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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 humans  Seasons  Categorising dinosaurs  Observing plants | | | Materials  Seasons | | | Animals including humans  Plants  Seasons | | |
| **DT** | Self-portrait collages selecting appropriate materials | Christmas Activities – salt dough decorations, calendars, baking cookies etc  Plan  Make  Evaluate | | Use a range of materials creatively to design and make products. Make a castle using junk modelling.  Banquet - food | | | Make treasure chests, islands and ships  Select 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 from  Select 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 space  Design plates, shields, crest,  Tudor houses  Make 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 Kingdom  key 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 country  Visit Redcar Beach using key vocabulary  Pirates/voyagers compass points  Aerial photos  Make Maps  name and locate the world’s 7 continents and 5 oceans  Captain Cook | | Compare aspects of local area to those around the world.  Weather/climates of areas around the world  Using maps and atlases  Visit to local farm using key vocabulary |
| **History** | Placing/sequencing events in their lives growing up using appropriate vocabulary  Learn about old and new and compare old and new. | Events beyond living memory  Significant 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 answers  Tudor history – monasteries, houses timeline  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  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 Cook  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  significant historical events, people and places in their own locality.  Timeline of boats over the ages. | | Grace Darling  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  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 Music  Pitch (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 instruments  African 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  Poetry  Letter to Santa | | Narrative  Non-chronological report | | Traditional tales | Character description/diary of a pirate  Poem – sea shanty | | Information text  Stories from different cultures  Recount |
| **Maths** | White rose  Number: place value within 10.  Number: addition and subtraction within 10.  Geometry – shape  Number: place value within 20. | | | White rose  Number: addition and subtraction within 20.  Number: place value within 50.  Measurement – length and height  Measurement – weight and volume | | | White rose  Number: multiplication and division.  Number: fractions  Geometry – position and direction  Number: place value within 100 | | |