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| **Year 1 LTP Overview 2019-20** |
| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | I am Fabulous Visit – Local fieldwork (Grangetown) | Dinotastic!Visit to Teesaurus Park – Middlesbrough (talk about significant landmarks passed along the way) | A Knights Tale Visit to Danby castle – moors centre | Land Ahoy!Visit – Saltburn  | Our Planet Visit – The Farm  |
| **Science** | Animals including humansSeasonsCategorising dinosaurs Observing plants | MaterialsSeasons  | Animals including humans Plants Seasons |
| **DT** | Self-portrait collages selecting appropriate materials | Christmas Activities – salt dough decorations, calendars, baking cookies etcPlanMakeEvaluate | Use a range of materials creatively to design and make products. Make a castle using junk modelling.Banquet - food | Make treasure chests, islands and shipsSelect from and use a range of tools and equipment to perform practical tasks. Make a simple puppet theatre. | Food around the world Food and where it comes fromSelect from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components. Produce 3D model animals, masks and to participate in creating large collages. |
| **Art** | Self-portrait collages selecting appropriate materials | Study Lucy Pittaway (local artist) – look at her pictures of the transporter and recreate using different media. Seasons pictures.Christmas crafts. | Use a range of materials creatively to design and make products.to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceDesign plates, shields, crest, Tudor housesMake and design castles – link to DT | Create a landscape of the seaside using drawing, painting and sculpture. Develop and share their ideas, experiences and imagination.Look at the work of artist Joanne Wishart. Recreate images and make links to own work. | Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Use paint to communicate experiences and observations about animals. Explore visual elements including colour, pattern and shape. |
| **PSHE** | Health and Wellbeing-Healthy lifestyle-Growing and Changing-Keeping Safe  | Health and Wellbeing-Healthy lifestyle-Growing and Changing-Keeping Safe | Relationships-Feelings and Emotions-Healthy Relationships-Valuing Difference  | Relationships-Feelings and Emotions-Healthy Relationships-Valuing Difference | Living in the wider world-Rights and Responsibilities -Taking care of the environment -Money  | Living in the wider world-Rights and Responsibilities -Taking care of the environment -Money |
| **Geography** | 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.Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdomkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical Skills & Field | Where in the world did dinosaurs live? Name and locate the world’s seven continents and five oceans.Use worlds maps, atlases and globe to find the names of countries where fossils have been found.Visit to dinosaur park – aerial photos. North and South pole, equator, Artic | Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas. Look at castles across the UK. Name and locate the world’s seven continents and five oceans.Identify seasonal and daily weather patterns in the UK and location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | Compare local seaside town to non-European seaside town - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European countryVisit Redcar Beach using key vocabularyPirates/voyagers compass pointsAerial photosMake Mapsname and locate the world’s 7 continents and 5 oceansCaptain Cook | Compare aspects of local area to those around the world. Weather/climates of areas around the worldUsing maps and atlases Visit to local farm using key vocabulary  |
| **History** | Placing/sequencing events in their lives growing up using appropriate vocabularyLearn about old and new and compare old and new.  | Events beyond living memorySignificant historical events.A history of dinosaurs – create a timeline.events beyond living memory that are significant nationally or globally – Guy Fawkes | Using textbooks, visitors and the Internet to find answersTudor history – monasteries, houses timelinethe 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 significant historical events, people and places in their own locality. – Henry VIII, Elizabeth I, Catherine Parr  events beyond living memory that are significant nationally or globally – dissolution of the monastery | Captain Cookthe 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 significant historical events, people and places in their own locality.Timeline of boats over the ages.  | Grace Darlingthe 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 significant historical events, people and places in their own locality. |
| **Computing** | E-Safety – Knowledge & Understanding | Keyboard and mouse skills | Multimedia and text | Computer aided design | Data handling | Coding and programming |
| **Music Express** | Exploring sounds (Ourselves)Beat (Our Bodies) | TVMS – First Thing MusicPitch (Animals)Beat (Pattern)Nativity | Exploring Sounds (Storytime)Beat (Number)Instruments – tudor music – make and listen to examples of tudor music | Beat (Machines)Exploring Sounds (Our School) | Performance (Travel)Pitch (Water)Combine sounds using instruments | Exploring Sounds (Weather)Pitch (Seasons)Combine sounds using instrumentsAfrican music – drums  |
| **Building Character** |  |  |  |  |  |  |
| **RE** | Who am I and why am I special?How and why do Christians celebrate harvest? | What does it mean to belong in Christianity?Why are gifts given at **Christmas**? | Why is Jesus special to Christians? | Why is **Easter** special for Christians? | How do both Jews and Christians think the world was created? | How do Jews worship at home? |
| **English** | Traditional tales.Invitation writing – simple sentences | Instructions PoetryLetter to Santa | NarrativeNon-chronological report | Traditional tales  | Character description/diary of a piratePoem – sea shanty  | Information textStories from different culturesRecount  |
| **Maths** | White roseNumber: place value within 10.Number: addition and subtraction within 10. Geometry – shapeNumber: place value within 20.  | White roseNumber: addition and subtraction within 20. Number: place value within 50.Measurement – length and heightMeasurement – weight and volume | White roseNumber: multiplication and division.Number: fractionsGeometry – position and directionNumber: place value within 100  |