

# Year 1- Leopard

## Where children flourish

<u>TERM</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
<b>Maths</b>	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
<b>English</b>	Narrative retell of a story.	Narrative retell of a story. Innovate defeat a monster story.  <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>	Seasons by Hannah Prang  Dangerous! by Time Warnes  The Lonely Beast by Chris Judge
<b>Science</b>	<b>Animals including humans</b> -classify fish, amphibians, reptiles, birds and mammals -carnivores, herbivores and omnivores		<b>Everyday materials</b> -identify: wood, plastic, glass, metal, water, and rock - describe and compare materials based on physical properties		<b>Plants</b> -deciduous and evergreen -label leaves, flowers, petals, roots, bulb, seed, trunk, stem	<b>Seasonal changes</b> -the four seasons - the weather linked to the seasons and how the day length changes
<b>Working Scientifically</b>	-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					
<b>PE – PE Planning</b>	Football	Gymnastics	Netball	Tag Rugby	Athletics	Rounders

<b>RE - Jigsaw</b>	<b>Creation Story</b> Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	<b>Christmas</b> 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	<b>Jesus as a friend</b> Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	<b>Easter –</b> 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	<b>Shabbat</b> Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	<b>Rosh Hashanah and          Yom Kippur</b> Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
<b>IT</b>	<b>Programming A</b> <b>Moving a Robot</b>  – Controlling a mouse.		<b>Creating Media</b>  <b>Digital Writing</b> -Digital writing.  <b>Digital Painting</b> -Digital Painting		<b>Introduction to Animation</b> -Programming animations	
<b>History</b>	<b>History of Communication</b> 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.		<b>The Great Fire Of London</b> Know and use words that describe the passing of time. <ul style="list-style-type: none"> <li>• Know when the event/s happened.</li> <li>• Know what happened.</li> <li>• Know why these events were significant and            what impact they had.</li> <li>• Reason about what these events tell us            about the past</li> </ul>		<b>Seaside Holidays in the past</b> Know and use words that describe the passing of time. <ul style="list-style-type: none"> <li>• Explain how life was different in the past.</li> <li>• Use artefacts to answer questions about the            past.</li> <li>• Make comparisons between an historical            period and modern life.</li> <li>• Explain how artefacts can tell us about the            past and know what they tell us about a            certain period</li> </ul>	
<b>Historical skills</b>	<ul style="list-style-type: none"> <li>• Understand that History tells us about the past.</li> <li>• Use key words and phrases relating to the passing of time.</li> <li>• Use simple timelines to develop a sense of chronology.</li> <li>• Compare how life was similar and different in the past and the modern day.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Answer questions about a period in history.</li> <li>• Use artefacts to find out about the past.</li> <li>• Use stories and other sources to demonstrate an understanding of the events that happened.</li> </ul>					
<b>Geography</b>	Where do we go to school?		What is located near our school?		How are countries in the UK different?	
<b>Geographical skills</b>	<p>To ask and respond to simple closed questions -Teacher led.</p> <ul style="list-style-type: none"> <li>• Investigate their surroundings and make observations about where things are.</li> <li>• Draw simple features they observe in their surroundings.</li> <li>• Follow directions (up/down, left/right, forward/backwards) and use directional language; near, far, left, right.</li> <li>• Use a simple picture map to move around school.</li> </ul>					
<b>Art</b>	<p><b>Art in Nature</b> to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>• to use drawing to develop and share their ideas, experiences and imagination</li> <li>• to use painting to develop and share their ideas, experiences and imagination</li> <li>• to use sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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</li> </ul>		<p><b>Textiles &amp; Collage</b> 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"> <li>• to use drawing to develop and share their ideas, experiences and imagination</li> <li>• to use painting to develop and share their ideas, experiences and imagination</li> <li>• to use sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>		<p><b>Buildings using line and shape</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing to develop and share their ideas, experiences and imagination</li> <li>• to use painting to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	
<b>DT</b>		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)

<b>Music</b>	Harvest Performance	<b>Animals (rhythm)</b> LO: To feel and internalise the pulse/beat  LO: To identify the strong beat and demonstrate with an action/clapping  LO: I can echo a rhythm  LO: I understand the difference between pulse and rhythm LO: I can compose, read and perform a simple rhythmic pattern  LO: I can read and perform a four-bar notated rhythm  <b>Hear my voice- KS1 singing performance</b>  <b>Easter Performance</b>	<b>Air:</b> LO: To build a knowledge of the inter related dimensions of music through composition  LO: I can listen to and describe a piece of music using musical vocabulary.  LO: I can tell a story using vocal sounds and body percussion.  LO: I can create symbols that represent musical sounds and notate them as a graphic score.  LO: I can listen to a variety of musical excerpts and identify different tempo.  LO: I can understand Rondo form and create a class composition based on this structure.
	T1- Harvest Performance T2- Nativity	T4- Easter Service <b>T5- Hear my Voice performance</b>	

<b>PHSE - Jigsaw</b>	<b>Being me in my world</b> To identify their special people (family, friends, carers), what makes them special To know	<b>Celebrating differences</b> To identify and respect the differences and similarities between people To know that	<b>Dreams and Goals</b> To know that people and other living things have rights and that everyone has responsibilities to protect those rights	<b>Healthy me</b> To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity,	<b>Relationships</b> To recognise that their behaviour can affect other people To communicate their feelings to others, to recognise	<b>Changing me</b> To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online

	<p>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>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>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 prevent diseases spreading</p>	<p>how others show feelings and how to respond</p>	<p>safety To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</p>
<b>Trips and Events:</b>	<p>Harvest Performance STEM engineering workshop- Bristol Airport</p>	<p>Christmas performance Whole school pantomime visit</p>	<p>Storyteller/author visit- Michael Loader World Book Day RNLI assembly Class assembly</p>	<p>Explorer Dome and Science Week Easter performances Can you hear my voice- singing performance</p>	<p>Sports Day</p>	<p>Athletics Festival</p>

