

YEAR 1

	AUTUMN			SPRING		SUMMER
Theme	Blue Planet (9 weeks)	Remembrance (1 week)	Christmas Toys (3 weeks)	Heroes (8 weeks)	What is it made of? (4 weeks)	Explorers (13 weeks)
	← ← ← Seasons and plants → → →					
Science	Animals, including humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)			Animals, including humans - identify, name, draw and label the basic parts of the human body and sat which part of the body is associated with each sense Everyday materials - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock (- explain why a material might be useful for a specific job) - describe the simple physical properties of a variety of everyday materials (- describe materials using their senses) - compare and group together a variety of everyday materials on the basis of their simple physical properties (- explain how solid shapes can be changed by squashing, bending, twisting and stretching)		
	Plants - identify and names a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe a basic structure of a variety of common flowering plants, including trees (- name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant) (- name trunk, branches and root of a tree) (- describe the parts of a plant including roots, stem, leaves and flowers) Seasonal changes - observe changes across the four seasons (- name the four seasons in order) - observe and describe weather associated with the seasons and how day length varies					
	Working scientifically - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions (- record findings using standard units)					

History	NC: Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements Significance: Why do we wear poppies? -chronology – know when the poppy, WW1 and WW2 fit on a timeline -know that poppies grew in the mud of the First World War battlefields after the fighting stopped – A Poppy is to Remember by Heather Patterson and Ron Lightburn -the first verse of John McCrae's poem In Flanders Field -listen to the Last Post. What do you think of when you hear this music play? -why is the poppy a good symbol to help us remember such a bad event? VOCABULARY before, after, old, new, in the past, present symbol, poppy, battlefield, soldiers NC: Changes within living memory Continuity and Change: How have toys changed over the last 80 years? -chronology - understand living memory -make observations about what toys are like now -compare new and old examples of the same toys -comment on how they know toys are old -know how they can find out about old toys (museums, pictures, ask adults) -ask and answer questions using artefacts and pictures -know who would have played with certain toys a long time ago VOCABULARY old, very old, new, when mummy and daddy were little, a long time ago, materials, artefact, museum	NC: The lives of significant individuals in the past who have contributed to national and international achievements Significance: Why are Rosa Parks & Martin Luther King Jr significant individuals? -chronology – know where the people fit within a chronological framework -know key events from the life of Martin Luther King Jr and order them -understand what Martin Luther King Jr's "dream" was and why he is significant -know key events from the life of Rosa Parks and order them -understand why Rosa Parks acted as she did – explore photographs, ask questions -compare the lives of Martin Luther King Jr and Rosa Parks Can we still see work of Florence Nightingale today? -chronology - know where the people fit within a chronological framework -know who Florence Nightingale is and order key events within her life -know why Florence Nightingale is a significant person -compare modern day nursing to that of Florence Nightingale VOCABULARY before, after, old, new, in the past, now, present NHS, equal rights, civil rights, activist, protests, racism	NC: The lives of significant individuals in the past who have contributed to national and international achievements Significance: How important was Neil Armstrong as an explorer? -chronology - know where the people and events they study fit within a chronological framework -understand what an explorer is and what they do -learn about famous explorers and why they travelled: Sir Francis Drake – the first Englishman to circumnavigate the globe in a single expedition from 1577 to 1580; Amelia Earhart - the first female pilot to cross the Atlantic Ocean -know when and where these explorers have travelled -understand that Neil Armstrong was an explorer -ask and answer questions about Neil Armstrong and learn about his life -identify what makes Neil Armstrong a significant person -compare Neil Armstrong's achievements with the lives of the other explorers studied, including Helen Sharman. VOCABULARY old, very old, new, when mummy and daddy were little, a long time ago explorer, journey, significant, expedition, pilot
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HISTORICAL SKILLS

Chronology

- know where the people and events they study fit within a chronological framework
- put up to three objects into chronological order

Interpreting the Past

- identify different ways the past is represented (photographs, stories, adults talking about the past, historical diaries or records)
- make simple observations about different people, events, beliefs and communities.

Historical Enquiry and Using Sources

- ask and answer questions using a range of artefacts / photographs provided
- know that some objects belonged to the past and explain why they were different in the past.
- begin to identify the main differences between old and new objects
- identify objects from the past and give a plausible explanation about what an object was used for

KEY CONCEPTS

- **Continuity and Change:** -identify similarities / differences between ways of life at different times
- **Cause and Consequence:** -recognise why people did things, why events happened and what happened as a result
- **Similarity and Difference:** make simple observations about different types of people, events, beliefs within a society
- **Significance:** -talk about who was important e.g. in a simple historical account

Geography	Blue Planet - name and locate the world's seven continents and five oceans - use basic geographical vocabulary to refer to: i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (- say what they like and don't like about their locality and another locality like the seaside) (- describe some of the features associated with an island) (- explain how the jobs people do may be different in different parts of the world) (- explain how they think that people ever spoil the environment – plastic in sea)		Explorers - name and locate the world's seven continents and five oceans - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (- tell someone their address) (- find where they live on a map of the UK)
	- develop knowledge about the world, the United Kingdom and their locality - understand basic subject-specific vocabulary relating to human and physical geography - begin to use geographical skills, including first-hand observation, to enhance their locational awareness		
	Seasons - 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 (- collect weather information including temperature and rainfall) (- keep a weather chart and answer questions from it) (- explain how the weather changes with each season) (- explain why they would wear different clothes at different times of the year) (- make plausible predictions about what the weather may be like later in the day or tomorrow)		

Computing	Basic skills: Children log in to a Chromebook on a weekly basis, accessing educational sites such as numbots, use of mouse/trackpad control and/or typing games.		
	Computer Science – Giving instructions - know that an <u>algorithm</u> is a set of instructions - recognise the importance of clear, unambiguous instructions - give verbal instructions	Computer Science – Giving instructions - know that an <u>algorithm</u> is a set of instructions - recognise the importance of clear, unambiguous instructions - give verbal instructions	Computer Science – Giving instructions - know that an <u>algorithm</u> is a set of instructions - recognise the importance of clear, unambiguous instructions - give verbal instructions
	Key vocabulary: algorithm , <i>instruction</i>	Key vocabulary: algorithm , <i>instruction</i>	Key vocabulary: algorithm , <i>instruction</i>
	Digital Literacy; Systems and Networks-Technology around us <i>Recognise what technology is and how it helps us. Know what people use computers for. Handle tablets and Chromebooks safely.</i> - turn devices on and off correctly - log on - identify technology - identify a computer and its main parts - use a mouse in different ways - use a keyboard to type - use the keyboard to edit text	Digital Literacy; Systems and Networks-Technology around us <i>Recognise what technology is and how it helps us. Know what people use computers for. Handle tablets and Chromebooks safely.</i> - turn devices on and off correctly - log on - identify technology - identify a computer and its main parts - use a mouse in different ways - use a keyboard to type - use the keyboard to edit text	Digital Literacy; Systems and Networks-Technology around us <i>Recognise what technology is and how it helps us. Know what people use computers for. Handle tablets and Chromebooks safely.</i> - turn devices on and off correctly - log on - identify technology - identify a computer and its main parts - use a mouse in different ways - use a keyboard to type - use the keyboard to edit text
	Key vocabulary: technology , <i>mouse, keyboard, screen, login</i>	Key vocabulary: technology , <i>mouse, keyboard, screen, login</i>	Key vocabulary: technology , <i>mouse, keyboard, screen, login</i>
	Online Safety: *Covered in NCCE units If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. I can explain that passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). *I can explain why work I create using technology belongs to me; I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). *I understand that work created by others does not belong to me even if I save a copy.		

Music	Listen & Appraise	Games	Singing	Playing Instruments	Improvisation	Composition	Perform & Evaluate
	1. Start to recognise/identify very simple style indicators and different instruments used. 2. March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. 3. Start using basic musical language to describe the music you are listening to and your feelings towards it. 4. Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. 5. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to.	1. Begin to find and internalise the pulse on their own or with support. 2. Try to or demonstrate more confidently how they find/feel the pulse. 3. Begin to demonstrate how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing back over the Games Track in time. 4. Clap the rhythm of your name, favourite food, favourite colour etc. 5. Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through songs/music.	1. Begin to understand working together as part of a group and with their friends, gradually developing the confidence to sing alone. 2. Begin to understand the importance of warming up their voices and to establish a good singing position. 3. Start to consider that words mean something and how they work together with the music. 4. Sing with a good sense of the pulse internally and try to sing together with the group. 5. Stop and start as appropriate, begin to follow a leader/conductor.	1. Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. 2. Move between differentiated parts as required using a sound-before-symbol approach. 3. Learn to stop /start and respond to basic musical cues from the leader/conductor. 4. Learn how to treat your instrument with respect and how to play it correctly. 5. Play as part of your ensemble /group with a sound-before-symbol (by ear) approach.	1. Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. 2. Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. 3. Improvise using very simple patterns on your instrument and/or voice. 4. Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. 5. Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes.	1. Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. 2. Create compositions using one or two notes, increasing to three notes if appropriate. 3. Record the composition in any way appropriate. Notate music in different ways, using graphic /pictorial notation, video, ICT. 4. Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower pitch). 5. Begin to recognise /identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it	1. Start to work together as part of an ensemble /band. Remember the importance of starting and ending together. Try to follow the leader. 2. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence. 3. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

Art and design	Knowledge	Drawing	Painting	Printing	3D / Textiles	Collage	Digital Media	
		<i>Pencils, charcoals, wax, crayons, pastels, chalk, pens</i>	<i>Powder, ready mix, block, watercolours, acrylics, textured paints (by adding sand, etc)</i>	<i>Rubbings, relief, monoprints, wood, objects (hard and soft)</i>	<i>Dough, clay, plasticine, papier mache, junk modelling, wire, modroc, wood, metal weaving, stitching, batik, applique</i>	<i>Materials, papers, objects, textures, colours</i>	<i>Computers, tablets, photography, art packages</i>	
	- describe what they can see and like in the work of another artist/craft maker/designer - ask questions about a piece of art	- communicate something about themselves in their drawing - create moods in their drawings - draw using pencil and crayons - draw lines of different shapes and thickness, using 2 different grades of pencil	- communicate something about themselves in their painting - create moods in their paintings - choose to use thick and thin brushes as appropriate - paint a picture of something they can see - name the primary and secondary colours	- print with sponges, vegetables and fruit - print onto paper and textile - design their own printing block - create a repeating pattern	- add texture by using tools - make different kinds of shapes - cut, roll and coil materials such as clay, dough or plasticine and make simple joins - sort threads and fabrics - group fabrics and threads by colour and texture - weave with fabric and thread	- cut, tear, fold and crumple paper and card for their collages - overlap papers - gather and sort the materials they will need - arrange and glue materials to different backgrounds - work on different scales	- use a simple painting program to create a picture - use tools like fill and brushes in a painting package - go back and change their picture	
Vocabulary	Craft maker Designer Illustrator Design	Mood Grades (of pencil) Length Width	Mood Primary/secondary (colours) Thick / thin Strokes Direction	Printmaking Printing block Design	Clay 2D/3D Feel Sculpture Sew Thread	Crumple Fold Overlap Layer	Fill Brushes Edit	Different Similar Technique

DT	Blue Planet	Christmas Toys		Heroes	Explorers
	Construction Moving picture	Textiles Christmas stockings		Cooking & Nutrition Fruit kebabs	Construction Boats
	DESIGN → MAKE → EVALUATE				
	- follow verbal instructions - think of some ideas of their own - explain what they are making and which materials and tools they are using - describe what they need to do next - select materials from a limited range that will meet the design criteria - describe how something works - say what they like and do not like about items they have made and attempt to say why - talk about their designs as they develop and identify good and bad points - talk about changes made during the making process				
	- make a product which moves - make their model stronger if it needs to be	- colour fabrics using a range of techniques e.g. fabric paints, printing and painting - join fabrics with glue and by using a running stitch - decorate fabrics with buttons, beads, sequins, braids and ribbons. - cut out shapes which have been created by drawing around a template onto the fabric	- prepare simple dishes safely and hygienically, without using a heat source - cut and peel a range of ingredients - develop a food vocabulary using senses	- make a product which floats - fold, tear and cut paper and card - cut along lines, straight and curved - create hinges	
Vocab	Construction		Textiles		Cooking & Nutrition
	cut, fold, join, fix, wall, tower, weak, strong, base, top, underneath, side, thinner, thicker, corner, straight, metal, wood, plastic, circle, triangle, square, rectangle, card, masking, tape, paper fastener, pull, push, up, down, straight, forwards, backwards		scissors, needle, thread, wool, names of all fabrics and components used, template, decorate, weave, print, cut, fold		fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard, flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients

RE	Christmas Toys		Heroes		Explorers
	God – Christianity <i>Believing</i>	Community – Christianity <i>Christianity Living</i>	God – Islam <i>Believing</i>	Community – Islam <i>Living</i>	Sacred Spaces <i>Believing, Living, Thinking</i>
	What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus?	What do Christians do to express their beliefs? Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?	How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?	What do Muslims do to express their beliefs? Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?	What makes a space special? How do people use different kinds of spaces to express their beliefs? E.g. architecture of places of worship, Forest Church, standing stones in pagan worship, etc. Must include a religious or non-religious worldview other than Christianity or Islam.
	<i>Pupils have the opportunity to build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.</i>	<i>Pupils build on their learning in the previous term by exploring different ways in which Christians worship God.</i>	<i>Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).</i>	<i>Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).</i>	<i>Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.</i>
Vocab	Christianity Incarnation Crucifixion Resurrection Kingdom of God	Prayer Bible study Worship Baptism Pentecost	Islam Tawhid (one God) Shariah (straight path)	Ibadah (worship) Wudu (washing for prayer) Madrassah (school) Eid-ul-Fitr	Font Altar Chalice and Paten Qibla Kaabah Minaret Adhaan (call to prayer) Muezzin

PSHE	<u>Bullying</u> - Know what to do if someone calls them names. - Understand what bullying is. <u>Exploitation / Prevent</u> - Understand what exploitation is (use the story 'Cinderella' and explain how the Step-mother and Step-sisters exploited her). - Know when it is important to share secrets with an adult.	<u>Relationships and Sex Education</u> - Understand how to play cooperatively with others. - Recognise what they like about themselves and their friends. - Identify how all children are similar/different. <u>RSE objectives covered by 'Big Talk'</u> - Know why and how girls and boys bodies are different. - Know and understand the PANTS rule. - Identify which parts of their bodies are private. - Identify key people that they can go to if someone wants to touch their private parts or if they want to talk/ask questions. - Understand that they can say 'no'. <u>Feelings and Emotions</u> - Recognise an increasing range of emotions in themselves and others (scared, excited). - Recognise triggers of these emotions.	<u>Drugs, Alcohol and Tobacco</u> - Know different forms of medicine (tablets, cream, injections, liquid medicine, asthma inhalers, nasal spray) - Identify when we need medicine and understand that we take it to get better. <u>Healthy Lifestyles</u> - Know healthy/unhealthy foods and types of exercise. - Water safety.
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PE	Fundamentals -To explore balance, stability and landing safely. -To explore how the body moves differently when running at different speeds. -To explore changing direction and dodging. -To explore jumping, hopping and skipping actions. -To explore co-ordination and combination jumps. -To explore combination jumping and skipping in an individual rope.	Dance -To use counts of 8 to move in time and make my dance look interesting. -To explore pathways in my dance. -To create my own dance using, actions, pathways and counts. -To explore speeds and actions in our pirate inspired dance. -To copy, repeat, create and perform actions that represent the theme. -To explore speeds and actions in our toy inspired dance. -To use expression and create actions that relate to the story. -To use a pathway when travelling. -To explore and copy actions in response to a theme.	Fitness -To develop knowledge of how exercise can make you feel. -To develop knowledge about how exercise can make you strong and healthy -To develop knowledge about how exercise relates to breathing. -To develop my understanding of how exercise helps my brain. -To develop my understanding of how exercise helps my muscles. -To begin to understand the importance of daily exercise.	Sending and Receiving -To develop rolling and throwing a ball towards a target. -To develop receiving a rolling ball and tracking skills. -To be able to send and receive a ball with your feet. -To develop throwing and catching skills over a short distance. -To develop throwing and catching skills over a longer distance. -To apply sending and receiving skills to small games.	Gymnastics -To explore travelling movements. -To develop quality when performing and linking shapes. -To develop stability and control when performing balances. -To develop technique and control when performing shape jumps. -To develop technique in the barrel, straight and forward roll. -To link gymnastic actions to create a sequence.	Athletics -To move at different speeds over varying distances. -To develop balance. -To develop agility and co-ordination. -To explore hopping, jumping and leaping for distance. -To develop throwing for distance. -To develop throwing for accuracy.
	Invasion -To use a pathway when travelling. -To understand who to pass to and why when playing against a defender. -To move towards a goal with the ball. -To support a teammate when in possession. -To move into space showing an awareness of defenders. -To be able to stay with a player when defending.	Target Games -To develop underarm throwing towards a target. -To develop throwing for accuracy. -To develop underarm and overarm throwing for accuracy. -To develop throwing for accuracy and distance using underarm and overarm. -To select the correct technique for the situation. -To develop throwing for accuracy and distance.	Ball Skills -To develop control and co-ordination when dribbling a ball with your hands. -To explore accuracy when rolling a ball. -To explore throwing with accuracy towards a target. -To explore catching with two hands. -To explore control and co-ordination when dribbling a ball with your feet. -To explore tracking a ball that is coming towards me.	Team Building -To co-operate and communicate with a partner to solve challenges. -To explore and develop teamwork skills. -To develop communication skills. -To use communication skills to lead a partner. -To plan with a partner and small group to solve problems. -To communicate with a group to solve challenges.	Striking and Fielding -To develop underarm throwing and catching and put this into small sided games. -To develop overarm throwing. -To develop striking a ball with my hand and equipment. -To retrieve a ball when fielding. -To understand how to get a batter out. To develop decision making and understand how to score points	Net and Wall -To defend space, using the ready position. -To play against an opponent and keep the score -To develop control when handling a racket. -To develop racket and ball skills. -To develop sending a ball using a racket. -To develop hitting over a net.