

Year group: 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Super start/finish	TBC Year groups to add					
Visits out of school /Visitors in school	Walk around school area. Visit from the vicar - harvest assembly Tony bullock art day	Park visit to lister park	RE: Children visit local mosque.			Hunt for fossils on the beach or sail on a pirate ship in Scarborough. Tropical Butterfly House Pirate themed day out. TBC
	Last week of term: Football led by AT Rounders led by RB	Last week of term Badminton Led By RB Tag rugby Led by AT	Last week of term: Hockey led by AT Handball Led by RB	Last week of term Cross country led by RB Fitness (dance mats) led by AT	Last week of term Tennis led by RB Netball led by AT	Last week of term Sports week led by AT and RB
Maths						
English (inc texts used)	Major glad major Dizzy	Rapunzal	Hermelin	Where the wild things are	The secret of Black rock	The last wolf
Reading comprehension (inc main texts used/class novels)						
Science Seasonal changes - ongoing throughout the year.	How to connect with our body - body/senses - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Which parts of the body is associated with each sense? Can you label these parts? Why is it important that we have these parts? Seasonal changes ongoing		Everyday Materials - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials	Everyday plants. - identify and name a variety of common wild and garden plants, - identify and describe the basic structure of a variety of common flowering plants, - draw conclusions on what plants need to grow and keep tests fair by keeping all other variables the same.	Animals - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - explore different lifecycles including the lifecycle of a frog	Animals including humans (2) - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify and name a variety of common animals that are carnivores, herbivores and omnivores

	<ul style="list-style-type: none"> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> - focus on waterproof and not waterproof/ floating and sinking 	<p>Seasonal Changes ongoing</p> <ul style="list-style-type: none"> - observe changes across the four seasons - observe describe and compare weather associated with the seasons and how day length varies. 		<p>Seasonal Changes ongoing</p> <ul style="list-style-type: none"> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies.
<p>History</p>	<p style="text-align: center;"><u>Families Through Time</u></p> <ul style="list-style-type: none"> • To enable children to use common words and phrases relating the passing of time. Find answers to confidently answer questions of the past. • Discuss different types of family structures and roles today- How have these changed or remained the same over time? Similarities and differences between modern families and those from the past. • Show a series of different pictures of families from different times in history and compare with images in modern times. • Interview grandparents about when they were born and what life was like as a child for them. • Write a set of instructions on how to play a game from the past. • Compare, describe and sort artefacts from then and now-past and present venn diagram. • To understand differences between then and now-electricity, communication, toys and games, transport, shopping. 		<p><u>Local history</u></p> <p>This term we will focus on</p> <ul style="list-style-type: none"> • A significant local business man called Samuel Lister owner of Lister mill and the park named after him. • Looking at then and now of both places over time. • Then- Mill in full production. • Now- it has been renovated into flats. Links to Geography locality. • Workers day-children to dress as workers followed by a picnic in the park. Industrial museum trip (cultural capital). • Visit to the park walking via the mill. • Visit to the industrial museum 		
<p>Geography</p>	<p style="text-align: center;"><u>Our Local Area</u></p> <p>Children learn about where they live, where their school is and use and create maps to explore the school grounds and the local area. They will understand the terms settlement, urban and rural, human and physical and describe the differences.</p> <p style="text-align: center;"><u>Weather and seasons.</u></p> <p>Children learn about the different seasons and what the weather is like in each season. They will understand how the weather affects our daily life and the impact that it can have people's abilities to work.</p>		<p style="text-align: center;"><u>United Kingdom</u></p> <p>Children learn what the UK stands for. They will move onto looking at the four countries of the UK and the capital cities flags and surrounding seas around the UK.</p> <p>They will then use photographs to identify human and physical features of the countries of the UK. They will then think about the similarities between the images (they all have mountains,</p>		

					<p>rivers etc.) Children will then look at the features of the capital cities of the UK before finally creating an information sheet.</p> <p><u>Ongoing Weather and seasons.</u></p> <p>Children learn about the different seasons and what the weather is like in each season. They will understand how the weather affects our daily life and the impact that it can have people's abilities to work.</p>	
<p>Computing</p>	<p><u>Computer Science</u> Children will be taught basic computer skills such as how to log in, use a mouse and find keys on a keyboard.</p> <p>Children will learn what an algorithm is by following and giving basic instructions.</p> <p><u>Outcome:</u> Children will be able to explain that an algorithm is a series of instructions.</p> <p>They will be able to and follow simple instructions.</p>	<p><u>Computer Science</u> Children will recap what an algorithm is. Then they will identify and combine a series of commands to create an algorithm.</p> <p>The children will discuss the importance of sequencing the commands in the correct order.</p> <p>They will explore controlling other devices such as ipads, TV recording devices, Dance Mats, music players (CD players).</p> <p><u>Outcome:</u> Children will create an algorithm to move a sprite.</p> <p>They will also start to understand how technology is used in everyday life.</p>	<p><u>Data Handling</u> Children will start by sorting and grouping objects both practically and using technology.</p> <p>Children will interpret simple data and use this to generate and answer questions using pictograms.</p> <p><u>Outcome:</u> Their final pictogram will include data that the children can explain and interpret in a variety of ways.</p>	<p><u>Media</u> <u>Music:</u> Children will create music using a range of technology. They will use technology to compose and record sounds. Following this, they will share and discuss their final outcome.</p> <p><u>Outcome:</u> Children will use technology around school to record sounds, take photos. They will evaluate their photos and recordings based on given criteria.</p>	<p><u>Information Literacy</u> Children will use technology purposefully to source and manipulate digital content. Children will talk about how technologies such as the internet can be used for locating information quickly.</p> <p><u>Outcome:</u> Children to research using the search engines to find specific information.</p>	<p><u>Media</u> <u>Combining:</u> Children will start to add text and images to their work, developing keyboard familiarity and effective typing skills, control a mouse/touch screen to edit text appropriately and save/load their work.</p> <p><u>Outcome:</u> Children will create a simple book based on a topic, which includes text and pictures.</p>

Online Safety	<p><u>Safeguarding</u> At the start of every unit children will taught SMART rules. Children will be taught about how to identify safe behaviours in their day to day world such as:</p> <ul style="list-style-type: none"> • Not talking to or meeting strangers and how this applies in the online world. They will also identify trusted adults. • During discussion children will understand why it is important to be kind and considerate to others in the real and virtual world and how to do this. • Children will create links between the rules in real life and online. 					
Music	<p><u>Autumn 1 - hey you</u> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Hey You! - a Hip Hop song for children. There are Warm-up Games (including vocal warm-ups)</p>	<p><u>Autumn 2 - rhythm in the way we walk</u> This is a six-week Unit of Work. All the learning in this unit is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). There are Warm-up Games (including vocal warm-ups)</p>	<p><u>Spring 1 - in the groove</u> This is a six-week Unit of Work. All the learning in this unit is focused around one song: In The Groove</p>	<p><u>Spring 2 - round and round</u> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Round And Round.</p>	<p><u>Summer 1 - your imagination</u> This is a six-week Unit of Work. All the learning in this unit is focused around one song: Your Imagination.</p>	<p><u>Summer 2 - reflect, rewind and replay</u> Consolidate your learning and perform This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
PE	<p>Send and return unit 1</p> <p>Able to send an object with increased confidence using hand or bat.</p> <p>Move towards a moving ball to return.</p>	<p>Hit, catch and Run unit 1</p> <p>Able to hit objects with hand or bat.</p> <p>Track and retrieve a rolling ball.</p> <p>Throw and catch a variety of balls and objects.</p>	<p>Dance unit 1</p> <p>Respond to a range of stimuli and types of music</p> <p>Explore space, direction, levels and speeds</p> <p>Experiment creating actions and performing movements with</p>	<p>Dance unit 2</p> <p>Able to build simple movement patterns from given actions</p> <p>Compose and link actions to make simple movement phrases</p> <p>Respond appropriately to supporting concepts</p>	<p>Attack, defend and shoot unit 1</p> <p>Learners will have experienced a variety of games playing with beanbags and hoops.</p> <p>They will have practised throwing and catching and can demonstrate the basics of these skills.</p> <p>Attack, defend and shoot unit 2</p>	<p>Run, jump throw unit 1</p> <p>Pupils will begin to link running and jumping.</p> <p>To learn and refine a range of running which includes varying pathways and speeds.</p> <p>Develop throwing techniques to send objects over long distances.</p>

	<p>Sending and returning a variety of balls.</p> <p>Send and return unit 2</p> <p>Develop sending skills with a variety of balls</p> <p>Track, intercept and stop a variety of objects such as balls and beanbags</p> <p>Select and apply skills to beat the opposition</p>	<p>Hit Catch and run Unit 2</p> <p>Develop sending and receiving skills to benefit fielding as a team.</p> <p>Distinguish between the roles of batters and fielders.</p> <p>Introduce the concept of simple tactics</p>	<p>different body parts</p> <p>Gymnastics unit 1</p> <p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.</p> <p>Begin to carry basic apparatus such as mats and benches.</p> <p>To recognise like actions and link.</p>	<p>such as canon and levels</p> <p>Gymnastics unit 2</p> <p>To perform a variety of basic gymnastics actions showing control</p> <p>To introduce turn, twist, spin, rock and roll and link these into movement patterns</p> <p>To perform longer movement phrases and link with confidence</p>	<p>To recognise rules and apply them in competitive and cooperative games.</p> <p>Use and apply simple strategies for invasion games.</p> <p>Preparing for, and explaining the reasons why we enjoy exercise.</p>	<p>Run, jump and throw unit 2</p> <p>Increase stamina and core strength needed to undertake athletics activities</p> <p>Take part in a broad range of opportunities to extend strength, balance, agility and coordination</p> <p>Cooperate with others to carry out more complex physical activities</p>
<p>Art and Design</p>	<p><i>Geography link: Local area</i> <i>RE link: Christmas</i> <i>History link: Family through time</i> <i>ART Day</i></p> <p>Artist studies/Drawing: Giuseppe Arcimboldo Children will learn about Giuseppe Arcimboldo, a famous Italian Artist. They will create a self-portrait in the style of the artist with an outline using ballpoint pens, and coloured using crayons, pastels and chalks.</p> <p>Drawing/Artist study: Ton Schulten Children will look at the work of Dutch painter Ton Schulten who paints landscapes using bright blocks of colour.</p>	<p><i>Geography link: Local area/ Weather</i> <i>Science Link: Materials/Seasons</i> <i>DT link: Structures</i> Printing/Sculpture: Children will learn about repeated patterns. They will practise using found objects to print in their sketchbooks before using found materials as printing blocks to create colorful patterned papers. (DT link- see DT Autumn 2)</p> <p>Artist study: Barbara Hepworth Children will have the opportunity to recreate a sculpture in the style of Barbara Hepworth using clay.</p> <p>Printing:</p>	<p><i>DT link: Strengthening techniques</i></p> <p>Drawing: Children will follow step by step instructions to draw characters from our English topics. They will use felt tips, pastels or charcoals to colour their picture in one direction.</p> <p>Sculpture: Children will design and create their own 3d model. They will draw this first. They will use a range of junk to create a model.(DT link)</p> <p>Collage: A variety of materials (e.g. photocopies, fabric, crepe paper)</p>			

	<p>They will then draw a picture of the local area which includes our school and other key buildings in his style.</p> <p>RE: Christmas: Suggested activities for cards: Collage/draw a Christmas scene/finger print a Christmas tree</p>		<p>Children will create tree printings linked to their science learning on 4 seasons. They will collect leaves from a local area walk and choose appropriate colours to use.</p> <p>Science- Materials- Link to craftsmakers and their work.</p>			
<p>Design and Technology</p>	<p><u>History link: Family through time.</u></p> <p><u>Food Technology:</u> Children to create a simple savoury dish that their grandparents would have eaten when they were younger. Children to learn where these ingredients would have come from and discuss healthy eating.</p> <p>Raita (linking to History what our grandparents would have eaten)</p>	<p><u>Geography link: Local area</u></p> <p><u>Spring Term:</u> Following our English topic we will make a tower for rapunzal. children to choose a building they wish to recreate as a 3D model.</p> <p>Children to design, make and evaluate their model.</p> <p>Focus: Technical knowledge Children to explore how they can be made stronger, stiffer and more stable..</p>	<p><u>Science link and Art link: Technical knowledge: What is a slider? How does it work?</u></p> <p>Children to create a piece of art-work depicting a season of their choice. Children to add a slider to add movement to their picture</p>	<p><u>Food Technology</u></p> <p>Children to bake a mother's day cupcake.</p> <p>Revisit: Where do our ingredients come from? Discuss how foods with high fat/sugar content fit into a balanced diet.</p> <p>Children to use simple food preparation tools safely.</p>	<p><u>History link:</u> Make a model of cartwright hall, Lister mill. Use of junk to make a model.</p> <p>Children to design, make and evaluate their model.</p> <p><u>Key inventor/invention:</u> What is an inventor? What do they do? What inventions do we use in our everyday life to make our life easier?</p>	<p><u>Food Technology</u></p> <p>Children to bake fathers day biscuits.</p> <p>Revisit: Where do our ingredients come from? Discuss how foods with high fat/sugar content fit into a balanced diet.</p> <p>Children to use simple food preparation tools safely.</p>
<p>RE</p>	<p><u>Deep Question: Can you tell what somebody believes by what they look like?</u></p> <p>Christianity: Children will be taught that Christians believe in only one God. They will learn about the importance and significance of rosary beads and understand how these compare to tasbih</p>		<p><u>Deep Question: What is special to faith communities?</u></p> <p>Children will be taught about special objects for each of the religions studied. They will learn the names of each objects, how and why it is used and by whom. Children will be taught the names of places of worship for the religions studied. They</p>		<p><u>Deep Question: How does what believers do show what they believe?</u></p> <p>Children will know that religious show their faith through important rituals such as fasting and giving to others. They will learn about the holy month of Ramadan and its importance for the Muslim community. They be taught to compare the similarities and differences in the rituals of each the religions studied.</p>	

	<p>beads in Islam. Children will learn about the outfit worn by Vicars and priests and understand the significance of these robes. Children will learn what different coloured robes symbolise.</p> <p><u>Islam:</u> Children will learn about the importance of prayer for Muslims and how the holy Quran guides them in life. They will be taught about clothing worn by Muslims as part of everyday life and for prayer. Children will learn about the Islamic holy day and how this impacts their lives. They will learn about the significance of Eid and what Muslims wear in celebration of this day.</p> <p><u>Focus Religions:</u> Christianity and Islam</p>		<p>will learn how believers use the building for worship and will be able to describe key aspects of each religious house.</p> <p><u>Focus Religions:</u> Christianity, Islam and Judaism</p>	<p>Children will learn about Lent and the story of Holy week for Christians. They will understand the significance of the Easter story and the impact this has on the beliefs of Christians.</p> <p>Children will learn about the importance of Yom Kippur for Jewish communities.</p> <p><u>Focus Religions:</u> Christianity, Islam and Judaism</p>		
PHSE/SMSC	<p><u>Identity</u> The children will recognise what they like and dislike.</p> <p>They will celebrate their strengths and set simple but challenging goals.</p> <p>The children will recognise how it feels when there is change or loss (moving house, losing toys, pets)</p>	<p><u>Risk</u> The children will learn ways for keeping physically and emotionally safe. Including road safety and safety in the environment.</p> <p>They will know about people who look after them.</p> <p>They will learn how to make a call to the emergency services.</p>	<p><u>Health</u> The children will learn about good oral hygiene.</p> <p>They will learn about different types of feelings and some simple strategies to manage feelings.</p> <p>The children will recognise that household products can be harmful if not used properly.</p>	<p><u>Citizenship</u> The children will help construct rules and agree to follow them.</p> <p>They will recognise what is fair and unfair.</p> <p>They will understand that they can expect to be treated with respect and should also show respect to others.</p>	<p><u>Economic</u> The children will recognise that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>They will learn about their local environment and about some ways people local after it.</p>	<p><u>Relationships</u> The children will identify their own special people.</p> <p>They will understand that families are important for children growing up.</p> <p>They will be learning to respect the similarities and differences between people.</p>

	<p>SMSC is taught throughout the curriculum Equipping the children with skills to live with tolerance, respect and abide by rules set</p> <p>Spiritual education</p> <ul style="list-style-type: none"> • Exploring the values and beliefs of others to develop empathy and respect • Develop understanding of human feelings and emotions <p>Moral education</p> <ul style="list-style-type: none"> • Exploring behaviours and their consequences in order to recognise right and wrong and to make right choices for themselves <p>Social education</p> <ul style="list-style-type: none"> • Appreciating the rights and responsibilities of individuals within the wider social setting (families, school, local and wider communities) to develop understanding of how communities and societies function <p>Cultural education</p> <ul style="list-style-type: none"> • Exploring their own culture and the culture of others (locally and internationally) to develop understanding and respect for diversity, to challenge assumptions and negative stereotypes 					
Spanish	<ul style="list-style-type: none"> • Greetings • Numbers • Colours <p><u>Concepts:</u> communication fluency pronunciation intonation</p>	<ul style="list-style-type: none"> • Adjectives of size • Food <p><u>Concepts:</u> communication fluency pronunciation intonation</p>	<ul style="list-style-type: none"> • Parts of the body • Family • Boys and girls <p><u>Concepts:</u> communication fluency pronunciation intonation</p>	<ul style="list-style-type: none"> • Fruit & Vegetables. <p><u>Concepts:</u> communication fluency pronunciation intonation</p>	<ul style="list-style-type: none"> • Clothing, • Animals (pets, farm animals) <p><u>Concepts:</u> communication fluency pronunciation intonation</p>	<ul style="list-style-type: none"> • Larger numbers <p><u>Concepts:</u> communication fluency pronunciation intonation</p>
British Values	<p>Throughout the year, children will be taught about the British Values which are defined as:</p> <ul style="list-style-type: none"> • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of those of different faiths and beliefs. <p>These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), Religious Education (RE) and through circle time. The school also takes opportunities to actively promote British Values through our assemblies and they are reinforced in a variety of ways throughout the school day.</p>					

