



# Buxton Primary School

Year 1

Overview of Topics: 2019/20

Year Group	Autumn	Spring	Summer
<b>Science</b>			
Y1	<p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>- looking at properties of materials, describing and sorting them.</li> <li>- brief look at magnetic/non-magnetic and floating and sinking.</li> <li>- develop basic observation, questioning and investigation techniques.</li> </ul> <p><u>Weather and Seasons:</u></p> <ul style="list-style-type: none"> <li>- investigating the sun and shadows</li> <li>- the four seasons (naming and describing changes)</li> <li>- weather in the UK (daily and seasonal changes)</li> <li>- using simple equipment to measure</li> </ul>	<p><u>Ourselves:</u></p> <ul style="list-style-type: none"> <li>- living and non-living things</li> <li>- look at our own bodies and how they change</li> <li>- naming and labelling body parts and beginning to look at how they are used</li> <li>- the five senses</li> </ul> <p><u>Weather and Seasons:</u></p> <ul style="list-style-type: none"> <li>- investigating the sun and shadows</li> <li>- the four seasons (naming and describing changes)</li> <li>- weather in the UK (daily and seasonal changes)</li> <li>- using simple equipment to measure</li> </ul>	<p><u>Plants and Animals</u></p> <ul style="list-style-type: none"> <li>- naming a variety of plants and animals (animal groups, deciduous/evergreen trees, herbivores/carnivores/omnivores)</li> <li>- labelling parts of animals and plants (inc trees)</li> <li>- basic life cycles (butterfly)</li> <li>- basic introduction to how plants grow and change, what they need through investigation and observation.</li> <li>-growing Sunflower seeds</li> </ul>
<b>History</b>			
Y1	<p><u>Then and Now:</u></p> <ul style="list-style-type: none"> <li>- looking at and comparing the lives of their (great-) Grandparents to their own lives.</li> <li>- observing changes through time for houses, toys, holidays and Christmas.</li> <li>- brief studies of some significant people and events (Guy Fawkes, how communication has changed)</li> <li>- Remembrance Day</li> <li>- looking at, describing and comparing photos and artefacts</li> <li>- asking questions to find things out</li> </ul>	None	<p><u>Significant People and Events in History (short unit):</u></p> <ul style="list-style-type: none"> <li>- Gaining understanding of history (a very long time ago, a long time ago, recently) and introducing basic timelines.</li> <li>- Learning about The great fire of London, the titanic, Florence, Nelson Mandela and the queen.</li> <li>- Using different sources to find out, artefacts, asking historical questions, showing understanding in a variety of ways (practical and written)</li> </ul>
<b>Geography</b>			
Y1	None	<p><u>Explorers:</u></p> <ul style="list-style-type: none"> <li>- exploring maps, globes and atlases</li> <li>- investigating and comparing different places in the world (namely hot and cold),</li> </ul>	<p><u>Brilliant Britain:</u></p> <ul style="list-style-type: none"> <li>- investigating and comparing the four countries of the UK and their capital cities.</li> <li>- identifying the 4 countries of the UK on a map.</li> </ul>

		<ul style="list-style-type: none"> <li>- learning about the equator and the north/south poles.</li> <li>- using geographical vocabulary to compare somewhere in the UK and somewhere else in the world.</li> <li>- identifying human and physical features of places.</li> <li>- representing work in simple tables, postcards, through role play and drawings.</li> </ul>	<ul style="list-style-type: none"> <li>- locating and naming the surrounding seas of the UK.</li> <li>- introduction to compass directions and locational language in regards to basic maps</li> </ul>
<b>Year Group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

### Design & Technology

Y1	<u>Toys:</u> <ul style="list-style-type: none"> <li>- evaluating current toys and beginning to think about target audiences.</li> <li>- drawing simple designs and put together a simple idea.</li> <li>- joining materials, considering finishes.</li> <li>- evaluating a finished product.</li> </ul>	None	<u>Food</u> <ul style="list-style-type: none"> <li>- making a healthy snack</li> <li>- discussing healthy eating and food hygiene.</li> <li>- designing a snack</li> <li>- using simple tools for preparing food.</li> <li>- cutting, peeling and grating ingredients.</li> <li>- measuring and weighing ingredients.</li> <li>- assemble ingredients</li> </ul> <u>Moving Pictures (linked to Brilliant Britain topic):</u> <ul style="list-style-type: none"> <li>- look at examples of different mechanisms (lever, pivot, hinge, slide) for movement in books and toys.</li> <li>- make examples of moving pictures that use those mechanisms to practise skills.</li> <li>- develop a design idea to make a moving picture about a country in the UK.</li> <li>- use tools safely and join materials for effect.</li> <li>- strengthen materials/choose materials for purpose with support.</li> <li>- evaluate a product.</li> </ul>
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### Art & Design Observational drawing developed each term in KS2.

Y1	<ul style="list-style-type: none"> <li>- <u>Portraits</u></li> </ul> <p>Children will be learning about 'portraits'. We will create our own self-portraits and look at the work of famous artists. We will create portraits using a range of materials and media. The children will discuss their favourite art pieces and their favourite artists.</p> <p>Music</p> <ul style="list-style-type: none"> <li>- The unit will look at the weather and how we can use music to represent the</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing the work of famous artists</li> <li>- Focus on impressionism (Monet)</li> <li>- Exploring different methods of painting (using finger painting to create pattern and texture.)</li> <li>- Took inspiration from Monet, Van Gogh, Monier</li> </ul>	
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	<p>different types of weather that we experience where we live.</p> <ul style="list-style-type: none"> <li>- We will look at pitch, tone, low sounds, high sounds, long and short sounds and rhythm. We will use a variety of instruments and practise recording our music using pictures and symbols.</li> <li>-</li> <li>-</li> </ul>		
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## RE

Y1	<p><u>Light and Special Places:</u></p> <ul style="list-style-type: none"> <li>- why churches are special places for Christians and how they are used (visit the church).</li> <li>- reflecting on places that are special to me.</li> <li>- Christian celebrations/events that use light (advent, baptism, church)</li> </ul>	<p><u>Celebrations</u></p> <ul style="list-style-type: none"> <li>● Name and explore a range of celebrations, noting similarities where appropriate</li> <li>● Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</li> <li>● Identify and suggest meanings for religious symbols and begin to use a range of religious words</li> <li>● Identify what matters to them and others, including those with religious commitments, and communicate their responses.</li> </ul>	<p><u>None</u></p>
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## P.E.

Y1	<p><u>Fundamentals / Invasion</u> <u>Sending and Receiving / Yoga</u></p> <p>Children should be able to listen to adult instructions and follow them carefully. They should be able to listen to ideas from others and share their own. Children should be able to work with others to solve problems, some will be able to encourage and help their peers.</p>	<p><u>Dance/ Gymnastics</u> Fitness/ Ballskills <u>Ball Skills and Games (Football):</u></p> <ul style="list-style-type: none"> <li>- Developing co-ordination, control and confidence through ball skills.</li> <li>- travelling with and using equipment safely</li> <li>- moving about the space safely.</li> </ul>	<p><u>Striking and Fielding</u> <u>Team Building</u></p> <p><u>Athletics: Net and Wall</u></p> <ul style="list-style-type: none"> <li>- sports day practise</li> <li>- running effectively</li> <li>- developing co-ordination and agility</li> </ul>
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## PSHEC (Non-Statutory)

Y1	<u>Friendships</u>	<u>Being Healthy</u>	Votes for Schools
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	<p>This unit will give children the chance to consider and reflect on who the important people are in their lives, who are their friends, what makes a good friend and so on. They will also be taught about Bullying – how to spot it and stop it. There will be a focus on discussion and developing listening skills as well as using activities to build on those discussions.</p>	<ul style="list-style-type: none"> <li>-Learning the importance of exercise</li> <li>-Knowing how to eat a balanced healthy diet</li> <li>- Learning to deal with stress</li> <li>-Knowing the importance of getting a good night’s sleep</li> <li>-Learning why we should drink lots of water</li> <li>-Knowing what makes us feel happy</li> </ul>	<p>Would you rather question</p> <p>FOREST SCHOOLS</p>
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## Computing

<p>Y1</p>	<p><u>Basic Skills:</u></p> <ul style="list-style-type: none"> <li>- Internet safety</li> <li>- Logging on</li> <li>- navigating the desktop and programmes.</li> <li>- using the VLE</li> <li>- Using a search engine</li> <li>- basic typing skills</li> <li>- using ICT to create a picture</li> </ul>	<p><u>Control:</u></p> <ul style="list-style-type: none"> <li>- introduction to instructions (giving and following)</li> <li>- Beebots (entering instructions, predicting outcomes)</li> <li>- Using Turtle (entering instructions, predicting outcomes)</li> <li>- basic programming/algorithms</li> </ul> <p><u>Data:</u></p> <ul style="list-style-type: none"> <li>- using ICT to create a pictogram</li> <li>- interpreting a pictogram</li> </ul> <p><u>Music:</u></p> <ul style="list-style-type: none"> <li>- Using ICT programmes to create sounds</li> <li>- Using record, stop and play functions to create a musical piece.</li> </ul>	<p><u>Publishing:</u></p> <ul style="list-style-type: none"> <li>- applying typing and drawing skills</li> <li>- adding images (clip art or google images)</li> <li>- editing text and images to change the size, colour and font.</li> </ul>
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## Trips/ Events

<p>Y1</p>	<p>Christmas Show          Christmas Fayre          Family Learning Day          Pantomime coming to school          Class assembly          Harvest          Children in Need day          Gallery Art          Disco</p>	<p>Easter (Bonnet parade, Church service)          RSPB visit          Class assembly          Sport Relief          Disco</p>	<p>Amazona Zoo trip          Sports Day          Class Assembly          Summer BBQ</p>
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