Winford Church of England Primary School

Year 1- Squirrels

Together we flourish

TERM	1	2	3	4	5	6
Maths	Place Value within 10 Addition & Subtraction within 10	Addition & Subtraction within 10 Shape	Place value within 20 Addition & Subtraction within 20	Place value within 50 Length and Height Mass and volume	Multiplication and Division Fractions Position and Direction	Place value within 100 Money Time
English	Writing sentences using -ed suffixes Here We Are The Queens Hat Billy and the Beast	Narrative retell of a story. Stickman The Gingerbread Man Lost and Found	Narrative retell of a story Gina Kaminski The Extraordinary Gardener	Own version narrative Night Flight Dinosaurs and all the Rubbish Basil Dreams Big	Own version narrative Cave Baby Lost and Found Yeti and the Bird	Fact file Leo and the Octopus The Treasure Jack and the Beanstalk
Science	**Animals including humans** -classify fish, amphibians, reptiles, birds and mammals -carnivores, herbivores and omnivores		**Everyday materials** -identify: wood, plastic, glass, metal, water, and rock - describe and compare materials based on physical properties		**Plants** -deciduous and evergreen -label leaves, flowers, petals, roots, bulb, seed, trunk, stem	**Seasonal changes** -the four seasons - the weather linked to the seasons and how the day length changes
Working Scientifically	-Ask simple questions and recognise they can be answered in different ways. -Observe closely using simple equipment. Perform simple tests. Identify and classify. Use observations					
PE – PE Planning	Fundamentals Ball skills	Gymnastics Fitness	Dance Target games	Invasion games Land-based water safety	Net and wall games Outdoor learning- forest	Athletics Striking and fielding games

RE	**How is a new child welcomed?** Welcoming new life Christian baptism of a baby Christians dedicate a child to God Humanists celebrate new life Welcoming a foster child into the family Welcoming a new family member with or without God	**Why does Christmas matter to Christians?** Christians believe that Jesus is God and that he was born as a baby in Bethlehem The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke) Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming	**What does it mean to belong?** The idea of belonging Symbols of belonging Christians and their faith family Shabbat: belonging to a Jewish family Belonging as a humanist What does it mean to belong?	**How do stories inspire actions?** Thought experiment: the idea of care The story of the Good Samaritan The Good Samaritan: Christian caring today The story of Muhammad and The Hungry Stranger The Hungry Stranger: Muslim caring today How faith can inspire others to care	**What do Christians believe God is like?** Christians believe in God, and that they find out about God in the Bible Christians believe God is loving, kind, fair, and also Lord and King and there are some stories that show this	**What makes places of worship sacred?** Belonging to a church How churches differ Belonging to a mosque How mosques differ Belonging to an Orthodox synagogue How synagogues differ
IT	**<u>Technology around us</u>**		**<u>Creating Media</u>** -Digital Painting		**<u>Programming</u>** - moving a robot	
History	**History of Communication** Pupils will learn about changes in how people communicate with each other as a result of technological advancements. They will explore similarities and difference in written and verbal forms of communication, in particular in the last 100 years.		**The Great Fire Of London** Know and use words that describe the passing of time. • Know when the event/s happened. • Know what happened. • Know why these events were significant and what impact they had. • Reason about what these events tell us about the past		**Seaside Holidays in the past** Know and use words that describe the passing of time. • Explain how life was different in the past. • Use artefacts to answer questions about the past. • Make comparisons between an historical period and modern life.	

			• Explain how artefacts can tell us about the past and know what they tell us about a certain period
Historical skills	• Understand that History tells us about the past. • Use key words and phrases relating to the passing of time. • Use simple timelines to develop a sense of chronology. • Compare how life was similar and different in the past and the modern day. • Answer questions about a period in history. • Use artefacts to find out about the past. • Use stories and other sources to demonstrate an understanding of the events that happened.		
Geography	Where do we go to school?	What is located near our school?	How are countries in the UK different?
Geographical skills	To ask and respond to simple closed questions -Teacher led. • Investigate their surroundings and make observations about where things are. • Draw simple features they observe in their surroundings. • Follow directions (up/down, left/right, forward/backwards) and use directional language; near, far, left, right. • Use a simple picture map to move around school.		
Art	**Art in Nature** to use a range of materials creatively to design and make products • to use drawing to develop and share their ideas, experiences and imagination • to use painting to develop and share their ideas, experiences and imagination • to use sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the	**Textiles & Collage** Sparks and flames the great fire of London to use a range of materials creatively to design and make products • to use drawing to develop and share their ideas, experiences and imagination • to use painting to develop and share their ideas, experiences and imagination • to use sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	**Buildings using line and shape** • to use a range of materials creatively to design and make products • to use drawing to develop and share their ideas, experiences and imagination • to use painting to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

	differences and similarities between different practices and disciplines, and making links to their own work					
DT		Textiles Sewing a simple puppet (History Toys Link)		Flying Kites (Geography Weather Link)	Food tech: Make a fruit salad	Moving Insect Pictures – pins, pivots and levers (Science Habitats Link)
Music	Singing- finding my voice	Singing together- how singing makes me feel	Compose and create- exploring and performing rhythm patterns	Music and movement: feeling the pulse and changing tempo	Compose and create: high and low melodic responses	Singing for performance: changing tempo and dynamics in our songs
	T1- Harvest Performance T2- Nativity		T4- Easter Service **T5- Hear my Voice performance**			
PHSE - Jigsaw	**Being me in my world** To identify their special people (family, friends, carers), what makes them special To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they	**Celebrating differences** To identify and respect the differences and similarities between people To know that they belong to different groups and communities such as family and school To recognise different types of teasing and bullying, to understand that	**Dreams and Goals** To know that people and other living things have rights and that everyone has responsibilities to protect those rights	**Healthy me** To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health To make real, informed choices that improve their physical and emotional health To know that household products, including medicines, can be	**Relationships** To recognise that their behaviour can affect other people To communicate their feelings to others, to recognise how others show feelings and how to respond	**Changing me** To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond

	need their help, including dialling 999 in an emergency	these are wrong and unacceptable		harmful if not used properly To know the importance of, and how to, maintain personal hygiene To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading		
Trips and Events:	Harvest Performance	Christmas performance Whole school pantomime visit	World Book Day	Easter performances		Sports day