

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Once Upon a Time This introductory topic explores fairytale stories that can often be recognised by the children due to it providing a concrete foundation from ‘Traditional Tales’ investigated in EYFS to KS1 so that the children can consolidate and build on their prior knowledge of repetition and familiar refrain. This topic enables the children to think about the layout of stories, order and retell these stories as well as begin to use key features of narratives in their own writing through independent application of ‘Once Upon A Time’ and ‘Happily Ever After’.	Toys This topic explores how toys have changed through history and provides the children with insight into whether modern toys entertain us more than old toys did years ago as a result of the topic opening up many avenues of discussion for children to investigate. The stories explored in this topic enable the children to recognise familiar settings and use their imagination. The stories allow for the children to independently order the key parts and write recounts as part of the children gradually being able to write simple sentences that can be read by themselves and others due to application of phonics also becoming more prevalent and secure. The familiar settings as well as the encouragement of imagination provided by the stories also enables the children to perform the stories in groups through role-play and gain confidence in recognising the key parts of the story and showing this to their peers.	Superheroes and Villains This topic allows us to explore real life superheroes throughout history and explore what life was like when they were alive. Superworm has a lot of rhyming in for the children to recreate their own stories. Supertato is a funny story that especially appeals to the boys. We can recreate comic strips and speech bubbles. Superkid is a longer story which lets us retell in greater depth now the children are more secure in their phonics.	Dinosaurs This topic especially appeals to boys where some have a broad prior knowledge for us to build on. This prior knowledge helps them feel more confident writing fact files and descriptions. The children love rewriting ‘The dinosaur that pooped’ story and it allows them to be expressive and imaginative.	Kings and Queens This topic enables children to develop understanding of castles in the past (significant historical places in their own locality). It will also link to the geography curriculum by exploring their local area and capital city. The text ‘We absolutely must go to London’ allows for detailed narrative writing as well as non-fiction writing about London.	The Jungle The Jungle topic will engage the interests of both boys and girls alike. It will allow for a range of descriptive writing, speech and rhyming with the texts used. The topic also gives the opportunity to explore non-fiction writing such as animal fact file. This topic links to the geography curriculum and allows for teaching on the world, maps, continents and oceans.
Debate	<i>What is the purpose of stories? Why do we have them?</i>	<i>Do modern toys entertain us more?</i>	<i>What is a hero? Who are real life heroes?</i>	<i>If we could, should we bring back dinosaurs?</i>	<i>Is it better to live in a house or a castle?</i>	<i>Should animals live in zoos?</i>
Focus texts	The Three Little Pigs & Revolting rhymes – Roald Dahl https://www.youtube.com/watch?v=F5DS2DnsJ04 This text is very popular with many children due	Stanley’s Stick This text is full of alliteration and rich language as well as vibrant images to capture the imagination of children. Familiar settings are explored which encourages	Supertato – This book is especially loved by the boys and sparks imaginative retelling of how they can save the other fruit and vegetables. It uses	The dinosaur that pooped a planet – This book is funny and light hearted which is great for encouraging retelling and writing sentences . The children can use their	Queen’s knickers This text is engaging and includes humour. The text allows for quality writing using adjectives . You can’t eat a princess (spare book)	Rumble in the Jungle This book includes an adventure story line and animals relating to the current topic. The book has lots of rhyming words . It can be used for narratives,

	to having lots of repetition and familiar refrain, which enables the children to recognise, remember and then retell. The Magic Porridge pot This text enables the children to sequence events and break the story down into sections to allow for easy retelling through acting, story mapping and then writing the story as well as their own versions of the story. Little Red Riding Hood This text creates a comfortable level of suspense for the children, which captures their attention and allows for their imagination to come to life when ordering and retelling the story. Hansel and Gretel The traditional tale uses the children’s imagination to overcome the witch. It allows for sequencing, drama and imaginative writing.	ordering and retelling as well as performing the stories in groups through drama and role-play. This story enables the children to think about how something simple can be transformed into something magical when they use their imagination and how this can be applied to their writing too. Lost in the Toy Museum This text is an exciting and imaginative text that supports Year 1 pupils in developing vocabulary, comprehension and storytelling skills. Children can explore characters and settings, make predictions and produce their own writing, such as character descriptions, diary entries and imaginative stories inspired by the text. The Day the Crayons Quit This text is an engaging and humorous text that encourages Year 1 pupils to explore character, emotions and different viewpoints. Focus on 3 key crayons: Blue Crayon – children can explore feelings and write a letter from Blue Crayon’s perspective or create a diary entry about being overused. Red Crayon – children can develop persuasive writing by writing a letter explaining why Red Crayon needs a rest. Peach Crayon – children can explore character description and write about	speech bubbles and exclamation marks for the children to find and create their own speech for the different vegetables. Children can create a Supertato character description using their imaginations to decide the other adventures he has been on. Superworm – This book has great alliteration to introduce it in a friendly way. The children can create their own characters using alliterations and adjectives to describe. The children love seeing Superworm escape from the crow which spark their imagination to write their own story endings. Superkid – This text is set in familiar surroundings which helps the children engage with the story. It has lots of rhyming couplets throughout giving the children an opportunity to create their own. The book is full of colourful pictures in a comic book style which brings the story to life.	imagination to create their own dinosaur poop using adjectives to describe it. Dinosaurs love underpants –This funny book has lots of rhyming words throughout for children to copy and develop their own. It is great for retelling and has clear pictures to help story understanding. The story also is great for art projects designing our own underpants. Dear Dinosaur (spare book) This text explores the themes of friendship and communication. The children are able to see examples of letters and therefore have the opportunity to focus on features of a letter and think about how they could write their own letters. Dinosaurs in my School This story encourages the children to use their imagination as dinosaurs are in school to wreak havoc but the adults cannot see them in the classroom. Children can be encouraged to retell the story as well as create alternative versions of the story using their creativity	This book has a humorous story line to engage the children. The story includes a variety of characters to encourage detailed character descriptions using adjectives. The use of speech allows us to explore how a character is feeling. We completely must go to London This book is a detailed account of travelling to London. It allows us to learn a variety of fiction facts about different landmarks around London such as; Big Ben, London Bridge and the Tower of London. The facts can be used to create a non-chronological report. The King’s Runaway Crown This book is about Colin the dog who steals the King’s crown on coronation day. Violet aged 5 saves the day. It uses a variety of language to discuss themes of anxiety and community in an interesting way.	animal fact files and rhyming. The Tiger who came to tea This book is repetitive and engaging. We can explore the use of lists in everyday lives such as shopping lists. It also looks at recipes for tea for the tiger. This story is great for recounts of the story. Roaming in the Rainforest Rhyming verse describes the activities of many of the creatures that inhabit the Amazon rainforest. Includes facts about the animals in the book in addition to learning about people in the Amazon rainforest. The Jungle Book (Spare book) This text explores fun and adventure through a jungle setting where lots of jungle animals are introduced. This story is excellent for influencing animal fact files, descriptive writing and non-chronological reports.
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		Peach Crayon’s feelings after losing its wrapper. <u>Elves and the Shoemaker</u> This text provides the children with the element of surprise in that they find out that elves have been helping the shoemaker. This fairytale encourages the children to ask questions and think about how there can be so many possibilities. In turn, this helps them to think about the layout of stories, order, retell and begin to use key features of narratives in their own fiction story writing.		and knowledge of the story already. <u>The Dinosaur who lost his roar</u> This text incorporates rhyme so children have the opportunity to explore poetry and think about how they can write their own simple poems.		
Maths	- Place value within 10 - Addition and subtraction within 10	- Addition and subtraction within 10 - Shape	- Place value within 20 - Addition and subtraction within 20 - Place value within 50	- Place value within 50 - Length and height - Mass and volume	- Multiplication and division - Fractions - Position and direction	- Place value within 100 - Money - Time
English Inc Drawing club – each week alternate	Jonathan Bond Building writing fluency through picture stories <u>Phonics</u> – Recap phases 2, 3 and 4 (Bug Club) Phonics Key Words: - Blend - Consonant - CVC words - Digraph - Grapheme - Phoneme - Pure sound - Segment - Tricky words - Trigraph - Vowel	Jonathan Bond Using picture story units – enabling pupils to now plan and write their own stories <u>Phonics</u> – Introduce phase 5 (Bug Club) Phonics Key Words: - Blend - Consonant - CVC words - Digraph - Grapheme - Phoneme - Pure sound - Segment - Tricky words - Trigraph - Vowel	Jonathan Bond Using longer picture story units – lengthening pieces of writing by increasing the number of pictures and increasing the number of sentences being written <u>Phonics</u> – Phase 5 (Bug Club) Phonics Key Words: - Blend - Consonant - CVC words - Digraph - Grapheme - Phoneme - Pure sound - Segment	Jonathan Bond Using longer picture story units – lengthening pieces of writing by increasing the number of pictures and increasing the number of sentences being written <u>Phonics</u> – Phase 5 (Bug Club) Phonics Key Words: - Blend - Consonant - CVC words - Digraph - Grapheme - Phoneme - Pure sound - Segment	Jonathan Bond Using English units of work – making the transition into more ‘traditional’ units of work Making traditional tales the focus of class story times Phonics – Recap phase 5 (Bug Club) Phonics Key Words: •Blend •Consonant •CVC words •Digraph •Grapheme •Phoneme •Pure sound •Segment •Tricky words	Jonathan Bond Using English units of work – making the transition into more ‘traditional’ units of work Making fairy tales the focus of class story times <u>Phonics</u> – Gaps in phonics screening focus (Bug Club) Phonics Key Words: • Blend • Consonant • CVC words • Digraph • Grapheme • Phoneme • Pure sound

			- Tricky words - Trigraph - Vowel	- Tricky words - Trigraph - Vowel	- Trigraph - Vowel	- Segment - Tricky words - Trigraph - Vowel
Science	Working Scientifically - ask questions and know they can be answered in different ways - look closely, using simple equipment. - Perform simple tests. - Identify and classify (name and group) - Use observations and ideas to suggest answers to questions. - collect and record data to help answer questions	Working Scientifically - ask questions and know they can be answered in different ways - look closely, using simple equipment. - Perform simple tests. - Identify and classify (name and group) - Use observations and ideas to suggest answers to questions. - collect and record data to help answer questions	Working Scientifically - ask questions and know they can be answered in different ways - look closely, using simple equipment. - Perform simple tests. - Identify and classify (name and group) - Use observations and ideas to suggest answers to questions. - collect and record data to help answer questions	Working Scientifically - ask questions and know they can be answered in different ways - look closely, using simple equipment. - Perform simple tests. - Identify and classify (name and group) - Use observations and ideas to suggest answers to questions. - collect and record data to help answer questions	Working Scientifically - ask questions and know they can be answered in different ways - look closely, using simple equipment. - Perform simple tests. - Identify and classify (name and group) - Use observations and ideas to suggest answers to questions. - collect and record data to help answer questions	Working Scientifically - ask questions and know they can be answered in different ways - look closely, using simple equipment. - Perform simple tests. - Identify and classify (name and group) - Use observations and ideas to suggest answers to questions. - collect and record data to help answer questions
	Animals including Humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label	Seasonal Changes: Autumn and Winter - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies Vocabulary: Autumn, changes, Winter, seasons.	Everyday Materials - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock - describe the simple physical properties	Living Things and their Habitats - identify and name a variety of common animals that are carnivores, herbivores and omnivores - identify the life cycle of a living thing - identify a food chain - identify the habitat of a living thing	Plants - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - identify and describe the basic structure of a variety of common flowering plants, including trees Vocabulary: deciduous and evergreen trees, planting, soil, seeds, sun, roots, flower, stem, leaf, sap	Seasonal Changes: Spring and Summer - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies Vocabulary: Spring, changes, Summer, seasons

Year 1 Curriculum Map

	the basic parts of the human body and say which part of the body is associated with each sense Vocabulary: Sense, sight, sound, touch, taste, smell, hear, see, eye, nose, mouth, tongue, fingers, ears		of a variety of everyday materials •compare and group together a variety of everyday materials on the basis of their simple physical properties. Vocabulary: metal, glass, rock, wood, plastic, water	Vocabulary: omnivores, herbivores, carnivores, food chain, life cycle, habitats		
Computing	Computing systems and networks – Technology around us National curriculum objectives: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Learning objectives: -To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer	Creating media – Digital painting National curriculum objectives: use technology purposefully to create, organise, store, manipulate and retrieve digital content Learning objectives: -To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper	Programming A – Moving a robot National curriculum objectives: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs recognise common uses of information technology beyond school Learning objectives: -To explain what a given command will do	Data and information – Grouping data National curriculum objectives: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Learning objectives: -To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects	Creating media – Digital writing National curriculum objectives: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Learning objectives: -To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose -To compare typing on a computer to writing on paper	Programming B - Programming animations National curriculum objectives: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content Learning objectives: -To choose a command for a given purpose

	-To use the keyboard to edit text -To create rules for using technology responsibly		-To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program -To find more than one solution to a problem			-To show that a series of commands can be joined together -To identify the effect of changing a value -To explain that each sprite has its own instructions -To design the parts of a project -To use my algorithm to create a program -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology
Physical Ed	<u>Fundamentals</u> •To explore balance, stability and landing safely •To explore how the body moves differently when running at different speeds •To explore changing direction and dodging •To explore jumping, hopping and skipping actions	<u>Ball Skills</u> •To develop control and co-ordination when dribbling a ball with your hands •To explore accuracy when rolling a ball •To explore throwing with accuracy towards a target •To explore catching with two hands •To explore control and co-ordination when dribbling a ball with your feet	<u>Invasion</u> •To develop dribbling towards a goal •To understand what being 'in possession' means •To develop passing to a teammate with your feet •To understand who to pass to and why when playing against a defender	<u>Striking and Fielding</u> •To develop underarm throwing and catching and put this into small sided games •To develop overarm throwing •To develop striking a ball with my hand and equipment •To retrieve a ball when fielding •To understand how to get a batter out	<u>Net and Wall</u> •To defend space, using the ready position •To play against an opponent and keep the score •To develop control when handling a racket •To develop racket and ball skills •To develop sending a ball using a racket •To develop hitting over a net	<u>Athletics and sports day prep</u> •To learn to move at different speeds for varying distances •To develop a foundation for balance and stability •To develop agility and co-ordination •To explore hopping, jumping and leaping for distance

	•To explore co-ordination and combining jumps •To explore combination jumping and skipping in an individual rope <u>Dance</u> •To explore travelling actions and use counts of 8 to move in time with the music •To remember and repeat actions and respond imaginatively to a stimulus •To copy, remember and repeat actions that represent the theme •To copy, repeat, create and perform actions that represent the theme •To use expression and create actions that relate to the story •To use a pathway when travelling •To copy, repeat and choose actions that represent the theme •To show changes in expression, level and shape	•To explore tracking a ball that is coming towards me <u>Gymnastics</u> •To explore travelling movements using the space around you •To develop quality when performing gymnastic shapes •To develop stability and control when performing balances •To develop technique and control when performing shape jumps •To develop technique in the barrel, straight and forward roll •To link gymnastic actions to create a sequence	•To develop dribbling a ball with hands •To move towards a goal with the ball •To develop throwing to a teammate •To support a teammate when in possession •To move into space showing an awareness of defenders •To be able to stay with a player when defending <u>Yoga</u> •To explore yoga and mindfulness •To be able to copy and remember poses •To develop flexibility when holding poses •To develop balance whilst holding poses •To create yoga poses using a hoop •To create a yoga flow with a partner	•To develop decision making and understand how to score points <u>Fitness</u> •To develop knowledge about how exercise can make you feel •To develop knowledge about how exercise can make you strong and healthy •To develop knowledge about how exercise relates to breathing •To develop my understanding of how exercise helps my brain •To develop my understanding of how exercise helps my muscles •To begin to understand the importance of daily exercise	<u>Teambuilding</u> •To co-operate and communicate with a partner to solve challenges •To explore and develop teamwork skills •To develop communication skills •To use communication skills to lead a partner •To plan with a partner and small group to solve problems •To communicate with a group to solve challenges	•To develop throwing for distance •To develop throwing for accuracy <u>Target Games</u> •To develop underarm throwing towards a target •To develop throwing for accuracy •To develop underarm and overarm throwing for accuracy •To develop throwing for accuracy and distance using underarm and overarm •To select the correct technique for the situation •To develop throwing for accuracy and distance
MFL	Begins to build a bank of vocabulary in other languages	Begins to build a bank of vocabulary in other languages	Begins to build a bank of vocabulary in other languages	Begins to build a bank of vocabulary in other languages	Begins to build a bank of vocabulary in other languages	Begins to build a bank of vocabulary in other languages
HRSE						

Year 1 Curriculum Map

Year 1

40 weeks	Autumn 1 (7+2)	Autumn 2 (6+4)	Spring 1 (6)	Spring 2 (4+4)	Summer 1 (6+4)	Summer 2 (6+1)
Week 1	(2days)	(4days) What are friendships?	Understanding my emotions.	Allergies.	Getting lost.	What is money?
Week 2	Rules.	Anti-bullying week	What am I like?	Sun safety.	Making an emergency phone call.	Keeping money safe.
Week 3	Caring for others: animals.	Recognising other people's emotions.	Ready for bed.	People who keep us healthy.	Safety with substances.	What is a bank?
Week 4	The needs of others.	Working with others.	Relaxation.	Adults in school.	(4days)	Saving and spending.
Week 5	Similar, yet different.	Friendship problems.	Hand washing and personal hygiene.	(4days) Adults outside of school.	Safety at home.	Jobs in and out of school.
Week 6	Belonging.	Healthy relationships.	CMH week		People who keep us safe.	Transition.
Week 7	Democratic decisions. Democracy week.	Gender stereotypes.			Appropriate contact.	(1day)
Week 8	What is family?					

Family and relationships (7)

Health and wellbeing (8)

Safety and the changing body (8)

Citizenship (6)

Economic wellbeing (6)

RSE Curriculum	Knowledge	Objectives PSHE Programme of study	Vocabulary	Resources In folder on Tpool.
KS1 Parents can not withdraw children from any lessons. Year 1 Lesson 1 Keeping clean	All children should be able to... -Use the scientific names introduced to name male and female body parts. -Identify some differences between males and females. -Identify the body parts that we keep private. -Understand the words 'no' and 'stop'. -Understand that people's bodies and feelings can be hurt. -Understand that girls and boys can like different things, or the same things. -Describe how they have changed since they were a baby. -Understand that peoples' needs change as they grow older.	H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	Difference Girls Boys Similarities Body Underwear Private Scientific words Genitals Penis Testicles Vulva Vagina Respect No Stop Feelings	Our bodies ppt Our bodies labelling sheet Is it ok ppt (Consent) Ask Teddy cards (Consent) Scenario cards (respect)

Lesson 2 Growing and changing Lesson 3 Different types of family and who to ask for help.	-Talk about things they would like to do when they are older. -Discuss some changes that people might go through in life. -Talk about their family and ask others questions about their family. -Describe physical changes humans go through as they grow up. -Explain the word 'consent'. -Describe some similarities and differences between families. identify different family members and different family structures.	R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried H27. about preparing to move to a new class/year group	Consent Permission Stereotype Gender Family Baby Toddler Child Teenager Adult Change Emotions Resilient	Growing up ppt (Stereotypes) Growing up pictures and activities Family ppt Family activity Getting older ppt Getting older activities
Year 1 Safeguarding Harmful sexual behaviour and peer on peer abuse.	Me and my online identity. Autumn 1 To understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. E Safety Week Be able to say what it means to stay safe and online and why it is important. Myself and my relationships. Autumn 2 Be able to describe how they are feeling, inc strong emotions. To know how to ask for help if a friendship is making them feel unhappy. Life education. Spring 1. Talk about the harmful aspects of some household products and medicines. Describe ways of keeping safe in familiar situations.	H11. about different feelings that humans can experience. H12. how to recognise and name different feelings. H13. how feelings can affect people's bodies and how they behave. H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things. H16. about ways of sharing feelings; a range of words to describe feelings. H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. H29. to recognise risk in simple everyday situations and what action to take to minimise harm. H32. ways to keep safe in familiar and unfamiliar environments. H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information	Talk Uncomfortable Worried Sad Safe E safety Online Strangers Unhappy Medicines Harmful products Kind Unkind Respect	

	Citizenship. Spring 2 To know about what is kind and unkind behaviour, and how this can affect others To learn how to treat themselves and others with respect; how to be polite and courteous. Healthy and safer lifestyles. Summer 1 Be able to give examples of staying safe and healthy.	and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. R14. that sometimes people may behave differently online, including by pretending to be someone they are not. R15. how to respond safely to adults they don't know. R16. about how to respond if physical contact makes them feel uncomfortable or unsafe. R17. about knowing there are situations when they should ask for permission and also when their permission should be sought. R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.		
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Religious Education

	Year 1				
	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	<i>How does a celebration bring a community together?</i>	<i>What do my senses tell me about the world of religion and belief?</i>	<i>What do Jewish people remember on Shabbat?</i>	<i>What does the cross mean to Christians?</i>	<i>How did the universe come to be?</i>
Religion	Muslim, Christian	Christian, Hindu, Jewish	Jewish	Christian	Christian, Hindu
Core Knowledge	- How Christians celebrate Christmas/Easter. - How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha. How do these festivals help to bring the religious communities together?	- The five senses (see, hear, smell, touch, taste) and how they are engaged in religion and worship - The worship practice of Hindu Puja - Visual art, e.g., Murti / Image of Hindu God - Artefacts, e.g., Arti Lamp has five wicks one for each blessing - Smell – incense is used as part of Hindu worship at a shrine	- The Jewish story of creation and relate it to observing Shabbat. - Jews believe in one God and that He is the creator. - Shabbat is celebrated as a weekly tradition for Jewish families. - The symbolism of the key artefacts used during Shabbat: - Candles – are lit before Shabbat to create peace in the home. - Challah Bread – a special plaited bread to show how Jews love Shabbat.	- The Easter narrative in the Bible. - Christians believe Jesus' died on a cross (crucifixion) to save people (salvation). - Christians believe Jesus came back to life (resurrection). Christians believe Easter gives people hope of a new life, now and in the future.	- The creation stories within Christian and Hindu traditions. - Non-religious ideas about the origin of the universe.
		Taste – food such as fruit is left at the shrine as an offering to the Gods	Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat. Zemirot – the special songs sung at the table for Shabbat.		
Key words	Celebration, Christian, Christmas, Community, Easter, Eid-ul-Adha, Festival, Muslim, Religion.	Sense, religion, worship, belief, shrine, mantra, puja, murti.	Jew/Jewish, Menorah, Challah Bread, Shabbat, Judaism, Synagogue, Creation, Kiddush Cup, Zemirot.	Christian, Cross, Crucifixion, Jesus, Resurrection, Salvation.	Brahma, Christian, Hindu, Creation, Origin, Universe, Vishnu, God

History

Year 1- History curriculum

Red - Chronological awareness

Orange - Interpretations of history

Green - Historical enquiry/Communication

Blue - Key knowledge

Purple - Historical vocabulary

Autumn 1- Geography

Black History Month -

1 lesson dedicated to theme of Black History Month. Posters/Comic strips/Artwork as evidence

Autumn 2- History - Local history: Our High Street

Key vocabulary:

Basildon

Different

Goods

Packaging

Payment

Price

Shops

Similar

Lesson 1 -

Begin to develop an awareness of the past. Know where some events studied fit on a timeline. Sequencing events on a simple timeline. Use a simple timeline starting at 'now' and moving back through the past. Make a simple observation about the past.

What was the High Street like before?

Starter: Examine class timeline - what did we do earlier in the day? This is in the past. What are we doing now? This is the present.

Tasks: Introduce the concept of the past to children. What do they understand as 'the past'? Explain this could be as recent as 5 minutes ago, or as long ago as the dinosaurs existed. Show visual timeline of a person growing and changing from baby, toddler, child, teen and adult labelled with 'Past' or 'Then' and 'Now' or 'Present'. What can the children notice? Can they see change over time? Children can then (with support if needed) create a timeline of their own lives using pictures and images to support, labelling with simple sentences e.g. I was born. My 1st birthday. I started school.

Plenary: Is there anything you want to find out about the past?

Lesson 2 -

Use some common words and phrases relating to the passing of time. Identify simple similarities and differences between periods. Understand that some things change and others stay the same.

How has the High Street changed?

Starter: Recap definition of past and present.

Tasks: Ask children if they remember if people change over time - do they think other things change over time as well? Show children two pictures of the shops outside the school (see resource in TPool folder). Can they notice any similarities or differences? This can be recorded on the flipchart and then photographed for book examples. Explain that over time, the buildings and shops around us have changed to be better help for the people who live there. Have pictures of shops in the past and modern shops for children to sort into a table (this can be a class activity which could be photographed and then stuck into books). How can they tell that one picture is in the past and one is modern? Can they spot technology in the modern photos?

Be careful of misconceptions - children might think the world was actually black and white in the past. Explain that photos were often taken in black and white, but not all photos from the past would be in black and white (show examples if needed).

Plenary: What resources have we used today to help us learn about the past? How much has our high street changed?

Lesson 3 -

Identify simple reasons for changes. Identify different sources show the past in different ways. Ask and answer how and why questions about people, stories or events.

What was in these shops before?

Starter: What changes did we notice on the high street from last lesson?

Tasks: Ask children if any of them have been to a shop before - what different things did they notice in the shop? This can include items sold, the tills, how parents paid for shopping etc. Explain to the children that in the past, there was a greater variety of shops which sold different items. Show images of the high street in the past - what can they spot? Have a table labelled with different types of shops in the past e.g. butchers, bakery, shoe shop, clothes shop and children can match pictures of items that would be sold in those shops to the correct shop.

Plenary: What changes have there been in the types of shop in our high street? Why do you think this might be?

Lesson 4 -

Identify simple similarities and differences between periods. Identify different sources show the past in different ways. Understand that some things change and others stay the same. Identify a primary source. Express a personal response to a story or event.

What was it like to shop for food and how was it packaged?

Starter:

Tasks: Recap the learning about shops in the past from last lesson. Explain that over time, changes have happened to the shops in the high street. Explain to the children that there are different kinds of shops that sell different things - Can they think of any modern examples? Show images of the high street today - what can they spot? Have a table labelled with different modern shops e.g. supermarket, game shop, clothes shop and children can draw pictures of items that they might be able to buy in those shops today. (Give pre-made images to children who may struggle.

Plenary: How have we learnt about the past today? How similar is shopping in the past and shopping now?

Lesson 5 -

Recognise why people did things and why events happened. Identify simple reasons for changes. Describe past events by using a range of mediums. Communicate findings orally using discussion, drama, pictures or physical objects.

What was it like to shop for food and how was it packaged?

Starter: What was it like shopping in the 1950's? Is it similar to how we shop today?

Tasks: Watch the video - KS1 History. Changes within living memory: Shops - BBC Teach . Focus on 2:26 onwards with interview with Hitsy. Pause video occasionally and record what shopping was like in the 1960's vs what it is like today. Children can then roleplay, first shopping in the 1960's - going to individual counters (tables) around the room to collect meat, eggs etc. which aren't packaged, paying with coins. If possible, a toy cash machine would be useful to show children how coins and notes were stored. Children to record 3 things they now know about shopping in 1960's (can use flip to support) e.g. They used coins. Eggs were loose. (I will look into buying toys to use here)

Plenary: Why is our food packaged differently now? Was it easy self-service shopping in 1950? Why do you think they changed to self service in supermarkets?

Lesson 6 -

Identify simple similarities and differences between periods. Communicate findings orally using discussion, drama, pictures or physical objects. Make a simple conclusion using a source. Ask and answer how and why questions about people, stories or events.

How did you pay for the purchases?

Starter: Recap of key knowledge - matching activity on smartboard of word and definition

Tasks: Recap learning from previous lesson using flipchart. Children now roleplay shopping today - going to one location and buying many items from one place, packaged in plastic. If possible, a toy cash machine would be useful to show children how coins and notes are still used, but this time with the addition of a card machine/scanner. Children to record 3 things they now know about shopping today (can use flip to support) e.g. We use card and coins. Eggs are in cartons.

Plenary: What have we learnt about shopping and our high street this half term? What sources have we used to help us find this out? Is there anything else we want to know?

Spring 1 - History - Explorers: Ibn Battuta

Key vocabulary:

Adventure

Country

Explore

Explorer

Journey

Landscape

Lesson 1 -

Begin to develop an awareness of the past. Make a simple observation about the past. Discuss who was significant in historical events. Describe past people by using a range of mediums.

Who are explorers and where have they travelled in different periods?

Starter: What journeys do you make? Where have you travelled to today? Where have you travelled from today?

Tasks: Ask the children if they have explored or visited places that they have not been to before. Inform them that there are people called explorers who travel/travelled to new places for different reasons. Mindmap of reasons why people might explore on flipchart. Show pictures of different explorers through time (e.g. Roald Amundsen, Neil Armstrong, Ferdinand Magellan). Children draw a picture of an explorer in their books and label them with reasons why they may have gone exploring and where they think they may have explored.

Plenary: Is there anywhere that you would like to explore? What would you wear there? How would you travel there?

Lesson 2 -

Identify simple differences and similarities between time periods. To use a simple timeline starting at now and moving back through the past. Know where some people studied fit on a timeline.

Who are explorers and where have they travelled in different periods?

Starter: Recap on why explorers travel

Tasks: Show children a map of the world and place explorers on the map in the places they lived. Then, move them to the places that they explored. Children to discuss how long their journeys were, what they may have seen on their journeys and what the landscapes would have looked like. Focus on 2-3 explorers if possible (not Ibn Battuta yet). Give children a simple timeline and pictures/paintings of the explorers with dates attached. Discuss with the children how we can tell if a picture is very old if it is black and white and will be more modern if it is in colour. Discuss that paintings came before photos. Children then sort the pictures onto their timelines. More pictures can be added if you wish.

Plenary: Why are the explorers dressed differently? How can we know what clothes they wore?

Lesson 3 -

Make a simple observation about the past. Make a simple conclusion using a source. Sequencing events on a simple timeline.

Who was Ibn Battuta and when did he travel?

Starter: Recap on what an explorer is. Can the children name any famous explorers from last lesson?

Tasks: Introduce the significant person the children will be studying - Ibn Battuta, a famous explorer from the past. Give them a picture of him and children can annotate what they notice about him from his picture. What can they tell about him? Where might he have lived? Where may he have explored? What question would they like to ask him? Children then given a comic strip type activity that tells them key events Ibn Battuta's life and exploration. They need to draw the events in each box and then sequence them in the right order. Pictures of Ibn Battuta and relevant locations for reference.

Plenary: How could we find out more about Ibn Battuta?

Lesson 4 -

Identify different sources show the past in different ways. Identify simple similarities and differences between periods. Identify a primary source. Understand that some things change and others stay the same.

Who was Ibn Battuta and when did he travel?

Starter: Recap on who Ibn Battuta was. Why did he start to explore?

Tasks: Read the children the story of Ibn Battuta's travels, highlighting on a map the places that he travelled and mention what the landscapes would be like. Show pictures/paintings of what those areas looked like in the past compared to today. Children to compare the pictures (1 country per group) and make a list of similarities and differences between the places Ibn Battuta would have explored and what we would see if we explored there today. Mention that while we know a lot about Ibn Battuta's travels because of his stories, mention that these were told to other people when Ibn Battuta was very old. Can we rely on his story to be 100% true?

Plenary: How reliable do we think Ibn Battuta's stories are?

Lesson 5 -

Make a simple observation about the past. Make a simple conclusion using a source. Sequencing events on a simple timeline.

How important was Ibn Battuta?

Starter: What countries did Ibn Battuta visit? How do we know about his exploration?

Tasks: Tell the children that we are going to be learning about a new explorer today - Neil Armstrong. Start of information about Neil Armstrong and his life. Children then given a comic strip type activity that tells them key events in Neil Armstrong's life and career. They need to draw the events in each box and then sequence them in the right order. Pictures of Neil Armstrong, rocket ships and NASA for reference. Children can then compare Neil Armstrong and Ibn Battuta - what similarities and differences can they spot?

Plenary: How could we find out more about Neil Armstrong?

Lesson 6 -

Ask and answer how and why questions about people, stories or events. Communicate findings orally using discussion, pictures or physical objects. Make a simple conclusion using a source.

How important was Ibn Battuta?

Starter: Recap knowledge about Neil Armstrong and his life and career.

Tasks: Ask children how we remember people who are significant. How do they remember family members who are important to them (pictures). Ask them how they think Ibn Battuta has been remembered and how Neil Armstrong has been remembered. Show them pictures, books, videos etc. How would they choose to remember Ibn Battuta and Neil Armstrong? (As statues, paintings, in songs, assemblies etc.). They can choose 1 way to remember each explorer. Why do they think that these explorers are significant and why do we remember them?

Plenary: How have we found out about explorers this half term? How can we remember explorers? Are some explorers more important than others?

Spring 2 - Geography

Summer 1 - History - Queen Elizabeth II's Platinum Jubilee

Resource - make timeline for books (A3 or A4) that has key dates from Elizabeth II's life on it e.g 1926. 1952. 1953. 2022. 2023

Key vocabulary:

Coronation

Jubilee

King

Monarch

Parliament

Power

Prince/Princess

Queen

Relative

Lesson 1 -

Begin to develop an awareness of the past. Identify different sources show the past in different ways. Make a simple observation about the past.

Why did we celebrate a Platinum Jubilee in 2022?

Starter: Recap key vocab from explorers unit

Tasks: tell children that they are going to be studying monarchs this half term. Define the term and ask children where they may have seen/read about monarchs before (e.g. fairy tales, royal family). Children given an illustration and annotate with the clues that show that one of the characters is a king/queen/prince/princess. Then, show them pictures of different British monarchs e.g. Victoria, Charles II, Queen Elizabeth II, Henry VIII. How can they tell that these people are monarchs? Are some of these pictures from a long time ago and are some more recent? How can we tell?

Plenary: What is a monarch? How can we tell if someone is a monarch?

Lesson 2 -

Identify simple similarities and differences between periods. To use a simple timeline starting at 'now' and moving back through the past. Discuss who was significant in historical events. Use simple vocabulary in answers.

Why did we celebrate a Platinum Jubilee in 2022?

Starter: Match 3 key vocabulary from this unit to their meanings

Tasks: Ask children if they know whether we have a king or queen - who are they and where do they live? Can they name any members of their family? Show a picture of King Charles III and check everyone knows who he is. Ask if they remember his coronation in 2023. Ask if anyone knows why this happened. Introduce Queen Elizabeth II and who she is in relation to Charles. Show a picture of her as a young girl and show newsreel clip of her as a child. Children to discuss what they can see/what they can tell about her from this. Could be recorded on iPads/written down to assess historical understanding. Repeat with picture of Elizabeth II from 2022/2023. Children find similarities and differences between young and old Elizabeth. Simple timeline, picture of young Elizabeth at one end and old Elizabeth at the other (2022). Explain that there is a long empty line between, which we will be filling in as we learn more about Elizabeth.

Plenary: Who was Queen Elizabeth II? Why do we think she was important?

Lesson 3 -

Know where some people/events studied fit on a timeline. Recognise why people did things and why events happened. Identify a primary source. Ask and answer how and why questions about people, stories or events.

Why did we celebrate a Platinum Jubilee in 2022?

Starter: Match 3 key vocabulary from this unit to their meanings

Tasks: Explain to the children that for Elizabeth to become queen, the monarch before her, her father George VI, had to pass away. Show video of King George's death announcement on silent and explain to the children what is happening and who some of the people are (the language can be very confusing otherwise!). Explain briefly what a primary

source is (something that is from the past).

<http://www.bing.com/videos/search?q=death+of+george+vi+announcement&&view=detail&mid=8C94D537C97A15FC7E108C94D537C97A15FC7E10&&FORM=VRD&ru=%2Fvideos%2Fsearch%3Fq%3Ddeath%2Bof%2Bgeorge%2Bvi%2Bannouncement%26FORM%3DHDRSC3>

What questions do the children have about what they are seeing? What would they like to find more about? Children can mind map these questions, using 'how' and 'why' starters in their books or share them for the flipchart if needed. Ask children to find 1952 on their timeline. How many years ago was it? (link to Maths, counting in tens).

Plenary: What source did we use to find out about the past today?

Lesson 4 -

Identify simple similarities and differences between periods. Understand that some things change and others stay the same. Identify simple reasons for changes. Communicate findings orally using discussion, drama, pictures or physical objects.

Why did we celebrate a Platinum Jubilee in 2022?

Starter: Match extra vocab for this lesson to their meanings (coronation, carriage, Westminster Abbey, Buckingham Palace, crown, sceptre, anoint, archbishop)

Tasks: Introduce the children to the concept of a coronation and that it is a ceremony that means the king/queen is officially seen as the monarch. Do they remember Charles III's coronation? Explain that Elizabeth also had a coronation, and that it is an important ceremony and celebration. Show video clips of Elizabeth's coronation and Charles' coronation. What similarities and differences can they spot? What items can they see? Recorded in books, one side of page for Charles, one for Elizabeth. Extension - why do they think things have changed over time? Add the coronation onto 1953 on their timeline.

If time (or as an extra activity), children could then roleplay the coronation, using music, costumes (if able) and paper crowns/coronation regalia. You could also work in a special coronation 'banquet' too!

Plenary: Have coronations changed? How have they changed? How would it feel to be part of a coronation?

Lesson 5 -

Sequencing events on a simple timeline. Use some common words and phrases relating to the passing of time. Make a simple observation about the past. Express a personal response to a story or event.

Why did we celebrate a Platinum Jubilee in 2022?

Starter: Recap vocab from local history

Tasks: explain to the children that Elizabeth II lived a very long life, and that she had a lot of family members. Can the children name any? Start of Elizabeth's life (?) Show pictures of the Queen over the years with different members of her family (e.g. her father, her sister, Charles as a child, Charles at his wedding. Young William and Harry, George, Charlotte and Louis). These pictures (with dates on) should be placed onto the timeline. Ask children how Elizabeth has changed over the years and why. How has her family has changed too? In books, in a comic strip format, children draw Elizabeth and her family in key events (e.g. as a child, at her father's death, her coronation, Charles' wedding, Platinum Jubilee etc.) and write 1 sentence/a few words about what they think it felt like for Elizabeth at the time of the picture.

Plenary: What questions would we like to have asked Elizabeth about her life?

Lesson 6 -

Identify different sources show the past in different ways. Identify a primary source. Ask and answer how and why questions about people, stories or events. Use simple vocabulary in answers.

Why did we celebrate a Platinum Jubilee in 2022?

Starter: What is a monarch? Define term 'significance'

Tasks: Ask the children where we might see evidence of the Queen or royals in their everyday lives (could be an activity sent home to parents to prep for lesson). Examples include post boxes, stamps and coins. Have the representations on these things changed over time? E.g. post box with a George VI monogram, coins with young Elizabeth vs old Elizabeth. Are these primary sources? Explain to the children that in 2022 we celebrated the Platinum Jubilee of Elizabeth - Smart on what the Jubilee was and how it was celebrated. Ask the children to put the Jubilee on their timeline. Then, children can assess how significant/important they think Queen Elizabeth II was and why. 1 sentence in books e.g. "Queen Elizabeth II was

Geography

Year 1- Geography curriculum

Red- Geographical enquiry and fieldwork

Green- Human and physical geography

Purple- Place knowledge

Blue- Locational knowledge

Each lesson to start with key vocabulary (to be taken from curriculum map), how the class will be being geographers and recap questions

Autumn 1- Where am I?

For every lesson:

Discuss how to best

formulate meaningful geographical enquiry questions and investigate possible answers- What is a map? Where is the UK? What is the weather like?

What is a map?

What are the 4 main points on a compass?

What symbol is used for a capital city?

What symbol is used for a city?

What is the weather like in the UK?

How is it different from other countries?

Which way is left/ right?

Lesson 1:

Discuss what physical and human geography is

Using aerial photographs and plan perspectives

Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map

Starter: Introduce the words human and physical geography

Use Google Earth to locate different places the children have been to and then focus on the school. <https://www.google.com/earth/about/>

What does the word aerial mean? Who might use them? Class discussion

What can you see? (Discuss colours, clouds, the sea, land.)

What do you think this feature could be? (The children may recognise: trees, buildings, rivers, the sea etc.)

What does aerial mean? (From above or from the air.)

What is an aerial view? (A view seen from above.)

Do some of these objects look different to how you normally see them?

When could an aerial view be useful? (Discuss how they may be useful to pilots, police helicopters, search and rescue, etc.)

Main: Ask the enquiry question: Where in the world are we? Explain that the children will be investigating this question.

Explain to the children that we can use aerial photographs to describe where something is. This is called a 'location'.

Using the link: *Google Earth*, zoom in on the UK. Explain that 'UK' is short for the United Kingdom.

Show the children that the UK is made up of four countries (a land or nation with its own government). Point to and name the four countries: England, Scotland, Wales and Northern Ireland. Ask the children if they can name the country they live in.

If possible, give the children time to explore *Google Earth* on their devices.

Our local area

Explain that the children will add labels to the features they can see in their local area.

Provide each table group with the large aerial photograph of their local area and a copy of the Activity: Labels cut up. In their table groups, the children add labels to the aerial photograph to identify features.

Move between tables, using the questions below to discuss the aerial photographs:

Do we live in a city, town or village? (See definitions.)

What is the name of our city/town/village?

What is the name of the country we are in?

What can you see in the aerial photograph? (Children may recognise local landmarks such as: school, town centre, park, trees, roads, as well as features in the school grounds such as a pond, field and play equipment.)

Lesson 2:

Discuss what physical and human geography is

Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map

Use and follow directional language (side/ forwards, backwards)

Starter: Recap learning about aerial photographs from Lesson 1 and the difference between human and physical geography. Encourage the children to notice similarities and differences between the aerial photographs from the previous lesson and the maps on their tables. Share ideas.

Questions:

What is a map? (A picture of a place drawn from above.)

What can you use these maps and atlases for? (The children may suggest: for directions and to find out information about a place.)

When would you use a map? (To find your way around.)

What is the difference between a globe and a map? (A globe is a three-dimensional sphere whilst a map is two-dimensional.)

What can you see on the maps? (Introduce the use of symbols to represent features. Symbols make the map easier to read and less cluttered.)

Which maps would you use to find different countries in the world? (An atlas or globe.)

Which map would you use to find out about our local area? (Small-scale maps.)

Explain to the children that they need to help an alien who has landed in school to find their way around the classroom.

The children will make a map to show the location of different objects in the classroom and where these objects are in relation to each other (i.e. distance and direction).

Main:

Ask the children the enquiry question: What can we see here?

Draw an aerial view of the classroom on a whiteboard, asking the children what features are in the room and where they are in relation to each other.

Questions

How can we make a map of our classroom?

What shape is the classroom? (Recap the idea of a bird's eye view.)

What objects would a bird see if it looked down on the classroom? (For example: tables, chairs, bookcases, interactive whiteboard.)

What do you think should be on the map to help the alien find their way around the classroom?

Directional language

To locate features, the children will need to use directional language. Directional language video: <https://www.youtube.com/watch?v=Clf21HQAmlw>

Children to create their own map of the classroom. Provide each table group with a large outline map of the classroom with the windows and doors already drawn. Move around discussing the messy maps with each group. Encourage the children to use directional language (e.g. near, far, left, right, next to) to explain their choices. Take photos for books.

Lesson 3:

Discuss what physical and human geography is

Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map

Use and follow directional language (side/ forwards, backwards)

Take the children outside for this lesson

Starter:

What features of our school do you recognise on the map?

What is the name of the village/town/city we live in?

What is the name of the country we live in?

What is human and physical geography?

Share the enquiry question with the children: What can we find in our school grounds?

Clarify that the word 'grounds' means the whole area that the school covers.

Ask the children to discuss the question briefly in pairs and then take feedback.

Display a digital copy of the playground map that you have prepared

Hand out to each pair of children the following:

A printed copy of your pre-prepared map of the school grounds (children needing more support should have the version with only three features shown).

A clipboard.

A pencil.

Stickers.

Explain that the children will work in their pairs and use the map in the playground to locate the school's features.

Establish the boundaries of the playground within which the children will be allowed to go. Alternatively, split the class into groups, each to be accompanied by an adult.

Take the children outside. Repeat the instructions about where the children are allowed to go in the school grounds or divide the children into groups to be accompanied by an adult.

Instruct the children to walk around the school grounds in their pairs and to identify the features on their maps. When they find a feature, explain that they need to identify it by adding a tick.

What do you think a symbol is? (A mark that represents a feature on a map.)

Why is it easier to have a symbol than a detailed drawing on a map? (The map would be too crowded and unclear to read.)

Where can we find out what the symbols mean? (Show the children how to use the key.)

How should we hold a map? (Show the children that we need to hold the map the right way around, so that words and symbols can be easily read.)

Lesson 4-

Discuss what physical and human geography is

Use and follow directional language (side/ forwards, backwards)

Starter:

What is human and physical geography?

Tell the children they are going to gather information in a survey to answer the enquiry question: How do we feel about our playground?

As a class, discuss what we like, what we don't like and how do we feel when we are on the playground?

Main: Take the children into the playground and show the children the three features they will focus on whilst conducting their survey; for example, the climbing frame, the bench and the field.

Ask the children to discuss with a partner what they like and dislike about each of these features, and then take brief feedback.

Provide each child with three sticky notes. Ask them to go to one of the three playground features and decide how they feel about the playground feature. Once they have decided, the child should draw either a happy, sad or neutral face on one of their sticky notes and attach it to the playground feature. The children should repeat this for all three features.

Take photographs of each feature and collect data using sheets provided.

Lesson 5-

Discuss countries that pupils have connections with (heritage or visited) including languages (PSHE)

Use world maps, atlases and globes to identify the UK and its countries and oceans

Starter: recap questions from previous lessons. Display a picture of the UK on the board and discuss as a class what it is. Do they know the countries? Do they know the capital cities?

UK song: <https://www.youtube.com/watch?v=RvDIZoQLgIE>

Main:

Using atlases

Children to be given a map of the UK. Using atlases locate the countries and oceans surrounding the UK. Children to label their map. Labels can be provided. Children to discuss what the letters UK means. Can they use the key to find other features of the UK? Capital cities/ airports etc.

Plenary- using the atlases, can they find countries they have visited before or find countries their families are from. Class discussion about heritage.

Lesson 6- assessment to be done in a way that is appropriate for the first half term of year 1

Autumn 2- History focus

Spring 1- History focus

Spring 2- Weather

All lessons:

Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers-

Why do we wear different clothes at different times of the year?

Why do people talk in different languages?

What 4 countries make up the UK?

What is your heritage?

Have you ever visited another country?

Lesson 1-

Discuss what physical and human geography is

Name and locate the four countries and capital cities of the UK.

Recognise keys and symbols- differentiating countries

Starter: Recap of learning from Autumn 1

What are the 4 seasons?

What is the weather like where we live?

Children to look back at their previous work and remind themselves of the countries in the UK and the oceans around it.

UK song: <https://www.youtube.com/watch?v=RvDIZoQLgIE>

Begin to discuss the continent of Europe and explain this is where we live.

Introduce the other continents: <https://www.youtube.com/watch?v=K6DSMZ8b3LE>

Use Google Earth/ world map/ globe to show where the UK is and the countries nearby

Main:

Using atlases

Ask the children to turn to the contents page in their atlas. Explain that an atlas is a book of maps and we can use the contents page number to find the map we want to look at.

Support the children to find a map of the UK and turn to the correct page. Ask the children to see if they can work with their partner to locate the four countries of the UK on the map.

Can they locate the capital cities on the map of the UK from previous lessons?

Children to colour in the country they live in- England. Can they answer questions using the atlas about the UK? Can they add a key- using a red square for the capital city?

Synopsis to be stuck into books about what children did that lesson as it will be on the map from previous learning.

Lesson 2:

Explain the four seasons and explain why we wear different clothes at different times of the year

Starter: Hand out a whiteboard and pen to each child and ask the children to record their answers to the questions on their whiteboards.

Example questions- What continent do we live in?

What is the capital city of England?

Fill in the blank: England is a _____ give options country, continent, capital city.

What are the 4 countries that make up the UK?

Main:

Display pictures of the 4 seasons.

children to discuss what they can see in the four photographs. Take feedback, then tell the children that it shows the four seasons. Ask the children to identify the four seasons shown in the photograph. Share ideas, then ask the children to think of some words to describe each season. Record these on a whiteboard using the headings 'autumn', 'winter', 'spring' and 'summer'.

Explain to the children that in the UK we have four seasons a year, each lasting approximately three months.

Questions

What are the four seasons? (Spring, summer, autumn and winter.)

What is it like in autumn, winter, spring and summer? (In autumn the weather can be rainy, windy and cold. In winter it's usually wet, snowy and frosty. In spring, the weather can be sunny, rainy, dry or windy. It is usually sunnier in the summer.)

Children will head outside and see if they can collect items that show what season we are in (Leaves, seeds, feathers, pine cones, grass, petals or blossom). Children should not be told what season it is. Pictures for books. Discuss when back in class. What clothes should we wear outside at the minute? Why? Class discussion about what clothes should be worn in the different seasons.

Lesson 3-

Know the 4 main points of a compass

Children to use the compasses in this lesson.

Starter: talk to your partners about the seasons- give them one minute. Call on children to 'speak like an expert'. Prompts can be put on the board:

The four seasons (spring, summer, autumn and winter).

What the weather is like in autumn, winter, spring and summer. (In autumn the weather can be rainy, windy and cold. In winter it's usually wet, snowy and frosty. In spring, the weather can be sunny, rainy, dry or windy. It is usually sunnier in the summer.)

The items you could collect to show seasonal changes. (Leaves, seeds, feathers, pine cones, grass, petals or blossoms.)

The season it currently is and how they know.

Their favourite season and why.

Spring, summer, autumn, winter.

The clothes you might wear in each season. (Spring - dress, jacket, trainers, long sleeve tops; summer - shorts, t-shirts, sandals, caps; autumn - tights, coats, boots, jumpers; winter - coats, scarves, gloves, woolly hats, tights, wellies.)

What is a compass? Children to be given a compass and time to explore them. Does anyone know the compass points?

Compass song: https://www.youtube.com/watch?v=f2I81_BFb-s

Take the children out into the school grounds and demonstrate to the children how to use a compass to find north. Explain that the arrow (usually red) always points north.

Pictures for books

Label a compass in their books.

Lesson 4:

Make simple observations of weather patterns in the UK

Discuss the UK and the weather changes

Starter:

Display pictures of different weather types

How can you describe this weather? (Children may use words such as shower, drizzle, downpour, frost, gale, wind, breeze, gust, sunny, cloudy, and foggy.)

What is your favourite type of weather and why?

What type of weather do we often have in autumn/winter/spring/summer? (In autumn the weather can be rainy, windy and cold. In winter it's usually wet, snowy and frosty. In spring, the weather can be sunny, rainy, dry or windy. It is usually sunnier in the summer.)

Main: Take the children outside and ask them if they know any ways in which we can observe and measure the weather. If possible, show the children some different instruments such as a thermometer, rain gauge and a weather vane (or wind streamer - see Teacher guidance). Discuss what the instruments are and how they are used.

Set up these instruments in the school grounds and support the children in making observations of how these measure the weather throughout the day.

How can we observe and measure the weather?

What is a thermometer used for? (Measuring the temperature.)

What is a rain gauge used for? (Measuring how much rainfall there is in a location over time.)

What is a weather vane used for? (Identifying the wind direction.)

Hand out the clipboards (one each) and the Activity: Weather diary (one each). Explain to the children that they will investigate the weather in the playground by keeping a weather diary for a week.

Explain the type of weather each symbol on the weather diary represents, then ask the children to sketch today's weather. Model how to describe the weather using the correct vocabulary, then challenge the children to add labels. Support the children recording the temperature using the reading from the thermometer.

Working in pairs, children then carry out one of the following three activities (see Have ready), depending on the weather:

Sunny days

Ask the children to observe shadows in the school grounds including their own. Tell them to choose one shadow, such as a tree or a bench. Ask them to draw around the shadow with chalk at different times of the day. If it becomes cloudy, discuss how the shadows change colour and shape.

Questions

Where are the shadows?

Why is there a shadow here? (The object is blocking the sun.)

What happens to the shadows if it becomes cloudy? (They may lose shape and change colour.)

Why are the shadows moving? (Explain to the children that the shadows move because as our planet rotates on its axis every 24 hours, the sun rises in the east and sets in the west.)

Rainy days

Ask the children to spot where in the playground puddles have formed and discuss why there are fewer on the grass. Measure the depth of the puddles using a stick and mark the levels using different coloured chalk at different times of the day. Discuss why the puddles may be getting deeper, have stayed the same or are shallower. On a warm day, draw around the puddles at different times of the day, then discuss why the puddle is becoming smaller.

Questions

How can you describe the rain? (Drizzle, shower, downpour etc.)

Where are the most puddles? Why? (The children may notice fewer puddles on the grass because the water has been absorbed into the soil.)

What has happened to the water in these puddles? (Discuss that on a warm day, the water can evaporate. On a colder day, it will take longer and could even turn to ice.)

Windy days

The children need to make a wind streamer (with adult support) before going outside to carry out their investigations (see Teacher guidance).

Ask the children to check the wind direction using their wind streamers in the same location of the playground at different times of the day. Support them in using a compass to determine which direction the wind is blowing. Ask the children to record their findings on the Activity: Weather diary. Challenge the children to explore what the wind is like in different locations in the school playground and discuss what they discovered. They can use their wind streamers to calculate the wind direction on windy days throughout the week.

After completing one of the three above activities, explain that the children will repeat the activity at different times of the day, e.g. morning, midday and afternoon, to look for daily weather patterns.

Questions

How does the wind feel today?

Is the wind speed constant or gusting?

Is it windy everywhere on the playground?

Which parts are less windy? Why?

Lesson 5:

Make simple observations of weather patterns in the UK

Discuss the UK and the weather changes

Starter: Provide the children with their copy of the Activity: Weather diary from Lesson 4 and ask them to discuss what the weather was like this week and what season it is.

Hand out the atlases (one between two). Ask the children if they can remember what the four countries of the UK are. Support them in using the contents page to find a map of the UK.

Ask the children if they know the name of the capital city of the country they live in and if they can locate this on the map. Within the atlas there should also be a key which shows the symbol for a capital city. Explain that a capital city is where a country's government is located. Ask the children if they know the names of any of the other capital cities of the countries of the UK and see if they can locate these on the UK map in the atlas.

What are the four countries in the UK? (England, Scotland, Wales and Northern Ireland.)

Where are these located?

Which country do we live in?

What is the name of the capital city of the country we live in?

What are the capital cities of the countries in the UK? (London, Edinburgh, Cardiff and Belfast.)

Main:

Looking at their map of the UK from previous lessons:

Discuss with the children what the weather is like today and if they think the weather is the same everywhere in the UK. Display the UK weather summary using the link:
<https://www.bbc.co.uk/weather>

Ask the children if they can describe what the weather is like in each capital city in the UK. Check that they understand what type of weather each symbol represents.

Tell the children to draw a weather symbol for today's weather in each capital city onto their maps of the UK.

Questions

What do the different weather symbols mean?

What is the weather like today?

What has the weather been like this week?

What is the weather like in each capital city?

Is the weather the same everywhere?

What is the weather like in the north today?

What season are we in?

Synopsis to be stuck into books about what children did that lesson as it will be on the map from previous learning.

Lesson 6:

Explain the four seasons and explain why we wear different clothes at different times of the year

Thin back to previous learning and discuss the different weather types and what kind of clothes should be worn and why.

Display today's UK weather summary using the link: BBC Weather and ask the children to discuss with their partner where the best place to go for a picnic would be. Take feedback, asking children to explain their answers.

Question

Where would be the best place for a picnic?

What should I wear? <https://www.pbslearningmedia.org/resource/evscps.sci.ess.watcyc.dress/dress-for-the-weather/>

Main:

Provide each child with a copy of the Activity: How do people prepare for the weather? For each season, ask the children to:

Draw what they might wear.

Write a list of activities they could do.

Questions

What would you wear in winter/summer/spring/autumn?

Why would you choose to wear this?

How is what you wear in winter different to what you would wear in summer?

What different activities might you do in summer/winter/spring/autumn?

Assessment to be done when appropriate.

Summer 1- History focus

Summer 2- Shanghai

Discuss how to best formulate meaningful geographical enquiry questions and investigate possible answers-

Where are the jungles?

Why are they there?

What is the equator?

What animals live here?

Why?

Lesson 1- fieldwork lesson- take children outside

Discuss what physical and human geography is

Starter: Recap of learning from previous topics

Look at a picture of Basildon- what can you see?

Explain to the children there are two types of geographical features:

Physical features - anything that occurs naturally on Earth, for example, a river, hill, forest or beach.

Human features - large things that have been built by people, for example, a city, town, shop, house or road.

Take feedback, then explain that it shows a city called Shanghai. Explain to the children that in this unit, they will answer the question, 'What is it like to live in Shanghai?'. First, they will investigate what they can see in their local area, before comparing this to Shanghai in later lessons.

Main:

In pairs, ask the children to discuss the following questions:

What do you see on your way to school? (Children may suggest: shops, houses, roads, car parks, a church, a bridge, the sea, fields or woods.)

Are they physical or human features? How do you know? (Encourage children to justify their answer, i.e. 'it was built by people', 'it is natural'.)

Explain to the children that they will walk around the local area to see what physical and human features surround the school. Divide the class into groups of four to six children with a supervising adult.

Hand out a teddy bear or soft toy to each group and explain that they will take their teddy to visit different physical and human features in their area. Hand out pencils, clipboards and a sheet of A4 white paper to each child and provide each group with a device to take photographs. Explain to the children that they will sketch the physical and human features they see and take a photograph of their teddy bear next to the different features.

Use the questions below to ensure the children are correctly identifying and describing the location of the physical and human features. Discuss any features that are more difficult to classify, such as a park, which is a human feature as it has been built by humans.

Questions

Is this a physical or human feature?

How do you know?

Where is this feature located? (Encourage the children to use directional language, e.g. next to, in front of, behind, close to, far from, etc.)

Where is the teddy bear? (Encourage the children to use directional language, e.g. the teddy bear is in front of/next to the...)

Lesson 2

Discuss what physical and human geography is

To recognise landmarks and basic human and physical features

Recognise keys and symbols- differentiating countries

Know the 4 main points of a compass

Print an aerial picture of our local area

Starter: Name 3 things we learnt about last lesson

Main:

Provide each pair with an aerial photograph of the local area and six sticky notes. Display the aerial photograph using the link: <https://www.google.com/earth/about/>. Ensure the children have the aerial photograph with north at the top. Show the children the route taken in Lesson 1. Ask the children to label the physical and human features they can see in the aerial photograph using sticky notes.

Hand out one sheet of sugar paper and felt tip pens to each pair. Explain that they will draw a map using the aerial photograph. Remind the children about what a symbol is, and explain that they can use a key to find out what different symbols mean.

Discuss ideas for symbols and colours for different features (such as a tree for woodland or a grey line for a road). Draw some ideas on the whiteboard or flipchart to create a key that the children can refer to.

Questions

Is our school in a village, town or city? (See definitions.)

What is a symbol on a map? (A mark that represents a feature on a map.)

Why is it easier to have a symbol than a detailed drawing on a map? (The map would be too crowded and unclear to read.)

Where can we find out what the symbols mean? (Show the children how to use the key.)

Ask the children to:

Draw an arrow marked 'N' in the corner of their map.

Use the aerial photograph to locate the school building, then draw this in the same location on their paper.

Draw at least four physical or human features on the sketch map using the aerial photograph to see where they are located.

Use the key on the whiteboard or flipchart to decide which symbols to use.

Ask the following questions as the children draw their maps, adapting them to the features in the local area:

What symbol could you use for the playground?

How can you show that the church is bigger than the shop?

What colour could you use to show the river?

Lesson 3- using an atlas

Discuss what physical and human geography is

To recognise landmarks and basic human and physical features

Recognise keys and symbols- differentiating countries

Know the 4 main points of a compass

Identify the 7 continents

Starter: compass points and symbols

Answers may include:

A symbol can be found on a map.

A symbol is a mark that represents a feature on a map.

Symbols should be clear and simple.

Symbols help us read maps to find out where things are.

We can find out what symbols mean using the key on the map.

A symbol we could use for the playground is ...

Symbols can also use colour to show what they mean, for example, a blue line for a river.

Main:

Continents song: <https://www.youtube.com/watch?v=K6DSMZ8b3LE>

Looking in the atlas to find the continents and then play game: <https://www.geoguessr.com/vgp/3004>

What are the names of the four countries of the UK? (England, Scotland, Wales and Northern Ireland.)

Can you locate where you live on the map?

Use the presentation to show the children that the land in the world is split into seven parts called continents. Recap that the UK belongs to a larger group of countries in a continent called Europe.

Ask the children to:

Locate Europe on the world map in their atlas.

Label Europe using the Activity: World map.

Using the Presentation: World map, drag and drop the label for Europe onto the correct location.

Questions

Which continent do you live in? (Europe.)

How many continents are there? (Seven.)

What are the blue parts of the world map? (Oceans - a large expanse of salt water.)

Which oceans are closest to the UK? (Atlantic Ocean and the North Sea.)

Introduce Asia as another continent.

Ask the children to:

Locate Asia on the world map in their atlas.

Label Asia using the Activity: World map.

Drag and drop the label for Asia onto the correct location using the Presentation: World map. Point out that it is the largest continent.

Explain to the children that they will be learning about China, a country in Asia.

Ask the children to:

Locate China on the world map in the atlas.

Label China in the correct box and colour (using a different colour to the UK) on the Activity: World map.

Click to reveal the location of China using the Presentation: World map. Point out that China is a much larger country than the UK.

Questions

In which continent is China located? (Asia.)

What do you notice about Asia? (It is the largest continent.)

Which ocean is closest to China? (Pacific Ocean.)

Lesson 4

Discuss what physical and human geography is

To recognise landmarks and basic human and physical features

Starter: <https://www.youtube.com/watch?v=FqZBIjKmls0> Name 5 things you learnt in this video

Main: Provide the children with the Resource: Images of China and ask them to sort the photographs into two groups - physical and human features.

Questions

Can you name any physical features you can see? (Mountains, river, desert and a beach.)

Can you name any human features you can see? (A city, towns, villages, shops, farms and the Great Wall of China.)

Are there any images that show both physical and human features? (Yes. The Great Wall of China is surrounded by mountains and hills; mountains and woodland surround the town.)

Ask the children to tell their partner their favourite feature and why. Take feedback.

Hand out the Activity: Postcard (one each) and ask the children to imagine they are visiting their favourite feature in China. Explain that they need to write a postcard to send home, explaining what they have seen and describing what the features looked like.

Display the Presentation: Postcard. Point out where to draw the feature and demonstrate how to write a description using the stem sentence.

Ask the children to say their sentences to their partners before designing their postcards.

Lesson 5:

Discuss what physical and human geography is

To recognise landmarks and basic human and physical features

Starter: display a picture on the board of a place in Shanghai and a place in Basildon. Can the children work out which is which and why, naming the human and physical features?

Main: Find Shanghai on Google Earth <https://earth.google.com/web/>

Ask the children:

In which country is Shanghai located? (China.)

What is a city? (A large, dense settlement containing many people, buildings and services.)

What do lots of people living in a city need? (Answers may include: shops, houses, jobs, schools, transport and things to do.)

What physical and human features can you see? (Recognise that Shanghai is on the coast. It has a large river that leads into the ocean. There are many tall buildings - explain that these are called skyscrapers.)

What do you think it is like to live in Shanghai?

Explain that the weather in Shanghai is tropical - it is warm most of the year but also gets a lot of rain.

Watch 5 minutes of this video: <https://www.bbc.co.uk/teach/class-clips-video/geography-a-child-led-introduction-to-the-chinese-city-of-shanghai/zdrtvk7>

Ask the children to consider the following questions:

What can you see? (Answers may include: tall buildings, skyscrapers, a river, roads, paths, traffic, boats and many people - explain that millions of people live in Shanghai.)

What can you hear? (Answers may include: traffic and people.)

How do people travel around Shanghai? (Using transport, such as cars, buses, boats or the metro - explain that this is an underground railway in a city.)

Hand out the Resource: Images of Shanghai (pre-cut), sugar paper, glue sticks and two different coloured felt tips (one between two). Instruct the children to stick the Shanghai images in the centre of the sheet of sugar paper.

Ask the children to work with their partners to label the physical features in the images using one coloured felt tip. They should then label the human features in the images using the other coloured felt tip.

Questions

Are there more physical or human features? (Human features.)

Why might this be? (There are many people in a city.)

What is a port? (A docking place for ships in the ocean, a river or lake.)

What do you think is on the boats? (People or goods.)

Lesson 6:

Discuss what physical and human geography is

To recognise landmarks and basic human and physical features

Starter: Give me 5- five things they have learnt so far this term

Main: Provide the children with the labelled aerial photograph of their local area from Lesson 2 and the labelled photographs of Shanghai from Lesson 5.

Ask the children to look for similarities and differences between each place's physical and human features with their partner.

Draw a table on the flipchart or whiteboard with three column headings - local area, Shanghai and both.

Take feedback and record the children's ideas in the correct columns.

Questions

Do you live in a city, town or village?

What physical/human features can you see in your local area?

What physical/human features can you see in Shanghai?

What is similar?

What is different?

Hand out the photographs brought in by the children of their view at home. Ask the children to discuss what they can see.

Questions

What can you see in your view from home?

What can we see in our view from school?

Is everyone's view the same or different? (Different.)

Ask the children to:

Draw their view from school in the first window. This could be done outside or from a suitable window in school.

Draw the view from a school in Shanghai in the second window.

Art and Design

Autumn 1 Sculpture / 3D work Once upon a Time	Autumn 2 Cooking Fruit Skewers	Spring 1 Painting Superheroes and Villains	Spring 2 Drawing Textures and Collage Dinosaurs	Summer 1 Printing Kings and Queens	Summer 2 Textiles and Collage Jungle Book
<i>In EYFS, children had the opportunity to build some simple structures and play with them. In this unit, the children will develop this skill further by building 'small worlds' with a simple, stable structure. The children will also begin to use mechanical systems for the first time by building a simple slider.</i> Lesson One: Making small worlds. Introduction to 3D work. Children should look at how to make imaginative and complex 'small worlds' out of Lego. Children can build their own 'small	<i>In EYFS, children had the opportunity to begin to explore and describe their simple ideas, select materials and discuss their work as well as begin to create basic designs and explore using/holding basic tools. They also had the opportunity to say what they liked and did not like and why as well as start to think about the need for a variety of foods in our diet in order to be healthy. In year 1, the children build on their prior knowledge from the early years by exploring fruit as a healthy food and evaluating existing fruits and then practising how to use tools safely and effectively in the process of making a</i>	<i>In EYFS, children had the opportunity to explore colours and different types of paint (water colour, poster paint). In year 1, the children will be introduced to mixing primary colours to make secondary colours. They will look at the work of Roy Lichtenstein and mix their own colours to create paintings.</i> Lesson one: Mixing primary colours. Children will be introduced to primary and secondary colours and how to mix them successfully. Children should have the opportunity to pour their own paint and mix them to	<i>In EYFS, the children will have learnt how to hold a pencil and make marks to create a picture. In year 1, children will start to explore how artists use pattern and marks to represent noises. Teachers can use examples from books, pictures and artists who illustrate stories.</i> Lesson One: Pattern Children to be introduced to how pattern is used in drawing and sketch different patterns of dinosaur scales. Teachers to focus on the pencil grip, what a pattern is and why artists use this technique. Pattern	<i>In EYFS, children were given the opportunity to print with simple objects. However, they would not have discussed printing as an art form before. In Y1, children will have an introduction to printing and have a go at printing using simple objects. They will then learn how to create a picture using only printing.</i> Lesson One: Introduction on printing. Children will be given an introduction into what printing is and look at artist examples. Children should have a go at printing their own handprint/fingerprints in repeating patterns. Children should be able to mix their own colours.	<i>In EYFS, the children may have seen simple examples of a collage. In Y1, children will look at what a collage is and how they can use a range of materials to create an animal/jungle scene.</i> Lesson One: What is collage? Children to learn what a collage is and how you can create a picture using materials other than paint and colouring pens/pencils. Children should design a jungle animal that they will create next lesson. Collage Materials - examples Paint Pencils Felt Tips

world' and explain what each part is. Small Worlds Building Blocks Strong Stable Lesson Two: Sliders Children should <i>begin</i> to explore and use mechanisms for example, levers and sliders. Children to make a slider where a character pops up. Mechanisms Levers Sliders Character Strong Stable Puppets Lesson Three: Making sculptures strong and stable. Children to create tin foil sculptures of people (Artist: Giacometti). Children to explore how to make the tin foil can be made	<i>fruit skewer. Children continue to develop their designing and evaluating skills.</i> Lesson One: Where does food come from? Children to explore African and non-African fruits. Children to look at Handa's surprise and explain why some fruit can only be grown in hot climates. Fruit Growing Ingredient Lesson Two: Evaluate existing products. Children to evaluate existing products. Ingredient Evaluate Products Senses Taste Texture Smell	create their desired colours. Mix Colour Primary Colours Secondary Colours Brush Pallett Water Pot Lesson Two: Roy Lichtenstein. Children will learn about Roy Lichtenstein (pointillism) and start to use cotton buds to create images. The children should consider what inspired the artist, evaluate his work. Teachers should focus on the colours in Lichtenstein's paintings. The children should create their own images using what they learnt last lesson about primary and secondary colours. Mix Colour	Drawing Sketch Pencil Repeating Patterns Pencil Grip Lesson Two: Use drawing to represent loud noises. Children to look how artists use drawing to represent loud noises. Children to sketch a dinosaur roar. Teachers to focus on pencil grip and how to use a range of marks to represent a loud noise. Pattern Drawing Sketch Pencil Repeating Patterns Pencil Grip Noise Marks Emotion Lesson Three: Use drawing to represent movement.	Printing Artist Colours Handprint Finger Print Repeating Patterns Patterns Lesson Two: Printing Shapes. Children will use what they learnt last lesson to print shapes to create images of part of a castle (bridge, tower) and then print them into their sketch books. Teachers should model how you can use printing to create several images. Printing Artist Colours Shapes Castle Repeating Patterns Patterns Lesson Three Planning a print. Children to look at some shapes that they can print with and plan a print of a castle ready	Colour Jungle Lesson Two: Use materials to make a jungle animal. Children to use their design from lesson one to make a jungle animal. Children should 'colour' their animal in using materials (magazines, newspapers, tissue paper). Children should look at materials and begin to explore how to manipulate them into being something that they are not. Collage Materials - examples Paint Pencils Felt Tips Jungle Colour Manipulating Materials Lesson Three:
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stronger, stiffer and more stable. Sculpture Strong Stable Giacometti Stiff Puppets Materials Lesson 4&5: Final project: Children to create a room for a character (their tin foil person) to live in. Children should include a slider and the other skills that they have learnt. Join different materials and explore different textures. Develop their own ideas and then decide which materials to use to express them. Make imaginative and complex 'small worlds' with blocks	Appearance Like Dislike Lesson Three: Using tools and equipment safely. Children to practise chopping fruit and putting it onto a skewer. Prepare Ingredient Method Process Tools Safely Equipment Skewer Chop Slice Thread Lesson Four: Design a product. Children to design a fruit skewer based on a <u>criteria</u> (colourful, interesting, a range of fruits) Ingredient Design Design criteria	Primary Colours Brush Pallett Water Pot Roy Lichtenstein Pointillism Cotton Buds Lesson Three: Planning a painting with primary and secondary colours. Children will plan a superhero cape that they will paint for their final project. They should use a range of a primary and secondary colours and note how they will mix the colours to make them. This design should be in the style of Roy Lichtenstein (pointillism). Mix Colour Primary Colours Secondary Colours Brush Pallett Water Pot Roy Lichtenstein Pointillism	Children to look how artists draw movement in stories. Children to sketch a dinosaur stomp. Teachers to focus on pencil grip and how to use a range of marks to represent a loud noise. Children should be confident enough to include pattern and a range of marks to represent a loud noise. Pattern Drawing Sketch Pencil Emotion Repeating Patterns Pencil Grip Noise Marks Movement Lesson 4&5 Final project: Children to draw a roaring, stomping, scaled dinosaur using all of the skills that they have	for their projects. They can draw around the shapes in their sketch book. Printing Artist Colours Shapes Castle Repeating Patterns Patterns Lesson 4&5 Final Project: Children should use the skills that they have learnt to print a final image of a castle. Children should be encouraged to use their knowledge of colour theory to help them to mix their own colours. Join different materials and explore different textures. Develop their own ideas and then decide which materials to use to express them.	Design a jungle scene with materials. Children will design a jungle scene that they will make out of materials for their final project. Children should think about what materials they should use Collage Materials - examples Paint Pencils Felt Tips Jungle Colour Manipulating Materials Lesson 4&5: Final Project Make a collage of a jungle using a range of materials. Children should explore different materials and to use and express them. Begin to design different materials
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and construction kits, such as a city with different buildings and a park. Develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Begin to build structures exploring how they can be made stronger, stiffer and more stable. Begin to explore and use mechanisms for example, levers, sliders. Key Words: Sculpture Giacometti Stiff Puppets Materials Mechanisms Levers Sliders Character Stable	Lesson Five: Make and evaluate. Children to make and evaluate their fruit skewer. Prepare Make Ingredient Method Process Evaluate Design criteria Tools Safely Equipment Skewer Chop Slice Thread Like Dislike Start to use the basic principles of a healthy and varied diet to prepare dishes. Start to understand where food comes from.	Cotton Buds Lesson 4&5: Final Project: Children to paint their capes using the skills that they have learnt (colour mixing, pointillism) and evaluate their own work. Teachers should see evidence of colour mixing by only giving children primary colours and encourage them to use their plan and mix their desired colours. Explore colour and colour-mixing with more depth. Children should know which colours mix together to create new colours. Begin to explore simple brush and painting technique. Respond to what they have seen,	learnt. Children should also try to include the dinosaur's emotions. Use drawing to represent ideas like movement or loud noises. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Pattern Drawing Sketch Emotion	Begin to use equipment and media correctly and be able to produce a clean printed image Key Words: Printing Artist Colours Shapes Castle Repeating Patterns Patterns	and explore different textures. Develop their own ideas and then decide which materials to use to express them. Begin to use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. Key Words: Collage Materials - examples Paint Pencils Felt Tips Jungle Colour Manipulating Materials
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Small Worlds Building Blocks	Start to design purposeful, functional, appealing products for themselves and other users based on design criteria. Start to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make- start to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Start to evaluate- explore and evaluate a range of existing products.	expressing their thoughts and feelings. Key Words: Mix Colour Primary Colours Secondary Colours Brush Pallett Water Pot Evaluate Roy Lichtenstein Pointillism Cotton Buds	Pencil Repeating Patterns Pencil Grip Noise Marks Movement		
	Start to evaluate their ideas and products against design criteria.				

Maths - Stem Sentences for Year 1

Number and Place Value [NPV]	Number Facts [NF]	Addition and Subtraction [AS]	Multiplication and Division [MD]	Fractions [F]	Geometry [G]	Measurement [M]
One part is ____. The other part is ____. The whole is ____. ____ is the whole. ____ is a part, and ____ The parts are ____ and ____ The whole is ____ ____ is equal to ____ I can partition ____ into ____ and ____ This represents ____ because ____ ____ is greater than ____ ____ is less than ____	One more than ____ is ____ One less than ____ is ____ This number pattern is increasing by ____ This number pattern is decreasing by ____ ____ plus ____ is greater than ____ because ____ If I know ____ then I know ____ because ____ I know ____ plus ____ is equal to ____ so I know that ____ plus ____ is equal to ____ ____ and ____ make ____	____ plus ____ is equal to ____ ____ subtract ____ is equal to ____ When we subtract, we start with the whole The whole is ____. The parts are ____ and ____ To find the unknown part/whole I need to ____ The difference between ____ and ____ is ____ ____ is (so many) greater than ____ ____ and ____ have a difference of ____	____ groups of ____ are equal to ____ ____ shared equally into groups of ____ makes ____ groups. I shared ____ into ____ equal groups. There are ____ in each group. The pattern is increasing in ____ The pattern is decreasing in ____ There are ____ groups of ten. There are ____ ones. ____ groups of ten are equal to ____ ____ groups of two are equal to ____ There will be ____ in each group.	Half of ____ is equal to ____ When I halve a number, I make two equal parts A half is one of two equal parts. There are ____ parts in total. ____ parts are shaded	A circle has one curved side. A square has 4 straight sides and 4 vertices. A triangle has 3 straight sides and 3 vertices. A ____ has ____ sides and ____ vertices.	There are 7 days in a week. There are 60 seconds in a minute. There are 12 months in a year. One pound is the same as one hundred pence. ____ is longer/shorter because ____ ____ is heavier/lighter because ____

Music

Year 1	Year 1 Unit 1	Year 1 Unit 2	Year 1 Unit 3	Year 1 Unit 4	Year 1 Unit 5	Year 1 Unit 6
Overview	Key knowledge: - Finding and keeping a steady beat - Simple rhythmic patterns using long and short - Simple melodic patterns using high and low	Key knowledge: - Finding and keeping a steady beat - Simple rhythmic patterns using long and short - Simple melodic patterns using high and low using voices	Key knowledge: - Finding and keeping a steady beat - Simple rhythmic patterns using long and short - Simple melodic patterns using high and low	Key knowledge: - Finding and keeping a steady beat - Simple rhythmic patterns using long and short - Simple melodic patterns	Key knowledge: - Finding and keeping a steady beat - Simple rhythmic patterns using long and short - Simple melodic patterns	Key knowledge: - Finding and keeping a steady beat - Simple rhythmic patterns using long and short - Simple melodic patterns

	Song Composer Genre Date Find The Beat Joanna Mangona and Pete Readman Hip Hop 2020/21 1-2-3-4-5 Joanna Mangona and Pete Readman Jazz 2020/21 Head, Shoulders, Knees And Toes Unknown Hip Hop 1960s Shapes Joanna Mangona and Pete Readman Pop 2020/21 We Talk To Animals Joanna Mangona and Rick Coates Pop 2020/21 Piano Sonata No. 11 - III. Rondo Alla Turca Wolfgang Amadeus Mozart Classical	The Christmas production will provide opportunities for ensembles and collaborative music with the performance. Musicianship Being able to perform as a group with varying songs, using voices, body percussion, percussion and movement.	Song Composer Genre Date If You're Happy And You Know It Unknown Pop Unknown Sing Me A Song Joanna Mangona and Pete Readman Waltz 2020/21 Sparkle Joanna Mangona and Pete Readman Pop 2020/21 Rhythm In The Way We Walk Joanna Mangona and Pete Readman Reggae 2020/21 Big Bear Funk Joanna Mangona and Pete Readman Funk 2020 Baby Elephant Joanna Mangona and Pete Readman	using high and low Song Composer Genre Date Days Of The Week Joanna Mangona and Pete Readman Jazz: Swing 2020/21 Name Song Joanna Mangona and Pete Readman Pop 2020/21 Cuckoo Joanna Mangona and Pete Readman Waltz 2020/21 Upside Down Joanna Mangona and Pete Readman Waltz 2020/21 Hush Little Baby Unknown Lullaby Unknown	using high and low Song Composer Genre Date Getting Dressed Joanna Mangona and Pete Readman Pop 2020/21 2 Dress Up Joanna Mangona and Pete Readman Jazz: Swing 2020/21 Brush Our Teeth Joanna Mangona and Pete Readman Pop 2020/21 Get Ready Joanna Mangona and Pete Readman Pop 2020/21 Up And Down Joanna Mangona and Pete Readman Pop 2020/21 Star Light, Star Bright Unknown	using high and low Song Composer Genre Date The Bear Went Over The Mountain Unknown Pop Unknown In The Sea Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21 Alice The Camel Unknown Marching Band Unknown Ten Green Bottles Unknown Country Unknown Zootime Joanna Mangona and Pete Readman Reggae 2020/21
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Year 1 Curriculum Map

	Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals	Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals	Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals	Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals	Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals	Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals
<u>Progression of knowledge and skills</u>	Musicianship: Understanding Music Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use <u>Solfa</u> . Listening: Respond/Analyse Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music. Singing Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture.					

	Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison. Notation Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. Creating: Improvising Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. Creating: Composing Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus. Create a story, choosing and playing classroom instruments and/or <u>soundmakers</u>. Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. Use music technology, if available, to capture, change and combine sounds. Use simple notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C
	F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D Performing Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.