**Learning Journey overview Y1 2017-18**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Autumn 2017** | | **Spring 2018** | **Summer 2018** |
| Whole school theme | Time travellers  People who help us (Past and present) | | What would we do without books? | Around the World  The British Isles |
| Texts to lead learning | Stuck (1st half term – firemen)  That Pesky Rat (1st half term - vets)  Burglar Bill/Cops and Robbers (2nd half term - police)  The Jolly Postman/Here Comes Mr Postmouse (2nd half term)  **Author focus: Oliver Jeffers** | | The Story Machine by Tom McLouglin  The Detective Dog by Julia Donaldson  Hermelin by Mini Grey  The Incredible Book Eating Boy by Oliver Jeffers  Otto the Book Bear  **Author focus:** | The Queen’s Handbag by Steve Antony  The Queen’s Hat by Steve Antony  The Naughty Bus (England)  The Dragon Machine (Wales)  Katie Morag stories by Mairi Hedderwick (Scotland)  Ossiri and the Bala Mengro (Ireland)  Bog Baby  **Author focus: Mairi Hedderwick (Scottish author).** |
| Literacy  (Planning Circles) | Following the Y1 national curriculum  Using Babcock Spelling and grammar to support EGPS | | | |
| Author focus |  | |  |  |
| Numeracy | Following the Y1 national curriculum  Using White Rose hub and NCETM to lead teaching and learning and other resources | | | |
| Science  *Working Scientifically* | Everyday materials (labelling emergency vehicles).  Animals - vet  Seasons | Everyday materials  Seasons  GROW A SUNFLOWER | | Plants  Seasons |
| History | People who help us today and in the past – understanding events beyond living memory.  Firemen (The Great Fire of London).  Police  Doctors and nurses – Florence nightingale, Edith Cavell (significant historical individuals).  Schools and teachers teachers (trip?) | Printing press to typewriter to tablet. Understanding chronology. | | Changes within living memory – significant events in national life. |
| Geography | Geographical skills and fieldwork: make maps – where does the postman go?  Use simple compass directions (NSEW).  Human and physical geography: use basic geographical vocabulary to refer to key physical features and key human features in Wrenbury.  Whole school world map  Linked to key country foci in summer: labelled northern/ southern hemisphere, equator etc | Geographical skills and fieldwork: study maps and atlases to locate countries and continents.  Books: explore travel guides.  Geographical skills and fieldwork: use simple fieldwork and observational skills to study the geography of Wrenbury school and its grounds. Include the key human and physical features. **Make a travel guide for Wrenbury.** | | Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas (seas, oceans, borders and belonging)  Human and physical geography: use basic geographical vocabulary to refer to key physical features and key human features.  Identify seasonal and daily weather patterns in the UK/ British Isles.  Geographical skills and fieldwork: use maps, atlases, aerial photographs and globes to identify the UK / British Isles and its countries. |
| Art | Art form: collage (using a range of materials).  Making signs – link to meaning of colour.  Artist: Molly Rausch – paints postage stamps from all around the world. | Art form: Illustration (use drawing to share experiences, ideas and imagination).  Printing - Lettering to make art. | | Art form: Celtic artwork.  Sculpture (clay to create artwork). |
| D&T | Use talk and drawing to develop a model and explore and use **mechanisms** (wheels and axles) - design and make a fire engine / police car etc  Use the basic principles of a healthy and varied diet to prepare dishes– link to drs. | Design functional and appealing products - make a **fold out / concertina** **book.**  Evaulate – how could it be made stronger/stiffer? | | Understand where food comes from – **British farming** – what is grown where in the UK / British Isles? |
| Computer science | Understand what **algorithms** are – give instructions to plan a route.  Recognise common uses of IT beyond school – link to people who help us. | **Coding –** create a debug simple programs.  e-books  e-safety | | Explore the common uses of technology.  Use technology purposefully. |
| Music  (Music Express to lead teaching and learning) | ME Units:  Y1 OUR SCHOOL Exploring sounds  Y1 ANIMALS  Exploring pitch  Use voices expressively - Nursery Rhymes and Christmas.  Understand loud and soft (emergency services).  Soundscape Jolly Postman’s/Burglar Bill’s journey. | ME Units:  Y1 STORYTIME  Exploring sounds  Y1: SEASONS  Exploring pitch  Look at books that play music (Vivaldi’s the Seasons) – listening to music with concentration. | | ME Units:  Y1: TRAVEL  Exploring performance  Y1 MACHINES  Exploring beat  Make bagpipes – glove pipes (Institute of Physics).  Combine sounds to make music inspired by Scottish and Irish Celtic music.  Listen to high quality recorded music. |
| RE | Practices and ways of life - Christianity  **YR Love my neighbour**  **Y1 Following the example of Jesus caring for others equally:**  **2 greatest commandments**  **Link to People who help us** | Beliefs and Teachings **YR The Bible as a special book with stories of Jesus**  Practices ways of life **Y1 Reading the Bible**  **Different genre in the Bible** | | Beliefs teachings  **YR Describing God as creator**  **Y1** **Beliefs about God as a creator.**  **God cares for all people**  **God is one** |
| Practices and Way of Life - Christianity  **YR – Church as a place of worship**  Identity & Belonging  **Church as a community of people** | Concept  **YR/1**  **Thankfulness**  **Celebration**  Practices and Way of Life **Y1 Celebration and special events**  **(EASTER)** | | Values  **YR Caring for the natural World**  **Y1 Looking after the world we live in: stewardship** |
| PE | Amaven platform used to plan and teach PE  Gymnastics  Basic skills – Running/kicking | Amaven platform used to plan and teach PE  Multi skills  Basic skills – Bouncing/jumping | | Amaven platform used to plan and teach PE  Athletics  Basic skills – Catching/striking |
| French | YR Numbers, transport, pets, the head, colours, weather, weather, farm, fruit and vegetables. | | | |
| Y1 Houses, food, family, clothes, park, insects, parts of the body and jobs | | | |
| Philosophy for Children P4C | How do people help us?  Why is it important to help people? | What would the world be like without books? | | Where is this?  Does it matter where we live?  Who does the land belong to? |