu11 Use their voice in different ways. Mu12 Perform with an awareness of others. Mu13 Create and choose sounds in response to different starting points. Mu14 Respond to different moods.
	RE The boyhood of Jesus		Reflect on how moral values relate to their own behaviour. Reflect on how spiritual values relate to their own behaviour.
PSHE	SEAL – Going for goals CITIZENSHIP – Outside Danger/999		

Term 4- Growing	Science Plants	Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.	I can say how I am going to find an answer or make an observation. (my method) I can use my senses and some equipment to make observations.
	Geography School Environment	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Ge10 I can give my own ideas about the environment. Ge11 I can use simple geographical words such as map, plan, environment.
	Computing	2 simple to animate	DEA-Creative DEA-Software DEA-Computer
	DT- Healthy eating	Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make - select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable	Generate and talk about ideas Communicate ideas using a variety of methods Use tools and materials with help Explore the sensory qualities of materials Talk about ideas, saying what they like & dislike
	PE Hockey team games	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Hit and kick a ball in a variety of ways. Track, intercept, stop and catch balls and small equipment consistently Describe some basic rules, simple tactics and the way to score Show good awareness of space and the actions of others Know playing games is good for them and describe what it feels like. Watch, describe and comment on what they have seen.
	Music Pitch – high and low	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter related dimensions of music.	Mu15 Recognise and explore how sounds can be made and changed. Mu16 Repeat short, rhythmic and melodic patterns. Mu17 Respond appropriately to musical instructions. Mu11 Use their voice in different ways. Mu12 Perform with an awareness of others. Mu13 Create and choose sounds in response to different starting points. Mu14 Respond to different moods.
	RE Easter Naming ceremonies		Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about joy.
	PSHE	SEAL – Good to be me CITIZENSHIP – Walk to School	

Term 5 Castles	Science Everyday Materials	<ul style="list-style-type: none"> - 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 -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>I can show the measurements and observations I have collected in simple ways.</p> <p>I can use everyday words to describe how living things or events look or describe what it does.</p> <p>I can say what features of objects, living things or events I have observed.</p> <p>I can share my ideas and listen to other peoples ideas</p>
	History Castles	- events beyond living memory that are significant nationally or globally (e.g. Battle of Hastings)	<p>I can put things in the order they happened.</p> <p>I can use words about time (eg. A long time ago, in the past, once upon a time)</p> <p>I know stories about things that happened a long time ago.</p> <p>I can use pictures, objects, books or computers to find out about the past.</p> <p>I can recount stories about the past.</p>
	Computing Cameras		DEA-Photo DEA-Software
	Art – weaving	<ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Respond to ideas</p> <p>Use a variety of materials and techniques</p> <p>Express views about their own and others work</p> <p>Adapt and improve their own work</p>
	PE Athletics	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>Improve running technique and run for longer distances</p> <p>Run and jump sequence</p> <p>Develop an underarm and over arm throwing action</p> <p>Take part in a variety of team races</p> <p>Know running, jumping and throwing is good for them and describe what it feels like.</p> <p>Watch, describe and comment on what they have seen.</p>
	Music Instruments and symbols	<p>Sing songs</p> <p>Play tuned and untuned instruments musically</p> <p>Listen and understand live and recorded music</p> <p>Make and combine sounds</p>	<p>Mu15 Recognise and explore how sounds can be made and changed.</p> <p>Mu16 Repeat short, rhythmic and melodic patterns.</p> <p>Mu17 Respond appropriately to musical instructions.</p> <p>Mu11 Use their voice in different ways.</p> <p>Mu12 Perform with an awareness of others.</p> <p>Mu13 Create and choose sounds in response to different starting points.</p> <p>Mu14 Respond to different moods.</p>
	RE Religious artefacts		<p>Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about praise</p> <p>Identify what matters to others including those with religious commitments and communicate their responses</p>
	PSHE	<p>SEAL – Relationships</p> <p>CITZENSHIP – Sun safety</p>	

Term 6 – Journey around the world.	Science Seasonal Changes	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.	I can say what has changed when looking at objects, living things or events I can use information to say what happened
	Geography Around the world	<u>Location knowledge</u> - name and locate the world's seven continents and five oceans Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Geographical skills and fieldwork</u> - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Ge8 I can ask questions about places. Ge9 I can find natural and man-made features. Ge10 I can give my own ideas about the environment. Ge11 I can use simple geographical words such as map, plan, environment. Ge12 I can use field work skills, such as labelling a simple map or plan. Ge13 I can use globes, maps and plans. Ge14 I can use books and the internet to find things out. Ge15 I can make maps and plans.
	Computing Bee bots	- create and debug simple programs - use logical reasoning to predict the behaviour of simple programs	DEA-Technology DEA –Robot
	DT- Parks/playgrounds	<u>Design</u> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make</u> - select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate</u> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <u>Technical knowledge</u> - build structures, exploring how they can be made stronger, stiffer and more stable	Generate and talk about ideas Communicate ideas using a variety of methods Use tools and materials with help Explore the sensory qualities of materials Talk about ideas, saying what they like & dislike
	PE Dance	perform dances using simple movement patterns.	Respond to different stimuli, copy and explore basic body actions. Create and practice and repeat their own movement phrases with a beginning,

			<p>middle and end.</p> <p>Understand why their heart beats faster during exercise</p> <p>Evaluate their movement phrases using dance vocabulary.</p> <p>Explore basic body actions</p> <p>Use different body parts to make movements</p> <p>Create and repeat short dances from a prompt</p> <p>Say why they like a performance</p>
	<p>Music</p> <p>Timbre, tempo.</p> <p>Recognise how sounds and instruments can be used expressively and combined to create music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter related dimensions of music.</p>	<p>Mu15 Recognise and explore how sounds can be made and changed.</p> <p>Mu16 Repeat short, rhythmic and melodic patterns.</p> <p>Mu17 Respond appropriately to musical instructions.</p> <p>Mu11 Use their voice in different ways.</p> <p>Mu12 Perform with an awareness of others.</p> <p>Mu13 Create and choose sounds in response to different starting points.</p> <p>Mu14 Respond to different moods.</p>
	<p>RE</p> <p>Wonderful World</p>		<p>Reflect on and consider religious and spiritual feelings, experiences and concepts when learning about praise.</p>
	<p>PSHE</p>	<p>SEAL – Changes</p> <p>CITZENSHIP – Road safety/hygiene</p>	