

Subject Yearly Overview Year 1

		Term 1	Term 2
Year 1	Cornerstones	<p>Bright lights, Big City - Geography UK's bustling capital city. Key locations, transport, the Royal Family, contrasting places and events that have shaped London's past.</p>	<p>Memory box - History Changes over time, family and community. Local history, special memories, customs and traditions, and growing up.</p>
	Computing	<p>KS1.2 Create and debug simple programs. KS1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>KS1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. KS1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
	Activities	<p>Write up a set of instructions (in PowerPoint or OneNote as separate text boxes) for how to get to London. Present them in the wrong order to the students. Ask children to identify which ones are in the wrong order and drag and drop them into the correct order as a class activity. (debugging)</p>	<p>Create a shared folder in Teams for any of the pupil images to be stored. Use the Year 1 Memory Box PowerPoint, when start can't see anything but as they click on box someone appears in order from, baby, toddler, child, teenager, students, young adult, parent, grandparent. Have a class discussion around the sequence the images appeared in, would they change any? Hold discussion re who could/ should see images like this / should they be online etc. to cover aspects of ESafety. Potential for them to build their own version from images they take of each other and to talk about who they would let see their images.</p>
	Equipment, Apps & Resources	PowerPoint / OneNote with instructions	<p>Shared folder in Teams class Laptops / iPads Year 1 Memory Box.ppt</p>

Subject Yearly Overview Year 1

		Term 3	Term 4
Year 1	Cornerstones	<p>Dinosaur planet - History Dinosaurs and fossils. Amazing discoveries of palaeontologists such as Mary Anning</p>	<p>Splendid skies - Science Weather and the seasons Identify and measure features of the weather – both the everyday and extreme!</p>
	Computing	<p>KS1.5 Recognise common uses of information technology beyond school. KS1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <i>(Optional)</i> KS1.1 <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i> KS1.3 <i>Use logical reasoning to predict the behaviour of simple programs</i></p>	<p>KS1.3 Use logical reasoning to predict the behaviour of simple programs <i>(Optional)</i> KS1.1 <i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i></p>
	Activities	<p>Create a Dinosaur movie where pupils create a backdrop and use cardboard box as the 'film set'. Use cameras on tripods. Creating stop frame animation with creatures made out of Lego or clay (flour/salt clay?) or drawn and cut out figures to move. Discuss what the storyline will be and what they have to do to make the movie. Potential for group work, paired activity or individual task.</p>	<p>Use the drone to capture images of what weather is like outside. Says what they want the drone to do and then control the movement of it. Alternatively, pupils look out of window and predicts what they think the weather will be like. Keep a record for XXX number of days of what the weather has been like (on paper or in shared spreadsheet) and how many times they got the predictions right. Each child can then go on to present what they thought and what they found the weather actually was. Show what they have found out about the 'weather' topic, could include the use of film, photo, PPT etc. <i>NB</i></p>

Subject Yearly Overview Year 1

		<i>Optional</i> Using the 'Daisy the Dinosaur' App for basic programming.	<i>Doesn't have to be ICT based but the action of using the drone makes them start to address 'Control' - teacher could film / record whatever the students are doing as start of a discussion re Control.</i>
Equipment, Apps & Resources	iPads Daisy the dinosaur App: https://apps.apple.com/gb/app/daisy-the-dinosaur/id490514278 iMovie PC laptops 2Simple - 2Go Cameras Tripods	iPads Laptops <i>Optional</i> DJI Tello Drone Swift Playground – planning the way drone will fly Presentation App - PowerPoint, Word or any 2 Simple one	

		Term 5	Term 6
Year 1	Cornerstones	Moon zoom - Design and Technology Technology, space and materials. Design and make model spaceships, considering the properties of materials. Meeting an alien.	Superheroes - PE Explore the power of good deeds. Develop their control, balance and travelling skills and understand the importance of teamwork.
	Computing	KS1.5 Recognise common uses of information technology beyond school. KS1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. KS1.6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	KS1.4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Subject Yearly Overview Year 1

	Activities	<p>Ensure pupils have email access</p> <p>Email about finding the alien. As class (in groups) emails sent to known individual who is expecting this – the same email address will be used by class but will send several emails, one from each group (SG to sort out who you will send it to).</p> <p>Pupils will receive a response to their email.</p> <p>When received hold discussion about whether all the answers are the same?</p> <p>Do they know who has really sent the message to them?</p>	<p>As part of developing a superhero, draw a superhero (pen and paper), add in labels of powers that their own superhero would have.</p> <p>Children swap with others to see how many have the same super powers.</p> <p>Create a listing for a class shared super hero and place the powers in the agreed order of importance – potential for linking to OCL 9 Habits as Super Powers too?</p> <p><i>Optional</i></p> <ul style="list-style-type: none"> • Use AR Makr App to create a class superhero from the pupil's drawings • Use the Bitesize Superhero game linked to Literacy • Use online design of superhero after have drawn their own ideas.
	Equipment, Apps & Resources	<p>Laptops</p> <p>iPads</p> <p>Access to emails</p>	<p>iPads</p> <p>Online – Design your own Superhero: https://www.heroized.com/</p> <p>AR Makr App</p> <p>Bitesize: https://www.bbc.co.uk/games/embed/small-town-superheroes?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fzncgvk7</p>