

## YEAR ONE

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YEAR ONE	TOPIC(S) / British Value / 50 Things	<p><b>'SUPERHEROES'</b></p> <p><b>British Value</b> Individual Liberty</p> <p><b>50 Things</b> 31. Receive an award from school 34. Take part in a sporting competition</p>	<p><b>'TOY STORY'</b></p> <p><b>British Value</b> Respectful</p> <p><b>50 Things</b> <b>3. Perform on stage</b> 31. Receive an award from school 34. Take part in a sporting competition</p>	<p><b>'STOMP STOMP DINOSAUR'</b></p> <p><b>British Value</b> Tolerance</p> <p><b>50 Things</b> 31. Receive an award from school 34. Take part in a sporting competition</p>	<p><b>'UP UP AND AWAY'</b></p> <p><b>British Value</b> Democracy</p> <p><b>50 Things</b> 8. Dress up for World Book Day 31. Receive an award from school 32 Watch an egg hatch 34. Take part in a sporting competition 49. Read a book somewhere unusual 37. Plant it, Grow it, Eat it</p>	<p><b>'RUMBLE IN THE JUNGLE'</b></p> <p><b>British Value</b> Individual Liberty</p> <p><b>50 Things</b> 31. Receive an award from school 34. Take part in a sporting competition</p>	<p><b>'LAND AHOY'</b></p> <p><b>British Value</b> Rule of Law</p> <p><b>50 Things</b> 31. Receive an award from school 34. Take part in a sporting competition</p>
	ENGLISH	<p><b>READING SPINE</b> 'Elliot, Midnight Superhero' by Anne Cottinger</p> <p><b>WRITING TO ENTERTAIN</b> Character profile Story based on known structure – Superhero Story</p>	<p><b>READING SPINE</b> 'Traction Man is here' by Mini Grey</p> <p><b>WRITING TO ENTERTAIN</b> Character and setting description Story set in a familiar setting</p> <p><b>WRITING POETRY</b> Onomatopoeic Poems (Fireworks) <u>Crackle, Spit</u></p>	<p><b>READING SPINE</b> 'Dear Dinosaur</p> <p><b>WRITING TO INFORM</b> Instructions – fruit smoothie / fruit salad Recount – diary entry</p>	<p><b>READING SPINE</b> 'Jack and The Beanstalk' by Carol Ottolenghi</p> <p><b>WRITING TO ENTERTAIN</b> Character and setting description Story using Traditional Tale structure</p> <p><b>WRITING POETRY</b> Acrostic Poems (Names) <u>Olivia</u></p>	<p><b>READING SPINE</b> 'Where the Wild Things Are' by Maurice Sendak</p> <p><b>WRITING TO INFORM</b> Informal Letter Postcard Recount – diary entry</p>	<p><b>READING SPINE</b> Giant Jelly Jaws and the Pirates ' by Helen Bough</p> <p><b>WRITING TO ENTERTAIN</b> Character and setting description Story with a simple setting – Pirate Story</p> <p><b>WRITING POETRY</b> Pyramid Poems (Pirates) <u>A Bee</u></p>
	MATHS	<p><b>NUMBER:</b> Place Value (within 10) <b>NUMBER:</b> Addition and Subtraction (within 10) <b>GEOMETRY:</b> Shape <b>NUMBER:</b> Place Value (within 20)</p>	<p><b>NUMBER:</b> Addition and Subtraction (within 20) <b>NUMBER:</b> Place value (within 50) – (Multiples of 2,5 and 10 to be included) <b>MEASUREMENT:</b> Length and Height <b>MEASUREMENT:</b> Weight and Volume</p>	<p><b>NUMBER:</b> Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) <b>NUMBER:</b> Fractions <b>GEOMETRY:</b> Position and Direction <b>NUMBER:</b> Place value (within 100) <b>MEASUREMENT:</b> Money <b>MEASUREMENT:</b> Time</p>			

<b>SCIENCE</b>	<p style="text-align: center;"><b>EVERYDAY MATERIALS</b></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple 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.</p> <p style="text-align: center;"><b>LET'S GO SCIENCE TRAIL – Seasonal Changes</b></p>		<p style="text-align: center;"><b>ANIMALS, INCLUDING HUMANS</b></p> <p>Pupils should be taught to:</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p style="text-align: center;"><b>LET'S GO SCIENCE TRAIL – Habitats in the school grounds</b></p>		<p style="text-align: center;"><b>PLANTS</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p style="text-align: center;"><b>LET'S GO SCIENCE TRAIL – Habitats in the school grounds</b></p>		<p style="text-align: center;"><b>ANIMALS, INCLUDING HUMANS</b></p> <p>Pupils should be taught to:</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p style="text-align: center;"><b>LET'S GO SCIENCE TRAIL – Revisit Seasonal Changes</b></p>		<p style="text-align: center;"><b>SEASONAL CHANGES</b></p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p style="text-align: center;"><b>LET'S GO SCIENCE TRAIL – Revisit Seasonal Changes</b></p> <p style="text-align: center;"><b>SCIENTIST – Mae Jemison</b></p>	
	<b>PSHE</b>	<p style="text-align: center;"><b>BEING ME IN MY WORLD</b></p> <p>Understand the rights and responsibilities for being a member of my class.</p>	<p style="text-align: center;"><b>CELEBRATING DIFFERENCE</b></p> <p>What makes us special and unique.</p>	<p style="text-align: center;"><b>DREAMS AND GOALS</b></p> <p>Understanding success and how it feels.</p>	<p style="text-align: center;"><b>HEALTHY ME</b></p> <p>Ways to keep my body safe and healthy.</p>	<p style="text-align: center;"><b>RELATIONSHIPS</b></p> <p>Why I appreciate someone who is special to me and how I feel about them.</p>	<p style="text-align: center;"><b>CHANGING ME</b></p> <p>Identify parts of the body and use the correct terms.</p>			

YEAR ONE	ART AND DESIGN	<p><b>DRAWING, TEXTURE</b></p> <p>Observational drawing of superheroes: children draw each other in different superhero poses. Use different media: pencil, charcoal, chalk. Work on different scales. Work for different amounts of time (1 minute, 5 minutes, 10 minutes, etc)</p> <p>Children use their drawings to create larger collages of their superheroes in action.</p> <p>Research Comic book artist Stan Lee.</p>		<p><b>FORM, PATTERN</b></p> <p>Design and make a dinosaur out of clay.</p> <p>Research African patterns and modern crafts people using etsy.com.</p> <p>Design their own pattern and decorate bowl in chosen design.</p>		<p><b>TEXTURE, COLOUR</b></p> <p>Henri Rouseau 'Surprised' know as 'Tiger in a Tropical Storm'.</p> <p>Make a collage of the tiger or other jungle animal. Collage paper could be printed on in a previous lesson to give a greater range of coloured papers.</p> <p>Create a whole class display.</p>	
	COMPUTING	<p><b>DIGITAL LITERACY</b> Online Safety</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school</p>	<p><b>COMPUTER SCIENCE</b> Programming Toys</p> <p>Understand that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs. Use technology purposefully to create digital content</p>	<p><b>INFORMATION TECHNOLOGY</b> Computer Skills</p> <p>Use technology purposefully to manipulate and retrieve digital content.</p> <p>Use technology safely and respectfully</p>	<p><b>INFORMATION TECHNOLOGY</b> Painting</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p><b>INFORMATION TECHNOLOGY</b> Word processing</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p>	<p><b>COMPUTER SCIENCE</b> Scratch</p> <p>To understand that programs execute by following precise and unambiguous instructions.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Create and debug simple programs</p>
	DESIGN AND TECHNOLOGY	<p><b>(Toys)</b> <b>Design and make a toy or doll.</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products.</p>		<p><b>(Up Up and Away)</b> <b>Moving pictures based on Jack and the Beanstalk.</b> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Explore and use mechanisms (Sliders, linkages, levers), in their products.</p>		<p><b>(Pirates)</b> <b>Fruit kebabs / salad</b> Assemble or cook healthy ingredients. Understand where food comes from. Cut, peel or grate ingredients safely and hygienically. Identify that people should eat at least 5 portions of fruit and vegetables a day.</p>	

<b>YEAR ONE</b>	<b>GEOGRAPHY</b>	Use fieldwork and observational skills to study the geography of their school and its grounds. Directional language: near/far/left/right		Use fieldwork and observational skills to study the geography of their local area.  To devise a simple map. To find key human features in an aerial map (city, town, village, beach, shop or house).  To use and construct basic symbols in a key.  To use simple compass directions (North, South, East, West)		To locate UK in the map. Identify season and daily weather patterns in the UK. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
	<b>HISTORY</b>	<b>Black History</b>	<b>Changes in living memory:</b> To recognise the differences between old and new toys.  <b>The lives of significant individuals:</b> Guy Fawkes Remembrance week.		<b>Changes in living memory:</b> To recognise the differences between old and new aeroplanes –  <b>Events beyond living memory</b> The Wright Brothers The first aeroplane flight.		<b>Events beyond living memory</b> Smugglers and Pirates  <b>The lives of significant individuals:</b> Famous pirates e.g. Blackbeard
	<b>MUSIC</b>	<b>Hey You</b>  Listening to Hip Hop Composing own rap	<b>Rhythm in the way we walk and the Banana Rap</b>  Listening to Reggae music. Singing and playing instruments with a song  <b>Christmas Nativity</b>	<b>In the Groove</b>  History of music- Blues, Latin, Folk, Funk, Baroque and Bhangra Singing in different styles.	<b>Round and Round</b>  Listen to Latin American music. Learn to sing and play a song focusing on pulse, rhythm and pitch	<b>Your Imagination</b>  Listen to film music. Using imagination to create own lyrics.	<b>Reflect, rewind and replay</b>  Listening to Western and Classical music. Continue to embed the interrelated dimensions of music. Perform in school 'Sing Off'
	<b>PE</b>	<b>Wide, Narrow, Curled</b>  To apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus.	<b>Body Parts</b>  To apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.	<b>Growing</b>  To respond to rhythm and patterns through their movement.  To learn how to control and co-ordinate their bodies to perform movements through the 'growing' theme.	<b>The Zoo</b>  To respond to the stimulus (big animals) using a range of different, controlled movements showing character expression. To learn how to control and co-ordinate their bodies to perform movements that represent big animals.	<b>Games for Understanding</b>  To understand the basic principles of attack. To learn what 'attacking' means and why we attack during a game.	<b>Health and Well bring</b>  To consolidate our understanding of agility and when this is applied during sport.  To develop different ways of moving at speed and will understand the consequences of not being agile.

		<p><b>Running 1</b></p> <p>To explore running using different body parts and different techniques and begin to understand how to run efficiently.</p>	<p><b>Hands 1</b></p> <p>To develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.</p> <p>To explore different ways of sending (passing) the ball to their partner.</p>	<p><b>Feet 1</b></p> <p>To develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.</p>	<p><b>Hands 2</b></p> <p>To introduce throwing (underarm).</p> <p>To understand how we throw a bean bag underarm and why.</p>	<p><b>Jumping 1</b></p> <p>To recap jumping, in different directions, at different speeds and different levels.</p> <p>To understand the different reasons when, where and why we jump in different ways.</p>	<p><b>Team Building</b></p> <p>To introduce teamwork.</p> <p>To understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>To start to learn and understand what makes an effective team.</p>
<b>RE</b>		<p><b>THEME:</b> Creation Story</p> <p><b>CONCEPT:</b> God/Creation</p> <p><b>KEY QUESTION:</b> Does God want Christians to look after the world?</p> <p><b>RELIGIONS:</b> Christianity</p>	<p><b>THEME:</b> Christmas</p> <p><b>CONCEPT:</b> Incarnation</p> <p><b>KEY QUESTION:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p><b>RELIGIONS:</b> Christianity</p>	<p><b>THEME:</b> Jesus as a friend</p> <p><b>CONCEPT:</b> Incarnation</p> <p><b>KEY QUESTION:</b> Was it always easy for Jesus to show friendship?</p> <p><b>RELIGIONS:</b> Christianity</p>	<p><b>THEME:</b> Easter- Palm Sunday</p> <p><b>CONCEPT:</b> Salvation</p> <p><b>KEY QUESTION:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p><b>RELIGIONS:</b> Christianity</p>	<p><b>THEME:</b> Shabbat</p> <p><b>KEY QUESTION:</b> Is Shabbat important to Jewish children?</p> <p><b>RELIGIONS:</b> Judaism</p>	<p><b>THEME:</b> Rosh Hashanah and Yom Kippur</p> <p><b>KEY QUESTION:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p><b>RELIGIONS:</b> Judaism</p>