

Year 1- Leopard

Where children flourish

Value of the term 23-24	<i>Forgiveness</i>	<i>Happiness</i>	<i>Cooperation</i>	<i>Determination</i>	<i>Curiosity</i>	<i>Peace</i>
22-23	<i>Respect</i>	<i>Patience</i>	<i>Honesty</i>	<i>Hope</i>	<i>Wisdom</i>	<i>Trust</i>
21-22	<i>Forgiveness</i>	<i>Happiness</i>	<i>Cooperation</i>	<i>Determination</i>	<i>Curiosity</i>	<i>Peace</i>
TERM	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
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	Narrative retell of a story. <i>The Naughty Bus</i>	Narrative retell of a story. Innovate defeat a monster story. <i>Cave Baby</i> <i>Billy and the Beast</i>	Innovate super hero narrative. Non-fiction report <i>Send for a Superhero</i> <i>The Odd Egg</i>	Own version narrative Information Booklet <i>Stanley's Stick</i> <i>Dinosaurs and all the Rubbish</i>	Instructions Own version narrative <i>Lost and Found</i> <i>Yeti and the Bird</i>	Fantasy Story Poems <i>The Magic Bed</i> <i>Julian the Mermaid</i>
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 – Real PE	<p>Personal – Coordination Static Balance To perform dances using simple movement patterns. Personal Coordination: Floor movement patterns Static balance: 1 leg standing</p>	<p>Social – Dynamic Balance to Agility Static Balance To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities Social Dynamic balance to agility Static balance: seated</p>	<p>Cognitive – Dynamic Balance Static Balance To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities Cognitive Dynamic balance Static balance: small base</p>	<p>Creative – Coordination Counter Balance To participate in team games, developing simple tactics for attacking and defending Creative Coordination; ball skills Counter balance in pairs</p>	<p>Physical – Coordination Agility To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities Physical Coordination with equipment Agility: Reaction and response</p>	<p>Fitness – Agility Static Balance To participate in team games, developing simple tactics for attacking and defending Health and Fitness Agility: Ball chasing Static balance: Floorwork</p>
RE - Jigsaw	<p>Creation Story Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity</p>	<p>Christmas Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity</p>	<p>Jesus as a friend Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity</p>	<p>Easter – Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity</p>	<p>Shabbat Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism</p>	<p>Rosh Hashanah and Yom Kippur Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism</p>
IT	<p>Programming A Moving a Robot – Controlling a mouse.</p>		<p>Creating Media Digital Writing -Digital writing.</p>		<p>Introduction to Animation -Programming animations</p>	

		Digital Painting -Digital Painting	
History	The Great Fire Of London Know and use words that describe the passing of time. <ul style="list-style-type: none"> • 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 	Mary Anning • Know and use words that describe the passing of time. <ul style="list-style-type: none"> • 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. 	Victorian Seaside Holidays Know and use words that describe the passing of time. <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	Weather Patterns Identify seasonal and daily weather patterns in the UK.	Continents. Oceans and Compass Points Location of hot and cold areas of the world in relation to the equator and the North and South Poles <ul style="list-style-type: none"> • Name and locate the world's 7 continents and 5 oceans. • Use basic Geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 	Physical and Human Features Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <ul style="list-style-type: none"> – Use world maps, atlases and globes to identify the UK and its countries. – 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>Key Human features, city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage 	<p>Key Human features, including, city, town, village, factory, farm, house, office, port, harbour and shop.</p>		
Geographical skills	<p>To ask and respond to simple closed questions -Teacher led.</p> <ul style="list-style-type: none"> • 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	<p>Art in Nature to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> • 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 differences and similarities between different practices and disciplines, and making links to their own work 	<p>Textiles & Collage Sparks and flames the great fire of London to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> • 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 	<p>Buildings using line and shape</p> <ul style="list-style-type: none"> • 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 		
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)

<p>Music</p>	<p>Air: LO: To build a knowledge of the inter related dimensions of music through composition</p> <p>LO: I can listen to and describe a piece of music using musical vocabulary.</p> <p>LO: I can tell a story using vocal sounds and body percussion.</p> <p>LO: I can create symbols that represent musical sounds and notate them as a graphic score.</p> <p>LO: I can listen to a variety of musical excerpts and identify different tempo.</p> <p>LO: I can understand Rondo form and create a class composition based on this structure.</p>	<p>Animals (rhythm) LO: To feel and internalise the pulse/beat</p> <p>LO: To identify the strong beat and demonstrate with an action/clapping</p> <p>LO: I can echo a rhythm</p> <p>LO: I understand the difference between pulse and rhythm</p> <p>LO: I can compose, read and perform a simple rhythmic pattern</p> <p>LO: I can read and perform a four-bar notated rhythm</p>	<p>Chronology: LO: I can listen and respond to music from the Renaissance era verbally and through dance and compare different types of music from the Renaissance era.</p> <p>LO: I can listen and respond to music from the Baroque period and recognise some of the instruments of the period.</p> <p>LO: I can explore and creatively respond to a well-known piece of music from the Romantic Period.</p> <p>LO: I can listen with focus and understanding to a well-known piece of Nationalistic music. I can make a personal response through movement or art work to the dramatic mood of the music.</p> <p>I can discuss how the inter-related dimensions of music are used to create the dramatic mood.</p> <p>LO: I can explore, recognise and respond to features of a piece of music from the 20th century.</p> <p>LO: I can compose and perform a piece of music using sampled sound.</p>
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	T1- Harvest Performance T2- Nativity	T4- Easter Service T5- Hear my Voice performance				
PHSE - Jigsaw	<p>Being me in my world</p> <p>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 need their help, including dialling 999 in an emergency</p>	<p>Celebrating differences</p> <p>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 these are wrong and unacceptable</p>	<p>Dreams and Goals</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights</p>	<p>Healthy me</p> <p>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 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</p>	<p>Relationships</p> <p>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</p>	<p>Changing me</p> <p>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</p>

				prevent diseases spreading		