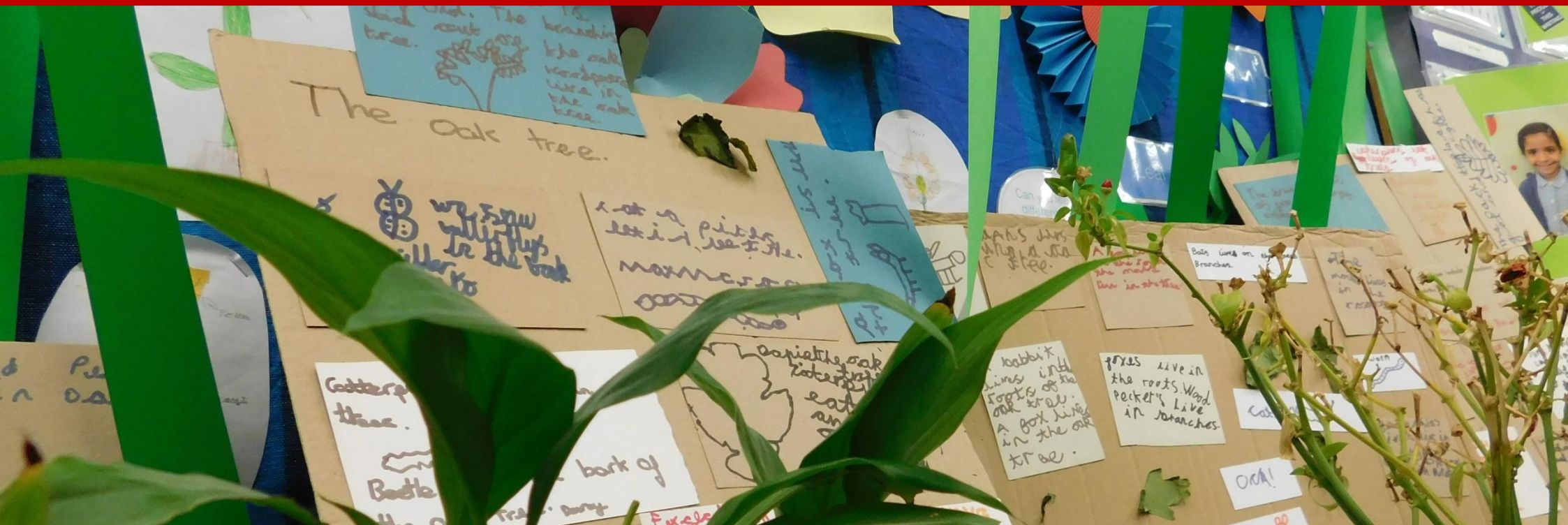


# Sherwood Primary School

## YEAR 1 CURRICULUM



Inspire • Explore • Achieve

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# Curriculum Vision

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We aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

# Year 1 Long Term Map

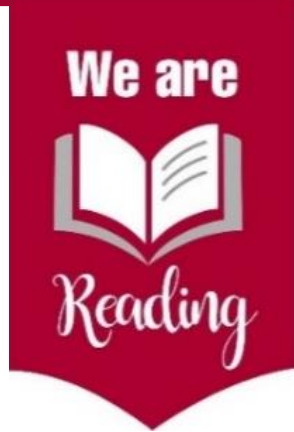
| Subject             | Autumn 1   | Autumn 2   | Spring 1  | Spring 2                         | Summer 1   | Summer 2  |
|---------------------|--|--|---|----------------------------------|--|---|
| GLP Themes          | Interdependence • Conflict Resolution  |  |   |                                  |  |   |
| English             | Stories by the same Author<br>Poems on a Theme<br>Non Chronological Reports  | Traditional Tales<br><br>Recount                             | Stories with a repeating pattern<br><br>Information Booklet | Classic Stories<br>Instructions  | Stories with familiar settings<br>Traditional Rhymes<br>Poems for learning by heart<br><br>Information Booklet | Stories with fantasy settings<br><br>First Person Recount |
| Class Texts         | A Squash and a Squeeze   | Hansel and Gretel  | Zog   | Peter Pan                        | Scarecrows Wedding   | Super Happy Magic Forest<br>GLP Text: Tusk, Tusk!         |
| Maths               | Please see the Lancashire Mathematics Planning Overview  |  |   |                                  |  |   |
| Science             | Animals, including Humans (Animals from around the World)  | Seasonal Changes - Plants                                    | The Body and Senses   | Seasonal Changes – Plants        | Seasonal Changes – Plants  | Everyday Materials  |
|                     | Non-negotiables: Identify and name a variety of common British Flora and Fauna (common British plants/trees and common UK animals) |  |   |                                  |  |   |
| Physical Education  | FMS- Lost and Found  | Dance- Three Little Pigs                                     | Gymnastics Activities 2                                     | Dance - Fire Fire!               | FMS Zog  | Athletics   |
|                     | Gymnastics Activities 1  | FMS- Rolling a Ball  | FMS Underarm Throw  | FMS Catching and Bouncing a Ball | FMS Overarm Throw  | FMS Kicking Unit  |
| Religious Education | Christianity (God)   | Christianity (Jesus)   | Islam   | Judaism                          | Hindu Dharma   | Christianity (Church)                                     |
| Humanities          | Hot and cold places<br>Learning about the continents   | Recent history. Who is my family?<br>Growing up/Celebrations | The United Kingdom and weather differences                  | The Great Fire of London         | Music and technology history sequence in living memory   | Local maps<br>Local mapping                               |
| Art and Design      | Collage  | Painting<br>We are celebrating<br>Link: We are painters      | Drawing   | Printing                         | 3D   | Textiles  |
| Computing           | We are collectors  |  | We are TV chefs   | We are treasure hunters          | We are story tellers   | We are Musicians  |
|                     | Digital Literacy: Managing online information/ Copyright and Ownership   |  |   |                                  |  |   |
| DT                  | Textiles   |  | Mechanisms  |                                  | Structures   |   |
| Music               | Hey you!   |  | In the Groove   |                                  | Your imagination   |   |
| Digital Literacy    | Online Bullying  | Online Reputation  | Health, Wellbeing and Lifestyle                             | Privacy and Security             | Self-Image and Identity  | Online Relationships                                      |
| PSHE                | How do we decide how to behave?  | What can we do with money?                                   | How can we keep mentally healthy?                           | How do we keep safe?             | How do we feel?  | What makes us special?                                    |

# Reading in Year 1

We are committed to being a reading school and seeking out every opportunity to improve standards in reading within our school. We encourage reading for pleasure and enable children to read in depth in a wide range of subjects, deepening their knowledge and understanding across the curriculum. We work closely with our families, other schools, our local library and other partners to promote reading as a life-long skill.

Pupils in Year 1 will have the opportunity to read a wide range of texts in small groups and independently. Pupils will also read and study the following books as a whole class:

- A squash and a Squeeze
- Hansel and Gretel
- Zog
- Peter Pan
- Scarecrow's Wedding
- Super Happy Magic Forest
- Tusk, Tusk!
- Alexander Graham Bell: The man behind the Telephone
- Wings, Paws, Scales and Claws
- Seed to Plant (Nat Geog)



# Year 1 Writing Map

|                  | Outcome | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|------------------|---------|---|--|--|---|--|---|
| Fiction          | 1       | Narrative- Stories by the same author.<br>Innovated version of 'A Squash and a Squeeze'   | Narrative- Traditional tales.<br>Innovated version of 'Hansel and Gretel'        | Narrative- Stories with a repeating pattern.<br>Innovated version of 'Zog' | Narrative- Classic stories.<br>Innovated version of 'Peter Pan'       | Narrative- Familiar settings.<br>Innovated version of 'The Scarecrows Wedding'   | Fantasy story – Super Happy Magic Forest                        |
|                  | 2       | Own version of 'A Squash and a Squeeze'   | Own traditional story based on 'Hansel and Gretel'                               | Own version of 'Zog'   | Own version of 'Peter Pan'  | Own version of 'The Scarecrows Wedding'  | Own version of Super Happy Magic Forest                         |
| Poetry           | 1       | Animal poem based on a repetition –<br>The Animals Went in Two by Two...  | Poems on a theme-<br>Firework night poem   |  | Poems on a theme – pirate poem  |  | Pattern and rhyme/performance.<br>There was an old lady.        |
|                  | 2       | Another animal poem based on a repetition.  | Poems on a theme-<br>Autumn  |  | Poems on a theme – Lost Boys poem                                     | Pattern and rhyme/performance.<br>There was a...   |   |
| Non-fiction      | 1       | Information poster or booklet on animals e.g. mammals   | Recount of Forest School activity  | Information book on England  | Instructions-<br>How to make a Pirate hat                             | Information book on Alexander Graham Bell  | First person recount of Outdoor Day – for EYFS children.        |
|                  | 2       | Another information poster or booklet on animals (e.g. birds)   | Further recount of a Forest School activity                                      | Information book on another UK country                                     | Instructions-<br>How to make bread<br>Linked to Great Fire of London. | Information book about myself/my family  | First person recount about Sports Day for school newsletter.    |
| Cross-curricular | 3       | 1. Fact file features of animal types- mammal, bird, reptile – for a class library book<br>2. Labels, lists and captions Autumn Tree – for class display. | 1. What present for baby Jesus would you give?<br>2. Poem on a theme – Christmas | Information text – Animals We Love: how we show we care linked to Islam    | News Report/recount of the Great Fire of London                       | 1. Instructions for Science investigation into plant growth for Nat Geo book.<br>2. Information page about seasons – website entry for BBC Weather | 1. First person recount of DT project – Windmills- for parents. |



# Outdoor Learning, Educational Visits and Visitors

| Year 1             | Autumn                         | Spring                 | Summer       |
|--------------------|--------------------------------|------------------------|--------------|
| Outdoor Learning   |                                |                        | Outdoor Days |
| Educational Visits | Art/Theatre Visit to the Lowry |                        |              |
| Visitors           |                                | Faith Visitor: Judaism |              |

## Year 1 Outdoor Learning

| Play/Exploring  | Shelter Building  | Navigation including geographical skills  |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Introduction to rules and boundaries</li> <li>• Promotion of free exploration</li> <li>• Promotion of independent learning opportunities/skills.</li> <li>• Appreciation of the Outdoor learning environment.</li> <li>• Carry sticks safely.</li> <li>• Work in a team to co-operate and communicate clearly.</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue with the concept of den building and on a small scale. Mini dens for small animals of link to fairy dens.</li> <li>• Children are supported in the construction of tripod structure shelters.</li> <li>• A lean-to shelter is constructed using materials and with support.</li> <li>• Continue to make these shelters with limited support or independently.</li> <li>• Use of the simple knots taught to maintain any shelters produced.</li> </ul> | <ul style="list-style-type: none"> <li>• Promotion of free play and free exploration.</li> <li>• Discuss the importance and use and follow the boundaries set out during sessions.</li> <li>• Begin to use single compass directions of North, South, East and West.</li> <li>• Devise a simple map of the forest school area in a number of different media using simple symbols to annotate specific areas.</li> <li>• Use directional language and be confident in its use.</li> </ul>   |
| Using Tools   | Use of Knots  | Fire Lighting and its use for Cooking   |
| <ul style="list-style-type: none"> <li>• Use simple tools for activities such as whittling (peelers, hammers, mallets, trowels and forks)</li> <li>• Continuation to using Bow Saw, and peeler understanding the correct use.</li> <li>• Introduction to PPE and when to use them. Protection for hand but not for tool hand.</li> <li>• Introduction to safe working areas and distances between users.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to expand on the tying of the reef knot connected to the shoe lace knot</li> <li>• Introduction to further simple knots like reef knot, timber hitch, clove hitch.</li> <li>• More complex knots linked to the erection of simple shelter structures, attaching them to structures and trees.</li> <li>• Lashing knots for the production of frames.</li> </ul>   | <ul style="list-style-type: none"> <li>• Observe and talk about fire lighting procedures. Think about the selection of fuel determining the difference between tinder, kindling and fuel.</li> <li>• Understand the permanent fire pit and safety considerations. Play games to learn about the movement around the fire pit.</li> <li>• Begin to understand the Fire triangle. How can we eliminate fire using this? Be safe around a fire.</li> <li>• Contribute to the lighting of a fire by collecting appropriate material.</li> </ul> |

Knowledge of the outdoors: Children in Year 1 will learn to **identify and name a variety of common British Flora and Fauna, number of common British plants/trees and common UK animals.**

# Global Learning Themes

| Year Group             | 1                                      | 2  | 3                                | 4  | 5  | 6  |
|------------------------|--|--|----------------------------------|--|--|--|
| Global Learning Themes | Interdependence<br>Conflict Resolution | Human Rights<br>Diversity<br>Interdependence | Social Justice<br>Sustainability | Diversity<br>Asylum Seekers<br>Conflict/Bullying | Social Justice<br>Human Rights<br>Sustainability | Human Rights<br>Sustainability<br>Conflict |

| Year 1              | Knowledge and Understanding  | Values an Attitudes   |
|---------------------|--|---|
| Conflict resolution | <ul style="list-style-type: none"> <li>▪ Causes of disagreement and conflict at a personal, classroom and household level.</li> <li>▪ Some ways of avoiding, managing and resolving conflict.</li> </ul>                           | <ul style="list-style-type: none"> <li>▪ Willingness to stand up and speak up for others.</li> <li>▪ Fairness in dealing with others.</li> </ul>                            |
| Interdependence     | <ul style="list-style-type: none"> <li>▪ How are our lives impacted by others (locally and globally)?</li> <li>▪ Links between the local community and wider world.</li> <li>▪ Simple links with other places e.g. Food</li> </ul> | <ul style="list-style-type: none"> <li>▪ Concern about the local and global environment.</li> <li>▪ Respect for the contributions that others make to our lives.</li> </ul> |



# Geography in Year 1

| Year 1 Geography   |   |  |
|--|---|--|
| EYFS   | Year 1  | Year 2   |
|  | Hot and Cold Places - Continents and Oceans   | Contrasting Non-European Country - Brazil  |
| <p>To talk about the features of my own immediate environment, in my house and in my classroom compared to the park.</p> <p>To talk about how environments might vary from one another.</p> <p>To make observations of the environment, including the weather and simple geographical features.</p> <p>To explain why some things occur and talk about changes.</p> <p>To talk about similarities and differences in relation to places, objects, materials, living things and people.</p>   | <p>Name and locate the world's seven continents and five oceans.</p> <p>Identify seasonal weather patterns in the UK including Autumn, Spring, Summer, Winter.</p> <p>Identify daily weather patterns in the UK, describing what the weather is like currently.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> | <p>To locate Brazil and identify some countries in the direct locality.</p> <p>To locate Rio De Janerio, Sau Paulo, Amazon Rainforest in Brazil.</p> <p>To identify and compare seasonal weather patterns in the UK and Brazil in relation to the equator.</p> <p>To talk about people and places and their similarities and differences beyond my local environment and compare to my local environment.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> |
| Geographical enquiry   |   | Geographical Skills  |
| <p>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</p> <p>Recognise differences between their own and others' lives.</p> <p>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</p> <p>Use basic geographical vocabulary from the PoS as well as to describe specific local geographical features.</p> <p>Use simple electronic globes/maps.</p> <p>Do simple searches within specific geographic software.</p> <p>Use programmable toys or sprites to move around a course/screen following simple directional instructions.</p> |   | <p>Use a range of maps and globes (including picture maps) at different scales.</p> <p>Use vocabulary such as bigger/smaller, near/far.</p> <p>Locate land and sea on maps.</p> <p>Recognise that maps need titles.</p> <p>Recognise landmarks and basic human features on aerial photos.</p>  |

# Year 1 Geography

| EYFS  | Year 1 United Kingdom – Countries and Capitals  | Year 2 - Small Area of the UK – Beacon Fell  |
|---|---|--|
| <p>To talk about the features of my own immediate environment, in my house and in my classroom compared to the park.</p> <p>To talk about how environments might vary from one another.</p> <p>To make observations of the environment, including the weather and simple geographical features.</p> <p>To explain why some things occur and talk about changes.</p> <p>To talk about similarities and differences in relation to places, objects, materials, living things and people.</p>  | <p>To name and locate the four countries making up the British Isles.</p> <p>To name and locate the four capital cities of the British Isles.</p> <p>To know the difference between United Kingdom and the British Isles.</p> <p>To identify some characteristics of the 4 countries of the UK.</p> <p>To name the surrounding seas of the United Kingdom.</p> <p>To talk about the main features of each of the four countries that make up the United Kingdom.</p> <p>To talk about people and places beyond my local environment.</p> <p>To talk about people and places within my local environment.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> | <p>To locate a small area of the United Kingdom – Beacon Fell.</p> <p>To compare and contrast Beacon Fell with the locality of Sherwood.</p> <p>To identify geographical features of Beacon Fell.</p> <p>To know how the land use is different at Beacon Fell compared to urban locality of Sherwood.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> |
| Geographical enquiry  |   | Geographical Skills  |
| <p>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</p> <p>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</p> <p>Use cameras and audio equipment to record geographical features, changes, differences e.g. weather/seasons, vegetation, buildings etc.</p> <p>Use simple electronic globes/maps.</p> <p>Do simple searches within specific geographic software.</p> <p>Use programmable toys or sprites to move around a course/screen following simple directional instructions.</p> |   | <p>Use a range of maps and globes (including picture maps) at different scales.</p> <p>Use vocabulary such as bigger/smaller, near/far.</p> <p>Locate land and sea on maps.</p> <p>Recognise that maps need titles.</p> <p>Recognise landmarks and basic human features on aerial photos.</p>  |

# Year 1 Geography

|   |   |  |
|---|---|--|
| EYFS  | Year 1 The Great Outdoors of the school - Fieldwork and mapping of school   | Year 2 - Significant Places in direct locality to Sherwood school  |
| <p>To talk about the features of my own immediate environment, in my house and in my classroom compared to the park.</p> <p>To talk about how environments might vary from one another.</p> <p>To make observations of the environment, including the weather and simple geographical features.</p> <p>To explain why some things occur and talk about changes.</p> <p>To talk about similarities and differences in relation to places, objects, materials, living things and people.</p>  | <p>To recognise similarities and differences of geographical features in my own immediate environment within the school grounds.</p> <p>To talk about people and places within my immediate environment within the school grounds.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>To name and locate features within our school grounds e.g. the field, BASE, Foundation, Office, classrooms.</p> | <p>To recognise similarities and differences of geographical features in my own immediate environment with Sherwood locality.</p> <p>To talk about people and places within my immediate environment within Sherwood locality.</p> <p>Name and locate features within Sherwood locality.</p> <p>To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Discuss changes in weather over the year.</p> |
| Geographical enquiry  |   | Geographical Skills  |
| <p>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?</p> <p>Recognise simple features on maps e.g. buildings, roads and fields.</p> <p>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</p> <p>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p> <p>Use maps and other images to talk about everyday life e.g. where we live, journey to school etc.</p> <p>Use simple electronic globes/maps.</p> |   | <p>Follow a route on a map starting with a picture map of the school.</p> <p>Draw a simple map e.g. of a garden, route map, place in a story.</p> <p>Use and construct basic symbols in a map key.</p> <p>Know that symbols mean something on maps.</p> <p>Begin to realise why maps need a key.</p> <p>Look down on objects and make a plan e.g. of the classroom or playground.</p>  |

# History in Year 1

## Year 1 History

In Year 1, children are taught to identify changes within living memory, by examining their own family history. This will give the children a first perspective of the idea of chronology and looking back into the past. Children will also study the events of the 'Great Fire of London' and make comparisons between homes at this time and their own homes. In the final unit, children will explore and learn the changes that have occurred in the development of technology over time and the significant role Alexander Graham Bell had in this.

|               |                                |   |  |
|---------------|--------------------------------|---|--|
| Area of Study | Recent History                 | The Great Fire of London                                    | The Life of Alexander Graham Bell and his influence on the development of technology   |
| NC            | Changes within living memory   | Events beyond living memory that are significant nationally | The lives of significant individuals in the past who have contributed to national and international achievements.<br>Events beyond living memory that are significant nationally or globally |
| Concept       | Change over time<br>Chronology | Change over time<br>Chronology<br>Significance              | Change over time<br>Chronology<br>Significance   |

| Concept Progression         | EYFS                   | Year 1  | Year 2  | Year 3                  |
|-----------------------------|------------------------|---|---|-------------------------|
| Change over time/Chronology | My Family<br>Dinosaurs | Family History<br>Development of Technology<br>Great Fire of London | The History of Sherwood<br>Study of the Seaside | Local History – Preston |
| Significance                | People who help us     | The Great Fire of London<br>The life of Alexander Graham Bell       | Rosa Parks                                      | Roman Invasion          |

# Year 1 History

| EYFS   | Year 1 Recent History  | Year 2 The History of Sherwood   |
|--|--|--|
| <p>I know who is in my immediate family.</p> <p>I know how I have changed since I was born.</p> <p>I know that families can be different to mine.</p> <p>I know that things happened before I was born.</p> <p>I know some similarities and differences between homes now and homes in the past.</p> | <p>In this unit, children will begin to develop their own internal timeline of events. Children will:</p> <ul style="list-style-type: none"> <li>• Discuss events in their own lives (birthdays, first day at school, first day in year 1, birth of siblings).</li> <li>• Look back to the different religious festivals that they remember (Christmas, Eid, Diwali etc.) and then look at significant events that have occurred during their lives (Covid pandemic, football World Cup, The Queen's Jubilee).</li> <li>• Study their own family tree to begin to develop and understanding of chronology.</li> <li>• Identify parents and grandparents on their family tree.</li> </ul> | <p>In this unit, we will learn that Sherwood Primary School is 30 years old. Children will:</p> <ul style="list-style-type: none"> <li>• Make predictions about what we think was here before.</li> <li>• Use historical maps to find out if we were correct.</li> <li>• Analyse photographs of the school as it has grown. Which parts of the school are older than others?</li> <li>• Collect pictures of the houses of the children and investigate how old the houses are in this area of Preston.</li> <li>• Study maps of the past to find out what this area of Preston looked like.</li> <li>• Make comparisons with other areas of Preston which are currently being developed. We will also use Google Earth, Digimaps and the historical maps in the corridor to see the changes in Fulwood over time.</li> <li>• Give a clear explanation of how Fulwood has changed over time and how it continues to change by the end of the unit.</li> </ul> |
| <p>Vocabulary</p>  | <p>Historical Skills</p>   |  |
| <p>Key vocabulary: old, new, young, days, months, now, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.</p> <p>significant – someone who is important</p> <p>special – anything which is not common or usual</p>                     | <p>Chronology – recognise the distinction between past and present</p> <p>Communication – use a variety of historical terms. Describe special or significant events in their own lives</p> <p>Enquiry – consider why things change over time</p>   |  |

# Year 1 History

| EYFS   | Year 1 The Great Fire of London   | Year 2 Rosa Parks  |
|--|---|--|
| <p>I know that some things happened a long time before I was born.</p> <p>I know about the job roles of people who help us learn about the past e.g. palaeontologists.</p> <p>I know that I can find out about the past from artefacts, books and the internet.</p> <p>I know what a museum is and why people like to visit them.</p>  | <p>Children will travel back to London in the 17th century and investigate what life was like. Children will:</p> <ul style="list-style-type: none"> <li>• Make clear comparisons between housing then and now.</li> <li>• Learn the key events of the Great Fire:</li> <li>• Explore how we know about the events of the Great Fire from the diary of Samuel Pepys.</li> <li>• Learn the different reasons for the fire spreading so quickly and causing such devastation.</li> <li>• Study the changes that occurred during the rebuilding process, the reasons why houses built further apart from each other and how Sir Christopher Wren oversaw the whole project carefully planning the rebuilding.</li> <li>• Learn about fire safety, learning about the use of smoke alarms at home and at school and what we should do in the case of a fire.</li> <li>• Look at the work that the Fire Brigade do and think how the Great Fire may have been different if there had been a Fire Service in 1666.</li> </ul> | <p>The children will be introduced to injustice in this unit. Children will:</p> <ul style="list-style-type: none"> <li>• Experience injustice at first hand and explain how it feels.</li> <li>• Study the events of Rosa Parks life leading up to the bus boycott in 1955.</li> <li>• Find out that Rosa Parks was born in 1913, she lived in Montgomery, Alabama.</li> <li>• Understand that at this time there was a huge amount of racism and injustice towards black Americans. On the 1st December 1955 she refused to give up her seat on a bus to a white person. This leads to her arrest.</li> <li>• Recognise that this event led to the Montgomery Bus Boycott where 75% of the population of Montgomery refused to use the buses in support of Rosa Parks.</li> <li>• Use the 'I am Rosa Parks' art installation to learn about the awards that she won due to her protest.</li> <li>• Think about injustice in society today. Does it happen? Where does it happen? What can we do about it?</li> </ul> |
| <p>Vocabulary</p>  | <p>Historical Skills</p>  |  |
| <p>Key vocabulary children should use: old, new, young, days, months, now, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young</p> <p>bakery – a shop which bread and other baked goods are made and cooked</p> <p>burning – the act by which something is burned</p> <p>devastation – to ruin a large area, such as most or all buildings of a city</p> <p>fire – flames and heat burning through material</p> <p>spread – fire moving rapidly through building and other materials</p> <p>wooden – something made of wood and easy to burn</p> | <p>Chronology – recognise their own lives are different/similar from the lives of people in the past</p> <p>Communication – Demonstrate simple historical concepts and events through speaking, role – play and picture stories.</p> <p>Enquiry - identify some of the basic ways the past can be represented e.g through pictures</p>  |  |

| Year 1 History  |  |  |
|---|--|--|
| EYFS  | Year 1 - The Life of Alexander Graham Bell - the development of technology   | Year 2 A study of the seaside  |
| <p>I know that there were different jobs in communities in the past.</p> <p>I know that some things happened a long time before I was born.</p> <p>I know about the job roles of people who help us learn about the past e.g. palaeontologists.</p> <p>I know that I can find out about the past from artefacts, books and the internet.</p>  | <p>The children will get a hands-on experience by handling lots of different artefacts trying to work out what a Walkman and camcorder were used for. Children will:</p> <ul style="list-style-type: none"> <li>• Look at variety of mobile phones and try to work out which is the oldest.</li> <li>• Be introduced to the world before the internet.</li> <li>• Study Alexander Graham Bell the inventor of the telephone.</li> </ul> <p>They will learn key events of his life:</p> <ul style="list-style-type: none"> <li>○ He was born in 1847 and he died in 1922.</li> <li>○ He became interested in the science of sound because his mother and father were both deaf.</li> <li>○ He found a way to send voice signals down a telegraph wire.</li> <li>○ Bell worked with another inventor called Thomas Watson and together they invented the telephone in 1876.</li> <li>○ He also invented many other inventions relating to sound including a metal detector and a device that can detect hearing problems in children.</li> </ul> <ul style="list-style-type: none"> <li>• The children will also use the 'I am ...' art installation to raise questions and find out about some of the other interests and inventions of Alexander Graham Bell.</li> </ul> | <p>In the final unit in Year 2, the children will learn about the growth of the seaside. Children will:</p> <ul style="list-style-type: none"> <li>• Learn that both Fleetwood and Blackpool grew to accommodate visitors on holiday.</li> <li>• Learn about the activities people carried during their holidays in Victorian times.</li> <li>• Make contrasts will be made with where people go on holiday today, how they get there and what they do when they are there.</li> <li>• Find similarities in the reasons people go on holiday.</li> </ul> |
| Vocabulary  |  | Historical Skills  |
| <p>Key vocabulary: old, new, young, days, months, now, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/cares were young.</p> <p>impact -to have an influence over a long period of time</p> <p>invention – the act of discovering or finding out</p> <p>technology – the variety of different devices developed by a group of people</p> <p>telephone – a telecommunication device used for two way talking with another person</p> |  | <p>Chronology – place a few objects or events in order using common phrases to show the passing of time (old, new/young, days, months and years)</p> <p>Communication – use a variety of historical terms</p> <p>Enquiry – use sources to answer simple questions about the past. E.g. which object is older? How do I know?</p>   |



# Science in Year 1

| Year 1 Science Knowledge  |   |   |
|---|---|---|
| Prior Learning  | Year 1 Seasonal Change  | Future Learning   |
| <ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul> | <ul style="list-style-type: none"> <li>In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.</li> <li>The weather also changes with the seasons.</li> <li>In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. T</li> <li>The change in weather causes many other changes.</li> <li>Some examples of these changes are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)</li> <li></li> </ul> |

| Year 1 Science Knowledge  |   |   |
|---|---|---|
| Prior Learning  | Year 1 Everyday Materials   | Future Learning   |
| <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul> | <ul style="list-style-type: none"> <li>All objects are made of one or more materials.</li> <li>Some objects can be made from different materials e.g. plastic, metal or wooden spoons.</li> <li>Materials can be described by their properties e.g. shiny, stretchy, rough etc.</li> <li>Some materials e.g. plastic can be in different forms with very different properties.</li> </ul> | <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)</li> </ul> |

## Year 1 Science Knowledge

| Prior Learning   | Year 1 Animals Including Humans<br>The Body and Senses  | Future Learning  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Name and describe people who are familiar to them.</li> </ul> | <ul style="list-style-type: none"> <li>• Animals vary in many ways having different structures e.g. wings, tails, ears etc.</li> <li>• Animals also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.</li> <li>• Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.</li> <li>• Humans have key parts in common, but these vary from person to person.</li> <li>• Humans (and other animals) find out about the world using their senses.</li> <li>• Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats)</li> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. (Y6 - Living things and their habitats)</li> <li>• Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)</li> </ul> |





## Year 1 Science Knowledge

| Prior Learning  | Year 1 Plants  | Future Learning   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> | <ul style="list-style-type: none"> <li>• Growing locally, there will be a vast array of plants which all have specific names.</li> <li>• These plants can be identified by looking at the key characteristics of the plant.</li> <li>• Plants have common parts, but they vary between the different types of plants.</li> <li>• Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.</li> </ul> | <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants)</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants)</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)</li> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. (Y3 - Plants)</li> <li>• Investigate the way in which water is transported within plants. (Y3 - Plants)</li> </ul> |

# Year 1 Scientific Enquiry

| Questioning and Research  | Planning and Recording  |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Ask simple questions stimulated by the world around them.</li> <li>• I talk about what I see, hear, touch, smell or taste.</li> <li>• Demonstrate curiosity by the questions they ask.</li> <li>• Find out about the work of famous scientists (historical and modern day)</li> <li>• Use simple and appropriate secondary resources (such as books, photographs and videos) to find answers to their questions.</li> <li>• Ask people questions.</li> <li>• To begin to discuss my ideas about how to find things out.</li> <li>• To begin to use simple secondary sources to find answers.</li> <li>• To begin to find information to help me from books and computers with help.</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to choose and/or suggest ways to find answers.</li> <li>• Perform simple tests/comparative tests.</li> <li>• Talk about ways of answering questions.</li> <li>• Use different types of scientific enquiry.</li> <li>• Experiment with a variety of things.</li> <li>• Begin to communicate and record their findings using simple scientific language.</li> <li>• Begin to use simple scientific language to talk about what they have.</li> <li>• Use their own ideas to offer answers to questions.</li> <li>• Observe and discuss/ talk about/ draw/ keep records of changes over different periods of time.</li> <li>• Observe closely and discuss/talk about/ draw/ record the features/ properties of things in the real world.</li> </ul> |   |
| Equipment and Measurement   | Communicating and Presenting  | Considering Evidence and Evaluating   |
| <ul style="list-style-type: none"> <li>• Observe using non-standard units e.g. how many lolly sticks/cubes/ handfuls, etc.</li> <li>• Observe closely using the senses.</li> <li>• Observe closely, using simple equipment (e.g. hand lenses, egg timers).</li> </ul>   | <ul style="list-style-type: none"> <li>• Present their findings in a range of ways using templates where necessary e.g. talk/discuss; write/describe; draw pictures; annotated photographs; video; make/construct tables, charts and displays.</li> <li>• I can begin to use simple scientific language.</li> <li>• I can begin to describe what I see e.g. something is long.</li> <li>• I can begin to compare e.g. something is longer or shorter.</li> <li>• I can say how science helps us in our daily lives.</li> <li>• I can say how science can be dangerous e.g. electricity can give you a shock.</li> </ul>   | <ul style="list-style-type: none"> <li>• Sequence photographs of an event/observation.</li> <li>• Observe changes over different periods of time and discuss/talk/record about what has happened.</li> <li>• Talk/ discuss/ describe/record about what they have seen/ what has happened.</li> <li>• Use their observations and ideas to suggest answers to questions.</li> <li>• Begin to use simple scientific language to talk about what they have found out.</li> <li>• I can begin to identify a variety of objects, materials and living things.</li> <li>• I can begin to compare, sort and group a range of objects, materials and living things.</li> <li>• I can begin to explain how I carried out my enquiry.</li> <li>• I can begin to suggest simple changes to my enquiry.</li> </ul> |

# Scientists and Careers Across Science- Year 1

| Plants   | Animals, including humans   | Everyday materials  | Seasonal changes   |
|--|---|---|--|
| <b>Scientists</b>  |   |   |  |
|  <p>(Author and Botanist)<br/>Arit Anderson<br/>(Garden Designer and presenter of Gardeners World)</p> |  <p><a href="#">Chris Packham</a><br/>(Animal Conservationist, Wildlife photographer, ASD)</p> |  <p><a href="#">William Addis</a><br/>(Inventor of the toothbrush)</p> |  <p><a href="#">Liam Dutton</a><br/>(Weatherperson/Meteorologist)</p> |
| <b>Careers</b>   |   |   |  |
| <p>Arborist<br/>(cares for and manages trees)<br/>Botanist (studies plants)</p>  | <p>Zoologist<br/>(studies animals)<br/>Wildlife photographer<br/>(takes pictures of animals and plants)</p>   | <p>Materials scientist<br/>(researches structures and properties of materials)</p>  | <p>Meteorologist<br/>(studies the atmosphere and weather)<br/>Climatologist<br/>(studies climate patterns)</p>   |

# Design Technology in Year 1

| Design and Evaluation   |   | Technical Knowledge   |  |
|---|---|---|--|
| <p>Building on their previous skills, pupils in Year 1 will learn to:</p> <ul style="list-style-type: none"> <li>• generate ideas from their own and others' experience</li> <li>• use pictures and words to convey what they want to make</li> <li>• suggest more than one idea for their product</li> <li>• select materials from a limited range that will meet the design criteria</li> <li>• use drawings to record ideas as they are developed</li> <li>• describe their models and drawings of ideas and intentions</li> <li>• select and name the tools needed to work the materials</li> <li>• describe what they need to do next</li> <li>• talk about ideas, saying what they like and dislike</li> <li>• identify what they could have done differently or how they could improve work in the future</li> <li>• discuss how their finished product meets their design criteria</li> </ul> |   | <p>Building on their previous knowledge, pupils in Year 1 will explore a range of products to develop their understanding of:</p> <ul style="list-style-type: none"> <li>• different mechanisms - levers and sliders</li> <li>• movement that levers and sliders make</li> <li>• the purpose of different structures, including a windmill.</li> <li>• the shape of materials can be changed to improve the strength and stiffness of structures.</li> <li>• cylinders are a strong type of structure that are often used for windmills and lighthouses.</li> <li>• windmill turbines use wind to turn and make the machines inside work.</li> <li>• axles are used in structures and mechanisms to make parts turn in a circle.</li> <li>• different structures for different purposes.</li> <li>• ways in which to join fabrics together: pinning, stapling, gluing.</li> </ul> |  |
| Working with tools, equipment, materials and components to make quality products  |   |   |  |
| Textiles  | Mechanisms  | Structures  |  |
| <p>Pupils in Year 1 will have the opportunity to design and make a story book puppet. They will learn to:</p> <ul style="list-style-type: none"> <li>• describe how different materials feel.</li> <li>• cut out shapes which have been created by drawing round a template onto the fabric.</li> <li>• join fabrics using glue.</li> <li>• cut fabric neatly with scissors.</li> <li>• join methods to decorate a puppet</li> <li>• sequence steps for construction.</li> </ul> <p><b>KEY VOCABULARY: PINNING, STAPING, GLUING, JOINING, TEMPLATE.</b></p>   | <p>Pupils in Year 1 will have the opportunity to design and make a story book with moving parts. They will learn to:</p> <ul style="list-style-type: none"> <li>• mark out materials to be cut using a template.</li> <li>• fold, tear and cut paper and card.</li> <li>• cut along lines, straight and curved.</li> <li>• use a hole punch.</li> <li>• insert paper fasteners for card.</li> <li>• experiment with levers and sliders to find different ways of making things move in a 2D plane.</li> <li>• follow a design to create moving models that use levers and sliders.</li> <li>• adapt mechanisms.</li> </ul> <p><b>KEY VOCABULARY: LEVER, SLIDER, MECHANISM, BRIDGES, GUIDES.</b></p> | <p>Pupils in Year 1 will have the opportunity to design and make a windmill. They will learn to:</p> <ul style="list-style-type: none"> <li>• test different methods of enabling structures to remain stable.</li> <li>• join different materials together using appropriate methods e.g. glue, tape.</li> <li>• mark out materials to be cut using a template.</li> <li>• use a hot glue gun with close supervision.</li> <li>• making stable structures from card, tape and glue.</li> <li>• turn 2D nets into 3D structures.</li> <li>• follow instructions to cut and assemble the supporting structure of a windmill.</li> </ul> <p><b>KEY VOCABULARY: 2D/3D NETS, STIFFNESS, STRENGTH, STRUCTURE, AXLES.</b></p>  |  |

# Personal, Social, Health and Relationships Education

## Digital Literacy Education in Year 1

| Term                    | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|-------------------------|--|--|--|--|--|---|
| Theme                   | How do we decide how to behave?  | What can we do with money?                                   | How can we keep healthy?   | How do we keep safe?   | How do we feel?  | What makes us special?  |
| Context                 | Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt   | Where money comes from; spending; saving; keeping money safe | How to maintain a healthy lifestyle through physical activity; making choices about a healthy mind and body<br>The characteristics and mental and physical benefits of an active lifestyle | Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help<br>Know how to make a call to emergency services if necessary | Different kinds of feelings; strategies to manage feelings; change and loss                              | Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities |
| Relationships Education | The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs |  |  | Families are important for children growing up because they can give love, security and stability<br>How to recognise and report feelings of being unsafe or feeling bad about any adult   | How important friendships are in making us feel happy and secure, and how people choose and make friends |   |

| Digital Literacy          | Online Bullying   | Online Reputation  | Health, Wellbeing and Lifestyle  | Privacy and Security  | Self Image and Identity  | Online Relationships   |
|---------------------------|---|--|--|---|--|--|
| Pupils will be taught to: | <ul style="list-style-type: none"> <li>describe how to behave online in ways that do not upset others and can give examples.</li> </ul> | <ul style="list-style-type: none"> <li>recognise that information can stay online and could be copied.</li> <li>describe what information I should not put online without asking a trusted adult first.</li> </ul> | <ul style="list-style-type: none"> <li>explain rules around their own use of technology in and beyond the home.</li> <li>explain why these rules help keep me safe.</li> </ul> | <ul style="list-style-type: none"> <li>explain how passwords are used to protect information, accounts and devices.</li> <li>recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</li> <li>explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others</li> </ul> | <ul style="list-style-type: none"> <li>recognise that there may be people online who could make me feel sad, embarrassed or upset.</li> <li>know when I should ask an adult for help with things online that upset me.</li> <li>give examples of different adults I can ask for help.</li> </ul> | <ul style="list-style-type: none"> <li>give examples of when I should ask permission to do something online and explain why this is important.</li> <li>use the internet with adult support to communicate with people I know (e.g. video call apps or services).</li> <li>explain why it is important to be considerate and kind to people online and to respect their choices.</li> <li>explain why things one person finds funny or sad online may not always be seen in the same way by others.</li> </ul> |



# Art and Design in Year 1

|   |  |
|---|--|
| Key Learning in Art and Design at Sherwood Primary School: Year 1   |  |
| Exploring and Developing Ideas  | Evaluating and Developing Work   |
| <ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observations</li> <li>• Ask and answer questions about the starting points for their work.</li> <li>• Develop their ideas – try things out, change their minds.</li> <li>• Explore the work of artists, craftspeople and designers from different cultures for differences and similarities.</li> </ul> | <ul style="list-style-type: none"> <li>• Review what they and others have done and say what they think and feel about it.</li> <li>• Identify what they might change in their current work or develop in future work.</li> </ul> |

|   |   |  |  |  |
|---|---|--|--|--|
| Drawing   |   |  |  |  |
| Mark-making – texture, making tools, creating a surface, wax resist, still-life drawing   |   |  |  |  |
| <ul style="list-style-type: none"> <li>• Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> <li>• Control the types of marks made with the range of media.</li> </ul> | <b>Lines and Marks</b> <ul style="list-style-type: none"> <li>• Name, match and draw lines/ marks from observations.</li> <li>• Invent new lines.</li> <li>• Draw on different surfaces with a range of media.</li> </ul> | <b>Shape</b> <ul style="list-style-type: none"> <li>• Observe and draw shapes from observations.</li> <li>• Draw shapes in between objects.</li> <li>• Invent new shapes.</li> </ul> | <b>Tone</b> <ul style="list-style-type: none"> <li>• Investigate tone by drawing light/ dark lines, light/ dark patterns, light/ dark shapes.</li> </ul> | <b>Texture</b> <ul style="list-style-type: none"> <li>• Investigate textures by describing, naming, rubbing, copying.</li> </ul> |

| Theme  | Collage   | Painting   | Printing   | 3D  | Textiles  |
|--|---|--|--|---|---|
| Context  | Lines and circles made from natural materials; contrasting materials – shiny/ dull, hot/ cold; artist response  | Curved brush strokes; colour mixing  | Negative Stencils<br>Collograph Prints<br>Clay Slab Print  | Making lines with found and natural objects; clay sculptes; impressed clay tile;  | Weaving, wrapping, knotting; fabric pegging; fabric strip hangings; fabric resist squares   |
| Focus  | <ul style="list-style-type: none"> <li>• Create images from a variety of media, e.g. photocopies, material, fabric, crepe paper, magazines, etc.</li> <li>• Arrange and glue materials to different backgrounds.</li> <li>• Sort and group materials for different purposes, e.g. colour, texture.</li> <li>• Fold, crumple, tear and overlap papers.</li> <li>• Work on different scales.</li> </ul> <p>Colour</p> <ul style="list-style-type: none"> <li>• Collect, sort, name match colours appropriate for an image.</li> </ul> <p>Shape</p> <ul style="list-style-type: none"> <li>• Create and arrange shapes appropriately.</li> <li>• Texture</li> <li>• Create, select and use textured paper for an image.</li> </ul> | <ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Experiment with tools and techniques, e.g. layering, mixing media, scraping through.</li> <li>• Name different types of paint and their properties.</li> </ul> <p>Colour</p> <ul style="list-style-type: none"> <li>• Identify primary and secondary colours by name.</li> <li>• Texture</li> <li>• Create textured paint by adding sand or plaster.</li> </ul> | <ul style="list-style-type: none"> <li>• Print with a range of hard and soft materials, e.g. corks, pen barrels, sponge.</li> <li>• Make simple marks on clay slabs/ rollers.</li> <li>• Take simple prints, i.e. positive/ negative stencil printing.</li> <li>• Roll printing ink over found objects to create patterns, e.g. plastic mesh, stencils.</li> <li>• Build repeating patterns and recognize pattern in the environment.</li> <li>• Create simple printing blocks i.e. collograph blocks.</li> <li>• Design repetitive patterns.</li> </ul> <p>Colour</p> <ul style="list-style-type: none"> <li>• Explore with overprinting motifs and colour.</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>• Make rubbings to collect textures and patterns.</li> </ul> | <ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading, pinching, pulling</li> <li>• Explore sculpture with a range of malleable media.</li> <li>• Manipulate malleable materials for a purpose, e.g. pot, tile.</li> <li>• Understand the safety and basic care of materials and tools.</li> </ul> <p>Form</p> <ul style="list-style-type: none"> <li>• Experiment with making lines, constructing and joining recycled, natural and man-made materials.</li> <li>• Use simple 2-D shapes to create a 3-D form.</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>• Make impressions into the surface of clay and to build a textured tile.</li> </ul> | <ul style="list-style-type: none"> <li>• Match and sort fabrics for colour, texture, length, size and shape.</li> <li>• Change and modify threads/fabrics – knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>• Cut and shape fabric using scissors/ snips.</li> <li>• Apply shapes with glue or by stitching.</li> <li>• Apply decoration using beads, buttons, feathers</li> <li>• Create cords and plaits for decoration:</li> </ul> <p>Colour</p> <ul style="list-style-type: none"> <li>• Apply colour with printing, dipping, fabric resist crayons. Create and use printing relief blocks.</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>• Create fabrics by weaving materials, i.e. grass through twigs or by pegging fabrics on card.</li> </ul> |
| <p>Digital Media - Pupils in Year 1 will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Explore ideas using digital sources, i.e. internet, iphoto.</li> <li>• Record visual information using digital cameras and video recorders.</li> <li>• Use a simple graphics package to create images and effects with:</li> <li>• Lines by changing the size of brushes in response to ideas.</li> <li>• Shapes using eraser, shape and fill tools.</li> <li>• Colours and Texture using simple filters to manipulate and create images.</li> <li>• Use basic selection and cropping tools.</li> </ul> |   |  | <p>Key Artists Studied in Year 1:</p> <p>Jasper Johns<br/>Andy Goldsworthy<br/>Richard Long<br/>Patrick Heron</p>  |   |   |

# Religious Education in Year 1

| Year 1 Key Question: What do people say about God? |   |  |  |  |   |   |
|--|---|--|--|--|---|---|
|  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
| Religion   | Christianity (God)  | Christianity (Jesus)   | Islam  | Judaism  | Hindu Dharma  | Christianity (Church)   |
| Enquiry Question                                   | Why do Christians say that God is a 'Father'?<br>God the Father, prayer | Why is Jesus special to Christians?<br>The nativity story, beliefs about Jesus as God incarnate, Christmas | How might beliefs about creation affect the way people treat the world?<br>God as creator<br>care for the planet | Why might some people put their trust in God?<br>God's promise, Noah, Abraham, trusting in God | What do Hindus believe about God?<br>One God in many forms,<br>God in all things,<br>Expressing ideas about God | How might some people show that they 'belong' to God?<br>Baptism, belonging |

# Music in Year 1

| Year 1 Music  |  |  |
|---|--|--|
| Foundation – Expressive Arts  | Year 1 Core knowledge  | Year 2   |
| <p>Dance and move freely to the music</p> <p>Develop an appreciation of music from other cultures</p> <p>Join in with familiar nursery rhymes using actions. Use untuned percussive instruments to play along to a nursery rhyme or familiar song. Make music through play to a familiar song. Use instruments and dance to react to music. Perform nursery rhymes adding a simple instrumental part. Record the performance then discuss it.</p> | <p>To know 5 songs off by heart and sing in unison</p> <p>To begin to compare genres of music discussing what they can hear and how it makes them feel</p> <p>To know the names of some instruments including those they are playing</p> <p>To understand the meaning of pulse, rhythm and pitch and how they combine to make a piece of music</p> | <p>To confidently sing or rap 5 songs</p> <p>Begin to recognise the specific instruments being played when listening to a piece of music</p> <p>Begin to follow simple notation to see when pitch goes up or down and follow with voices</p> <p>Begin to locate some musical notes on a stave</p> <p>Record composition using dot and stick notation. Use music technology to capture sounds. Develop an understanding of the purpose of performing.</p>                             |
| Skills – singing and playing the instrument   |  | Skills – improvisation, composition and performance  |
| <p>Dance and move to the music following the pulse</p> <p>Relate to other similar music</p> <p>Understand that we can make different sounds with our voices including high and low notes</p> <p>Begin to learn how breathing can help us hold notes for longer</p> <p>Play single notes to a song keeping in time with the pulse of the music</p> <p>Hold the beaters correctly to create the correct sound from the glockenspiel</p>             |  | <p>Improvise a range of simple rhythms through copy and clap back activities</p> <p>Create musical sound effects and short sequences of sound</p> <p>Invent, retain and recall simple rhythm and pitch patterns</p> <p>Create rhythmic compositions in a bar of 4 using minims, dotted minims, crotchets and semi-breves</p> <p>Record composition using own symbols</p> <p>Perform for peers in small groups</p> <p>Record performance to watch back and discuss constructively</p> |
| <p><b>Vocabulary:</b> Pulse, rhythm, pitch, rap, improvise, compare, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination</p>  |  |  |

# Physical Education in Year 1

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|--|--|---|
| Year 1 PE  | The INTENT of Year 1 is to carry out a Baseline Assessment of the 10 Fundamental Movement Skills as they enter Year 1. From this Baseline the teacher can design or adapt their PE Curriculum to focus on the FMS that the children are less proficient in. Then to develop the FMS especially their weaker ones and to teach children how to apply these in context. The children should develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities. |   |
| Fundamental Movement Skills  |  | Games   |
| <p>Please assess the children at the start of Year 1 using the unit:</p> <ul style="list-style-type: none"> <li>FMS – Baseline Unit – Lost and Found</li> </ul> <p>Then adapt your curriculum using the units to teach the 10 Fundamental Movement Skills.<br/>Running; Jumping; Underarm Throwing; Overarm Throwing; Rolling; Bouncing; Catching; Skipping; Kicking; and Hopping.</p>       |  | <p>Children develop basic game-playing skills, in particular the FMS of throwing and catching. They play games based on net games and Striking and Fielding games. They have the opportunity to play one against one, one against two and one against three.</p> <p>Children will learn the skills they require for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.</p> |
| Athletics  | Dance  | Gymnastics  |
| <p>Children will explore the FMS of running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.</p> | <p>Children will explore basic body actions e.g. Jumping and turning and use different parts of their body to make movements. They create and repeat short dances inspired by different stimulus and themes.</p> <p>In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p>  | <p>Children investigate movement, stillness, and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat, short movement phrases of 'like' linked actions, e.g. two jumps or two rolls. In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.</p>  |

# Computing in Year 1

| Theme   | 1.4 We are collectors  | 1.6 We are celebrating   | 1.2 We are TV chefs   | 1.1 We are treasure hunters  | 1.5 We are storytellers   | We are Musicians  |
|---------|--|--|---|--|---|---|
| Context | In this unit, the pupils will use web search engines to collect pictures of different types of animals and then explore ways in which those pictures can be organised. | In this unit, pupils will have the opportunity to create a digital greetings card, which could be used for a religious festival such as Diwali or Christmas, pupils' birthdays, or simply to say thank you or good luck. | In this unit, pupils produce short videos of themselves making a healthy meal or snack. They also decompose a complex problem into smaller parts – an important idea from computer science. | In this unit, the children will program a toy to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, then input these as stored programs for the robot. They predict how the robot will move and will debug their programs. | In this unit, the children create a talking book that they can share with others. | In this unit, children will have the opportunity to engage with a piece of music composition software. Children will apply their Musical knowledge and compose a piece of music linked to the wider curriculum. |