

Year 1  
LTP

Theme	You and Me		New Life		Around the World	
Dates	Autumn term		Spring term		Summer term	
Science	Human body and the senses	Everyday materials	Animals	Plants	Materials	Forces
Science skills						
DT  DT skills		<b>Levers, sliders and springs</b> <ul style="list-style-type: none"> <li>• Create products using levers, wheels and winding mechanisms.</li> </ul>	<b>Playground product</b> <ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>			<b>Stronger structures</b> <ul style="list-style-type: none"> <li>• Use materials to practise strengthen products.</li> </ul>
Cooking and nutrition	Bread making (harvest)		Fruit and vegetables		Food from other countries	
Cooking and nutrition skills	<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients</li> </ul>		<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients</li> </ul>		<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients</li> </ul>	

<b>Art and Design</b>	<b>Drawing - self portraits</b> <b>Painting - large scale (school grounds)</b>		<b>Sculpture - animals and plants</b> <b>Painting / drawing - observational.</b>		<b>Painting - colour mixing</b> <b>Learn about a range of artists, designers and craftsmen from around the world</b>	
<b>Art and Design skills</b>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> </ul>		<ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>		<ul style="list-style-type: none"> <li>Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	
<b>Computing</b>  <b>Computing skills</b>	<b>Using a programmable toy</b>  <ul style="list-style-type: none"> <li>• Control motion by specifying the number of steps to travel, direction and turn.</li> </ul>	<b>Filming the steps of a recipe</b>  <ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas and learning.</li> </ul>	<b>Illustrating an ebook</b>  <ul style="list-style-type: none"> <li>• Use a range of applications and devices in order to communicate ideas and learning.</li> </ul>	<b>Finding images using the web</b>  <ul style="list-style-type: none"> <li>• Understand online risks and the age rules for sites</li> <li>• Use a range of applications and devices in order to communicate ideas and learning.</li> </ul>	<b>Producing a talking book</b>  <ul style="list-style-type: none"> <li>• Select sounds and control when they are heard, their duration and volume.</li> </ul>	<b>Creating a card electronically</b>  <ul style="list-style-type: none"> <li>• Control when drawings appear and set the pen colour, size and shape.</li> </ul>
<b>Geography</b>	<b>Our locality - school environment</b>				<b>Hot and cold places around the world</b>	
<b>Geography skills</b>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as:</li> </ul>				<ul style="list-style-type: none"> <li>What is this place like? What or who will I see in this</li> </ul>	

	<p>What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Use basic geographical vocabulary</li> </ul>		<p>place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>• Identify the key features of a location?</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries studied.</li> <li>• Use aerial images.</li> <li>• Use basic geographical vocabulary</li> </ul>
<p>History</p> <p>History skills</p>	<p><b>Oral history - changes within living memory</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>		<p><b>Temple Newsome House and Farm - people and places in our locality</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>
<p>Music</p>	<p>Exploring pulse, rhythm and tempo</p>	<p>Exploring pitch</p>	<p>Exploring symbols, duration and</p>

<p><b>Music skills</b></p>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>		<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<p><b>dynamics</b></p> <ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>		
	<p><b>PE</b></p>	<p><b>Dance</b></p>	<p><b>Multis kills</b></p>	<p><b>Gymna stics</b></p>	<p><b>Multis kills</b></p>	<p><b>Multis kills</b></p>
<p><b>PE skills</b></p>	<ul style="list-style-type: none"> <li>• Copy and remember moves and positions.</li> <li>• Move with careful control and coordination.</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms ‘opponent’ and ‘team-mate’.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness of space.</li> <li>• Link two or more actions to make a sequence.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms ‘opponent’ and ‘team-mate’.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms ‘opponent’ and ‘team-mate’.</li> <li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Athletic activities are combined with games in Years 1 and 2.</li> </ul>

			ways and land with increasing control and balance.			
SMSC	Learning to be me	Learning to know my neighbour	Learning to identify the communities in which I belong	Learning to listen	Learning to live together in our wonderful world	Learning to do
SMSC skills						

