

# Overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Lead Subjects</b>	<p><b>Geography</b> Penguins, Possums and Pigs</p> <p><b>Science</b> Hot and cold areas of the world</p> <p><b>Science</b> Common animals other than humans and their basic structure</p> <p><b>Art and Design</b> Drawing in pastel developed into 3D using clay</p>	<p><b>History</b> Fire! Fire! Events beyond living memory - Great Fire of London</p> <p><b>Design and Technology</b> Mechanisms - pop ups and simple card levers</p> <p><b>Music</b> Using voices expressively - singing songs, speaking chants and rhymes</p>	<p><b>Science</b> Plants - basic structure and observing growth over time</p> <p><b>Design and Technology</b> Food - preparing and combining foods</p> <p><b>Art and Design</b> Observational drawings and paintings developed into printmaking</p>	<p><b>History</b> Changes within living memory</p> <p><b>Art and Design</b> Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art</p> <p><b>Geography</b> UK countries and capital cities</p>	<p><b>Science</b> Everyday materials - naming of materials and their properties</p> <p><b>Geography</b> Fieldwork in the school grounds</p> <p><b>Design and Technology</b> Structures - stability and strength</p> <p><b>Physical Education</b> Outdoor and adventurous activities - developing trails</p>	<p><b>Science</b> Human body and senses</p> <p><b>Music</b> Experimenting with and creating musical patterns</p>	<p><b>Robots</b></p>
<b>Additional Subjects</b>	<b>PSHE</b>	<i>tbc September 2014</i>	<i>tbc November 2014</i>	<i>tbc January 2015</i>	<i>tbc February 2015</i>	<i>tbc April 2015</i>	
	IT - text and images	IT - digital research	CS / IT - computational thinking	IT / DL - recognise common uses of IT beyond school / hardware	IT - digital research	CS - programming	
<b>English</b>	<p><b>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</b></p> <p>Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons.</p>						
<b>Ongoing</b>	<p>Stories by the same author</p> <p>Non-chronological reports</p> <p>Poems on a theme</p> <p><b>Science</b> Nature and field journals - observations over time of seasonal changes, plants, weather and length of day</p>	<p>Repetitive patterned stories</p> <p>Poems on a theme</p> <p>Range of non-fiction texts</p> <p><b>Geography</b></p>	<p>Classic stories</p> <p>Instructions</p> <p>Traditional rhymes</p> <p><b>Physical Education</b></p>	<p>Traditional tales</p> <p>Recounts</p> <p><b>eSafety</b></p>	<p>Stories with familiar settings</p> <p>Non-fiction texts: booklets</p> <p>Traditional rhymes</p> <p><b>English</b></p>	<p>Stories with fantasy settings</p> <p>Recounts</p> <p>Poems for learning by heart</p> <p>Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.</p>	