

An overview of Year 1 – What skills/knowledge are being taught? When is it being taught? How are skills/knowledge applied?

	When?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sub	Topic	Marvellous Me	Dungeons and Dragons	Brilliant Brunel	Exciting Explorers	Rainforests	On Safari
Art	What ?- NC	<p>Painting & Mixed Media</p> <p>Making Colours Identifying primary colours and exploring how secondary colours can be mixed, through the work of Vincent Van Gogh.</p>			<p>Craft & Design</p> <p>Woven Wonders</p> <p>To practise threading, plaiting and threading lengths of wool and weaving it.</p>	<p>Sculpture & 3D</p> <p>Spider Sculpting</p> <p>Sculpt clay to create a spider and a web using texture.</p>	
	How? - Context	<p>Colour Splash Exploring mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>Printing with Paint Using Lego bricks and other everyday objects to create prints; painting and stamping their blocks to create patterns, pictures and letters and combining colours on the page, explaining the choices they make.</p> <p>Exploring colour mixing Mixing two primary colours to create different shades of a secondary colour and using these in a decorative painting</p> <p>Clarice Cliff plates Using a paper plate children create their own designs of Clarice Cliffs 'Circle Tree' plate using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design</p>			<p>Is it Art? / Wool Wrapping Exploring different forms of Art and their own art projects. Then measuring and cutting lengths of wool to wrap around a cardboard shape.</p> <p>Exploring thread Exploring plaiting, threading and knotting techniques inspired by Cecilia Vicuna. Combining different colours, trying different thickness of thread and joining with knots.</p> <p>Warp and weft Understanding the meaning of those two words and practising weaving over and under using paper. Compare this to Vicuna's artwork.</p> <p>Fibre Art To combine all learnt techniques to produce woven artwork and evaluate it.</p>	<p>To practise rolling and shaping clay. Doing clay challenges and encourage them to shape the clay in different ways.</p> <p>To create patterns in clay similar to that of a spider web. Roll and flatten clay out and create a pattern similar to that of a spider web.</p> <p>Create a spider on a web using texture on the spider's legs or body. Discuss how you could create these textures.</p> <p>Evaluating their sculptures and comparing them to others.</p>	

An overview of Year 1 – What skills/knowledge are being taught? When is it being taught? How are skills/knowledge applied?

	When?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sub	Topic	Marvellous Me	Dungeons and Dragons	Brilliant Brunel	Exciting Explorers	Rainforests	On Safari
Computing	What ?- NC	<p>Digital literacy Recognise common uses of information technology beyond school.</p> <p>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>Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Digital literacy 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>Computer Science Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Digital literacy 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>Computer Science Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Digital literacy 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>Computer science/Information technology Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Digital literacy 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>Information technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Digital literacy 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>
	How? - Context	Purple Mash 1.1 – Online Safety 1.9 – Common uses of technology Education For a Connected World	Purple Mash 1.6 – Animated stories Education For a Connected World	Purple mash 1.4 – Lego Builders Introduction to algorithms E-Safety week – February Education For a Connected World	Purple Mash 1.5 – Maze explorers Education For a Connected World	Purple Mash 1.7 – Coding Education For a Connected World	Purple Mash 1.2 – Grouping and sorting 1.3 – Pictograms 1.8 – Spreadsheets Education For a Connected World
Design & Technology	What ?- NC		<p>Textiles Felt Dragon Puppets To join fabrics together using different joining methods in order to create a puppet.</p>	<p>Mechanisms Wheel & Axels To understand how wheels move in order to create a moving vehicle.</p>			<p>Cooking and Nutrition Fruit & Veg Smoothies To prepare fruit and vegetables in order to make a smoothie.</p>
	How? - Context		<p>Joining fabrics Looking at three different joining techniques: pinning, stapling and glueing.</p> <p>Designing my puppet</p>	<p>How do wheels move? Exploring wheeled objects and considering what the wheels are attached to, how they are attached and where the</p>		<p>Fruit or vegetable? Children identifying whether foods are fruit or vegetables.</p> <p>Where fruit and vegetables grow</p>	

An overview of Year 1 – What skills/knowledge are being taught? When is it being taught? How are skills/knowledge applied?

	When?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sub	Topic	Marvellous Me	Dungeons and Dragons	Brilliant Brunel	Exciting Explorers	Rainforests	On Safari
			<p>Draw design of puppet thinking about colour, material and joining techniques.</p> <p>Making and joining my puppet Joining fabric together using their preferred joining technique.</p> <p>Decorating my puppet To embellish their puppet using joining methods</p>	<p>wheels are placed in relation to the shape of the body.</p> <p>Fixing broken wheels To identify problems as to what might stop wheels from turning</p> <p>Designing a vehicle To design a moving vehicle</p> <p>Wacky Races To build a moving vehicle</p>			<p>To identify where plants grow and which parts we eat</p> <p>Smoothie Ingredients Tasting Tasting and comparing fruit and vegetables thinking about appearance, feel, smell and taste.</p> <p>Making Smoothies To make a fruit and vegetable smoothie with the foods they liked the most from last lesson and using cutting to help prepare them.</p>
Geography	What ?- NC	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features devise a simple map; use and construct basic symbols in a key</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features devise a simple map; use and construct basic symbols in a key</p>		<p>Name and locate the UK and Europe on a world map.</p> <p>To become familiar with the names of the continents and oceans of the world.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To be able to locate on a globe and a world map South America, the Pacific ocean and the Atlantic</p>	<p>Begin to name and locate the world's seven continents and five oceans half of these)</p> <p>Use world maps, atlases and globes countries, continents and oceans studied at this key stage.</p> <p>To be able to locate on a globe and a world map Africa, Kenya, the Atlantic Ocean and Indian Ocean.</p>
	How? Context	<p>Locality – features of School and local area. Looking at and making maps and learn and use vocabulary related to the places around us Link with English writing-story/places</p>	<p>Identifying key landmarks & buildings (1 physical and 3 human features) in each capital city of the UK. Make and imaginary map for the dragon. Apply previously learnt skills</p>	<p>Continuous provision – make a map of an imaginary journey on a train using features and a key</p>	<p>Exploring different seas and continents through song and visual resources.</p>	<p>Amazon in South America Comparisons between tribes and us – Weather, clothes, food. To name differences in physical geography, the clothing and typical housing of the Yanomami tribes. Locate South America as a continent.</p>	<p>Identify the continent of Africa and its location on a globe/world map near the equator. Locate Kenya and the Maasai Marai Nature Reserve within the country. Discuss the climate and environment in relation to the animals that live in the safari region.</p>

An overview of Year 1 – What skills/knowledge are being taught? When is it being taught? How are skills/knowledge applied?

	<i>When?</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sub	Topic	Marvellous Me	Dungeons and Dragons	Brilliant Brunel	Exciting Explorers	Rainforests	On Safari
History	What ?- NC		Events beyond living memory that are significant nationally or globally.	Significant historical events, people and places in their own locality.	Lives of significant individuals in the past who have contributed to national and international achievements – some should be used to compare aspects of life in different periods.		Changes within living memory (aspects of change in national life) – Assess this
	How? - Context		William the Conqueror and the King, Events of 1066, Battle of Hastings Link with English writing- castle info	Significant Individuals – Brunel. Trip on the train – if possible	Matthew Henson, Felicity Aston, Neil Armstrong, Ibn Battuta		Looking back on any changes in school, national and focus on changes in toys.
Jigsaw	What ?- NC	Being Me To understand rights and responsibilities. To understand the consequences of the choices we make for ourselves and others.	Celebrating Differences To celebrate differences and the ways in which we are each unique.	Dreams and Goals To develop strategies and qualities needed to achieve a goal.	Healthy Me To understand how to keep myself healthy and safe	Relationships To understand what makes a healthy relationship	Changing Me To understand that everyone is unique and special and that we all change as we grow
	How? - Context	Activities and discussion which give context to the objectives above	I can tell you some ways I am differing from my friends I understand these make us all special and unique	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store feelings of success in my internal treasure chest	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel healthy	I can tell you why I appreciate someone who is special to me and express how I feel about them	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. I respect my body and understand which parts are private.
Music	What ?- NC	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically (chime bars, glockenspiels and ocarinas) Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music					
	How? - Context	My Musical Heartbeat - Introducing beat	Dance, sing and play! - Adding rhythm and pitch	Exploring Sounds - Introducing tempo and dynamics	Learning to Listen- Combining pulse, rhythm and pitch	Having fun with improvisation – improvising melodies and rhythms	Let’s Perform together! – Perform together in the Summer Concert
		Listening and finding a steady beat Playing instruments keep a steady beat Copy back Improvisation Singing Listening and responding to different musical styles Historical context Different Musicians Singing/Rapping words and meaning Follow a leader Movement Improvising Composing Performing listening following a leader Playing, singing, improvising Composing and making decisions Exploring Pulse/Beat Rhythm Pitch Tempo Dynamics					

An overview of Year 1 – What skills/knowledge are being taught? When is it being taught? How are skills/knowledge applied?

	When?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sub	Topic	Marvellous Me	Dungeons and Dragons	Brilliant Brunel	Exciting Explorers	Rainforests	On Safari
Religious Education	What ?	Who is a Christian and what do they believe?		What makes some places sacred?	How and why do we celebrate special and sacred times?	What does it mean to belong to a faith community?	
	How? - Context	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. (A1)</p> <p>Recognise some different actions and symbols which express a community's way of life, appreciating some similarities between communities. (A3)</p> <p>Children will learn to:</p> <p>Talk about why God is important for Christian people. Talk about some ways that Christians describe God and Jesus. Recognise some Christian symbols and images used to express ideas about God.</p>		<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. (B2)</p> <p>Children will learn to:</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p>	<p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. (B1)</p> <p>Children will learn to:</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p>	<p>Find out and respond with ideas to examples of co-operation between people who are different. (C2)</p> <p>Children will learn to:</p> <p>Respond to examples of co-operation between different people. Talk about what is special and of value about belonging to a group that is important to them.</p>	
Physical Education	What ?	<p>FUNS skills / movements Challenges focused on Balance, Coordination and Agility</p> <p>Invasion games. Taught weekly by external coach.</p>	<p>Dance – whole class Topic: Dragons, from planning Monsters and dragons Skills focus. Follow a set sequences of movements. Invasion games. Taught weekly by external coach.</p>	<p>Gymnastics – Floor work – Creating sequences, linking 5 gymnastic shapes and travel.</p> <p>Invasion games. Taught weekly by external coach.</p>	<p>Gymnastics / Mini sequence/ 4 stations: wall bars, bench, floor and beam stations – To explore apparatus using different shapes, levels and speeds. Link movements together smoothly to create a mini sequence.</p> <p>Invasion games. Taught weekly by external coach.</p>	<p>Games - Sending and receiving a range of equipment effectively. To throw and catch a beanbag individually. Participate in team games, developing simple tactics for attacking and defending. Invasion games. Taught weekly by external coach.</p>	<p>Athletics – Running and Jumping To know, understand and demonstrate Running and jumping techniques and assess, challenge and improve personal performance and apply skills in team games. Whole school June Jog Sports Day Summer Concert with dance element in performances. Invasion games / external coach</p>
	How? - Context	<p>Revise FS Yellow Level. Teach and assess Green Level. Skills taught are applied to individual, partner and team challenges.</p> <p>Static balances standing, seated. Static balance –floor work Static balance- small base Dynamic balance Dynamic balance to agility Counterbalance in pairs</p>	<p>Think about what it would be like to be a dragon: Where they live, would it be nice or scary etc. Teach the 'Space Set Sequence' looking for good timing and exaggerated moves. Groups then choose story themes ie flying through castles or travelling through jungles, and think about four related movements.</p>	<ul style="list-style-type: none"> • create 5 basic gymnastic shapes – straight, star, tuck, straddle and pike on mats. • create strong shapes and know how to relax them. • create shapes balancing on a range of body parts separately and together with a partner on a mat. •perform a log or teddy bear roll as a one way of travelling between shapes • create a mini sequence in pairs involving a shape, travel, 	<ul style="list-style-type: none"> •Use (previously taught): 5 basic gymnastic shapes – straight, star, tuck, straddle and pike on wall bars, bench, floor and beam in different ways to create a sequence. •select favourite way to create each shape •use different directions, levels and speeds 	<p>Throwing and catching a ball (large/small) effectively with a partner using different techniques.</p> <ul style="list-style-type: none"> -underarm throw - increase distance between partners - personal bests –scores without dropping - rolling ball to a partner -catch rolling ball with different hands -chest pass 	<p>Jumping Technique.</p> <ol style="list-style-type: none"> 1. Bend knees before taking off. 2. Lean bodyweight forward to help your body know where it is going, arms behind you to help with swinging motion. 3. Swing arms forwards then upward in a short explosive movement. 4. Whilst in flight stretch arms up.

An overview of Year 1 – What skills/knowledge are being taught? When is it being taught? How are skills/knowledge applied?

	When?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sub	Topic	Marvellous Me	Dungeons and Dragons	Brilliant Brunel	Exciting Explorers	Rainforests	On Safari
		<p>Co-ordination – rebound receive, throwing, striking using small balls</p> <p>Co-ordination –ball skills around body</p> <p>Agility – Ball chasing, sending and receiving a ball</p> <p>Agility Reaction response – to receiving a ball.</p> <p>Throughout challenges:</p> <p>Identify skills needed for a particular task.</p> <p>Identify similarities between their own performance. and that of someone else</p> <p>Provide encouragement and support and tell a partner what they are doing well in their performance or could be improved.</p> <p>Exploring and applying skills through given games.</p> <p>External coach to teach invasion games focusing on cooperation and instruction.</p>	<p>Follow sequences of movements</p> <p>Large, exaggerated movements</p> <p>good timing</p> <p>Dancing at diff levels low, medium, high</p> <p>Linking moves together</p> <p>review performances- give feedback.</p> <p>Practise + Perform whole dance to an audience (Year group)</p> <p>External coach to teach invasion games focusing on cooperation and instruction.</p>	<p>shape working to include a start and finish position- challenge extend the sequence</p> <ul style="list-style-type: none"> •consider speed and levels whilst travelling and fluency of movements • perform sequence to an audience • say what is good about their own and others shapes and sequences <p>and use the feedback to help make improvements to performances.</p> <ul style="list-style-type: none"> • perform a paired balance on a piece of apparatus. • demonstrate at least one type of roll correctly. • show some control when they are rolling. • perform at least one type of jump correctly, showing a clear body shape in the air. • jump off apparatus with support and land safely. • copy, remember and perform three different movements to make a sequence. <p>about it.</p> <ul style="list-style-type: none"> • describe a sequence and say what is good <p>Invasion games taught by external coach focusing on cooperation and instruction.</p>	<ul style="list-style-type: none"> •children in pairs teach and follow a mini sequence which includes shapes and travelling-leader and follower/s • give feedback on the quality of the shapes, travel etc. <p>•perform completed paired sequences to an audience</p> <p>Invasion games taught by external coach focusing on cooperation and instruction.</p>	<p>Football / Kicking Send and receive a ball using feet.</p> <p>-Use correct foot technique to pass the ball between pairs</p> <p>-pass between a coned gap to partner</p> <p>-hit cone with pass</p> <p>-shooting goals in pairs</p> <p>Hockey send and receive a ball using a Uni stick with increasing accuracy</p> <p>different techniques.</p> <p>-dribbling the ball close to stick and being able to stop</p> <p>-push pass ball to a partner</p> <p>-pass through 2 cones</p> <p>-hit a cone target</p> <p>Apply skills in Games:</p> <p>Time Trial Challenges.</p> <p>Score to Win.</p> <p>Relay Skills Game</p> <p>Hoop Bag</p> <p>SR External coach – to apply skills learnt through team competitive games once a week.</p> <p>Invasion games taught by external coach focusing on cooperation and instruction.</p>	<p>5. Land with soft, bent knees (very important) hands out in front.</p> <p>Challenge – increase distance to be jumped. Jump over mini hurdles.</p> <p>Record performances</p> <ul style="list-style-type: none"> • be able to identify one point they did well and one area for development <p>Game: volcano and safety rocks.</p> <p>Running</p> <p>Technique.</p> <p>Start with walking and increase to running.</p> <ol style="list-style-type: none"> 1 Keep a strong ‘tall action’ posture, 2 Relaxed action, keep hands and shoulders relaxed. 3 Driving arms and legs and on the balls of your feet. 3 Need high knees, moving arms at the same time. 4Head up and looking where you are going. <p>Games: Ladders, Rhythm running</p> <p>Chip chop</p> <p>Hurdles</p> <ul style="list-style-type: none"> • To identify one point, they did well and one area for development <p>External coach to teach invasion games focusing on cooperation and instruction.</p> <p>June Jog practise</p> <p>Sports day practise</p> <p>Summer Concert practise including dance element.</p>
Science	What ?	<p>Knowledge</p> <p>I can identify, name, draw and label the basic parts of the human body and say which</p>	<p>Knowledge</p> <p>Distinguish between an object and the material from which it is made.</p>	<p>Knowledge</p> <p>Know the physical properties of a variety of everyday materials</p>	<p>Knowledge</p> <p>Identify and name a variety of common wild and garden plants, including deciduous</p>	<p>Knowledge</p> <p>Continue with - Identify and name a variety of common wild and garden plants, including deciduous and</p>	<p>Knowledge</p> <p>Continue with - To know and describe the structure of a variety of common animals (fish, amphibians, reptiles,</p>

An overview of Year 1 – What skills/knowledge are being taught? When is it being taught? How are skills/knowledge applied?

	When?	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sub	Topic	Marvellous Me	Dungeons and Dragons	Brilliant Brunel	Exciting Explorers	Rainforests	On Safari
		<p>part of the body is associated with each sense</p> <p>Skills Perform simple tests in the context of senses</p> <p>Gather and record data linked to senses</p>	<p>Know and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Know the physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties. Skills Name a range of everyday materials, including wood, plastic, metal, rock and glass Ask questions about everyday materials Identify the material an object is made from, suggesting why it is made from that material Observe closely and describe the simple physical properties of a variety of everyday materials Describe the properties of a material using everyday language or simple scientific vocabulary (e.g. hard/soft, bendy/not bendy) Compare two or more materials for their performance at a particular task (e.g waterproof or not)</p>	<p>Describe the simple physical properties of a variety of everyday materials by testing different objects. Skills Ask questions about everyday materials Identify, Compare and group together a variety of everyday materials on the basis of their physical properties Perform a simple test to identify the best material for a function (best material for an umbrella) Use ideas and observations to suggest answers to the above question Gather and record data to help answer the above question</p>	<p>and evergreen trees growing in the locality To know and describe the basic structure of a variety of common flowering plants, including trees Identify their locality as a habitat for living things Care for growing seedlings (sunflowers) observing and describing its growth Identify the seeds and understand that they will make a whole new plant. Describe how plants change over time, including seasonal changes (leaves fall off, blossom, buds opening) Name, compare and contrast familiar plants according to their observable features Skills Explore and ask questions about growing plants in their habitat Use observations and ideas to suggest answer questions Identify and classify - Compare and contrast familiar plants, flowers and tree types Observe closely using simple equipment the growth of flowers and vegetables they have planted with magnifying glasses Gather and record data to help answers questions –grow sunflowers</p>	<p>evergreen trees growing in the locality To know and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals To know and describe the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Skills Ask simple questions about ways to sort animals and recognise they can be answered in different ways - Observe closely common animals – pictures, videos, real Identify and classify a variety of common animals including, fish, amphibians, reptiles, birds and mammals Ask people questions and use simple secondary sources to find answers (non-statutory)</p>	<p>birds and mammals, including pets) To know and name a variety of common animals that are carnivore, herbivores and omnivores Skills Asking simple questions about the structure of animal bodies Observe and Compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and classify whether a common animal is a carnivore, herbivore or omnivore</p>
	How? - Context	<p>Parts of the body/senses Seasons</p> <p>Scientist/Inventor study - Biologist-Linda Brown Buck</p>	<p>Seasons Materials – identifying</p> <p>Inventor –Lego Ole Kirk Christiansen</p>	<p>Seasons Materials – Grouping Waterproofing – investigation</p>	<p>Seasons Flowering plants – naming parts of plants</p>	<p>Seasons Common Animals Link with English writing – animals and rainforests Veterinary Scientist – Noel Fitzpatrick</p>	<p>Seasons Animal classification – groups, herbivores/carnivores Link with English writing – animals</p>

An overview of Year 1 – What skills/knowledge are being taught? When is it being taught? How are skills/knowledge applied?