

Key: Science History Geography DT ICT/Computing Music Art

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y1	<p>Push me/pull you (forces)</p> <p>Which is your favourite season? (seasonal changes; ongoing)</p>	<p>What's it made of? (everyday materials & their physical properties)</p>	<p>Can you be an animal detective? (naming animals; basic parts)</p>	<p>Push me/pull you (forces)</p> <p>Which is your favourite season? (seasonal changes; ongoing)</p>	<p>What's it made of? (everyday materials & their physical properties)</p>	<p>Can you be an animal detective? (naming animals; basic parts)</p>
	<p>Discovering new worlds (exploration in the past)</p>	<p>How are our toys different from those in the past?</p>	<p>What are the differences between Handa's home and ours?</p>	<p>Why were castles built? (changing roles of monarchs)</p>	<p>How are our toys different from those in the past?</p>	<p>What are the differences between Handa's home and ours?</p>
	<p>Where do we live? (UK Geography)</p>	<p>How do we get to school?</p>		<p>Where do we live? (UK Geography)</p>	<p>How do we get to school?</p>	
	<p>Which fruits taste nice together? (making a fruit salad)</p>	<p>How can teddy dance? (making moving pictures)</p>	<p>How can we cross the river? (strong structures)</p>	<p>Which fruits taste nice together? (making a fruit salad)</p>	<p>How can teddy dance? (making moving pictures)</p>	<p>How can we cross the river? (strong structures)</p>

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ICT/Computing: Programming		ICT/Computing: Use of ICT		ICT/Computing: Online Safety		
<p>Textease Turtle (or Beebot) Using the keypad to control the turtle. Putting commands (↑↓↔↻) together to make simple programs. Predicting & debugging existing programs. Understanding of terms 'algorithm', 'program', 'debugging'.</p>		<p><u>General</u>: Logging on to a network computer. Saving work into own documents folder or Pupil Shared. 'Save as' & renaming files. Logging off or restarting computer.</p> <p><u>Text</u>: Typing sentences using the keyboard (in MSWord, MSPowerPoint). Beginning to use spacebar, back space, enter, shift & arrow keys. Using undo & redo buttons. Beginning to edit and format text.</p> <p><u>Graphics</u>: Using painting software (e.g. Paint; 2Paint A Picture) to click and drag a brush, change colour, fill a shape & clear the screen. Using the undo button. Editing images using painting software.</p> <p><u>Multimedia</u>: Inserting an image into presentation software (e.g. MSWord, MSPowerPoint). Recording sound using a microphone.</p> <p><u>Data handling</u>: Entering information into a prepared database or spreadsheet (e.g. Textease Database, MSExcel). Making & analysing simple graphs.</p> <p><u>Websites</u>: Using websites selected by the teacher. Clicking on links & using the 'back' button. Copying and pasting images from the web.</p>		<ul style="list-style-type: none"> • I can agree and follow sensible e-Safety rules. • I know the importance of my username and password. • I can tell you what personal information is. • I can tell an adult when I see something unexpected or worrying online. • I can recognise an age appropriate website. • I can talk about why it's important to be kind and polite. • I know how to stay safe when playing online games, and that it is important to take time out from technology. 		
Y1						

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Y1	<p>Singing: <i>'Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.'</i> Class songs e.g. from Year 1 Music Express; topic-related songs; songs for school assemblies; songs for KS1 musical Nativity. Playing musical instruments; reading & notating music. <i>'Pupils should be taught to play tuned and untuned instruments musically.'</i> Use of a range of classroom percussion instruments to play solo or as an ensemble, or to accompany singing.</p> <p>Composing: <i>'Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.'</i> (As above + adding sound effects to stories - link with ICT/Computing.)</p> <p>Listening & appraising: <i>'Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.'</i> Opportunities to listen to live music (e.g. older children singing and/or playing instruments; visiting musicians) and recorded music from a range of times and cultures.</p>					

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Y1	<p>Fine Art Skills 'Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.'</p> <p>In Year 1 this means:</p> <ul style="list-style-type: none"> Improving composition by using cut off image Creating depth by overlapping objects - closer objects in front of others placement - closer objects are bigger and lower Knowing how to mix secondary colour wheel Using simple geometric shapes as the basis for drawing Basic facial proportions <p>Media: 'Pupils should be taught to use a range of materials creatively to design and make products. They should use drawing, painting and sculpture to develop and share their ideas, experiences and imagination'</p> <p>In Year 1 this may include:</p> <ul style="list-style-type: none"> Coloured paper collage landscape Card relief Weaving paper and fabric Modelling clay <p>Themes in Year 1 may include:-</p> <ul style="list-style-type: none"> Portraiture Landscapes Illustration of a traditional story <p>History of Art 'Pupils should be taught 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> <p>In Year 1 this may include:</p> <ul style="list-style-type: none"> Portrait painters 20th century artists Textile designers