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| Year 1 2017/2018National Curriculum Programme of Study | **1st half of Autumn term****Who am I? ( 2 weeks)****Big Build** | **2nd half of Autumn term****Let’s Celebrate** | **1st half of Spring term****Animal Allsorts** | **2nd half of Spring term****The Potting Shed** | **1st half of Summer term** **(Where shall we go?)****Posting and places** | **2nd half of Summer term** **Pirates (seaside)****To the rescue** |
| Science Working scientifically SC1 objectives apply throughout science content  | **Everyday Objects**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 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.  | No science in this topic  | **Animal, including humans**Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.Identify and name a variety of animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals.Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.  | **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.  | **Seasonal Changes**Observe changes across the four seasons.Observe and describe weather associated with the seasons and how day length varies.  |
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| Music | Use their voices expressively by singing songs and speaking chants and rhymes.Listen with concentration and understanding to a range of high quality live and recorded music.  | Use their voices expressively by singing songs and speaking chants and rhymes.Play tuned and untuned instruments musically.  | Use their voices expressively by signing songs and speaking chants and rhymes.Experiment with, create, select and combine sounds using the inter- related dimensions of music | Use their voices expressively by singing songs and speaking chants and rhymesPlay tuned and untuned instruments musically  | Use their voices expressively by singing songs and speaking chants and rhymesExperiment with, create, select and combine sounds using the inter-related dimensions of music.  | Use their voices expressively by singing songs and speaking chants and rhymes.Sea shanties  |
| Art Design  | Using drawing, painting and sculpture to share their ideas, experiences and imagination.  | Using drawing, painting and sculpture to 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.  | Use a range of materials creatively to design and make productsUse drawing, painting and sculpture to 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.  | Use a range of materials to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  | Using drawing, painting and sculpture to 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.Learn about the work of artists, craftsman and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  | Using drawing, painting and sculpture to share their ideas, experiences and imagination.Learn about the work of artists, craftsman and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. |
| Design and technology  |  Not in this topic  | 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 tasksSelect 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 productsCooking and NutritionUse the basic principles of a healthy and varied diet to prepare dishesUnderstand where food comes from.  | 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 tasksSelect 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 against design criteriaTechnical knowledge:Build structures, exploring how they can be made stronger, stiffer and more stableExplore and use mechanisms (levers, sliders, wheels and axis) in their products.  | Not in this topic | Not in this topic  | Not in this topic |

Geography - Location knowledge: 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.

Geographical skills and field work: 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, near, far, and left, right, to describe the location of features and routes in a map.

History

 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Significant historical events, people and places in their own locality. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Events beyond living memory that are significant nationally or globally.

The lives of significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods.

Significant historical events, people and places in their own locality. Find out about the intrepid plant hunter George Forrest and the impact he has made on the gardens in the UK today.

Changes within living memory –reveal aspects of change in national life. Changes within living memory –reveal aspects of change in national life. Grace Darling

Events beyond living memory that are significantly nationally or globally.

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.