HEYHOUSES C.E. PRIMARY SCHOOL
YEAR 1 CURRICULUM

At Heyhouses we aspire to be all that God has created us to be.

'I can do all thing through Christ who strengthens me.' Philippians 4:13

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

— Firm Foundations — Ambitious Learning — Flourishing for life —

Contents

Overview

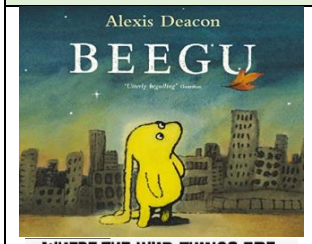
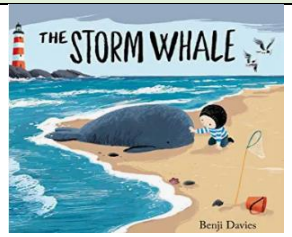
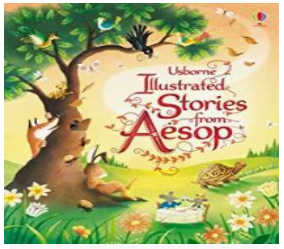
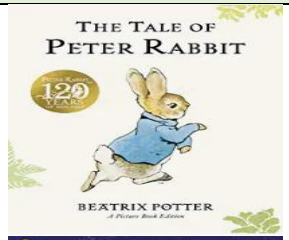
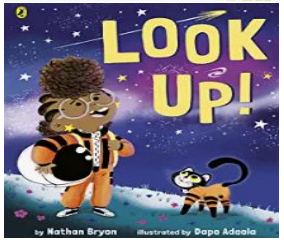
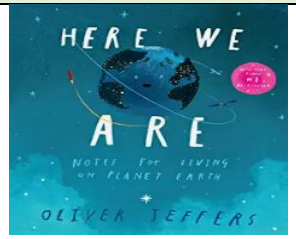
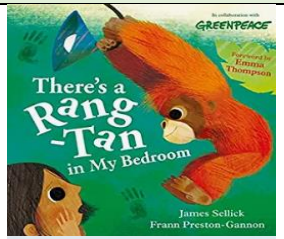
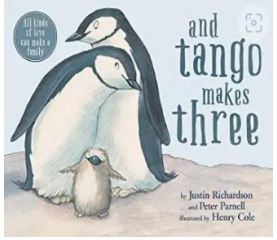
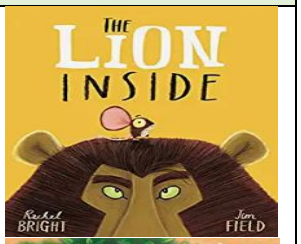
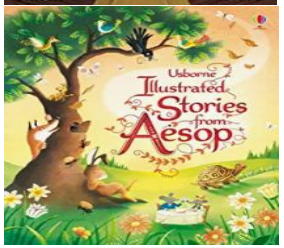
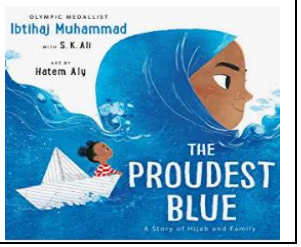
Year 1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals, including humans	Plants- Seasonal Changes	The Body and the Senses	Plants- Seasonal Changes	Everyday materials	Plants- Seasonal Changes
History		Toys from the past		Mary Anning	Seaside Holidays from the past & Grace Darling	
Geography	Local area: Our School		UK			Seaside
Design Technology		*Structures*: Constructing Windmills *Mechanisms*: Moving story book		*Mechanisms*: Wheels & Axels *Textiles*: Puppets	*Textiles*: Puppets continued *Cooking and Nutrition*: Smoothies	
Art and Design	Art with Elmer: Drawing, Painting, Sculpture, Collage		Castles: Drawing, Painting Collage, Printmaking			Under the Sea: Drawing, Painting Sculpture, Collage, Weaving
Music	Harvest	Christmas	'There's a Sunflower in my Supper'. Preparing specifically composed songs. Movement and performance.		Sounds Interesting	Charter
PSHE	TEAM	Diverse Britain	Be Yourself	It's My Body	Money Matters	Aiming High
Religious Education	Harvest Creation	Christmas	Jesus	Easter	Baptism	My World, Jesus' world. New Testament.
Computing	Programming animations	Moving a robot	Technology around us	Digital writing	Digital painting	Grouping data

Educational Visits / Visitors		
Autumn	**Spring**	**Summer**
		Music, Arts and Drama Festival

Reading

Each Year Group will have a suite of core texts that will form the depth study for the academic year. These texts represent a promise from the school to every pupil that it serves of the literature that it is committed to studying throughout a pupil's school journey. These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years. In addition to these texts, there are core poems that each year group will study in detail. Other texts that will be studied in part will be outlined within the curriculum. This spine represents the core texts for depth study.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 	 The Owl and the Pussycat *by Edward Lear*  The Boy Who Cried Wolf	 	 Chocolate Cake *by Michael Rosen*	 	  The Hare and the Tortoise 

Year 1

Writing Map

The writing sequence using the Increased Frequency Model

Each unit has a Block A and Block B version. *Green units* represent Block B. Block A is the first-time key concepts and text types are taught, with clear scaffolding provided to develop writing. Block B is the revisit unit allowing time for children to master the concepts previously taught and to build independence by reducing the scaffolding provided.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence composition	Stories with familiar settings	*Shape poems and calligrams - Enrichment*	*Stories with familiar settings*	*Poetry (pattern and rhyme) Enrichment*	*Poetry on a theme (nature) Enrichment*
Poetry (pattern and rhyme)	Instructional writing	Recount from personal experience	*Recount from personal experience*	*Informal letters*	*Instructional writing*
Setting descriptions	Shape poems and calligrams	Informal letters		*Setting descriptions*	
		Poetry on a theme (nature)			

Year 1

Maths

Autumn	Spring	Summer
Number – number and place value: • numbers to 10	Number – number and place value: • Numbers to 20	Number – multiplication and division
Number – addition and subtraction: • Part-whole within 10	Number – addition and subtraction within 20	Number – fractions: • Halves and quarters
Number – addition and subtraction: • Addition within 10	Number – number and place value: • Numbers to 50	Geometry – position and direction
Number – addition and subtraction: • Subtraction within 10	Measure – introducing length and height	Number – number and place value: • Numbers to 100
Geometry – 2D and 3D shapes	Measure – introducing weight and volume	Measure – money
		Measure – time

Science

Year 1 Science		
Autumn	**Spring**	**Summer**
• **Animals, including humans** • **Seasonal Changes- Plants**	• **The body and the senses** • **Seasonal Changes- Plants**	• **Everyday materials** • **Seasonal Changes- Plants**

Y1 Plants		
Scientific knowledge and understanding		**Vocabulary**
Revision Exploring the natural world Planting in reception Observing seasonal change	**Year 1** • **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.** Profession: Gardener	Local, plants, trees, leaves, flowers, blossom, petals, fruit, vegetables, seeds, roots, bulb, stem and trunk. Year, seasons autumn, winter, spring and summer. Observe, change, compare, same, different.

Scientific Enquiry		
Asking questions and recognising they can be answered in different ways	**Observing and using equipment**	**Performing simple tests**
While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.	Children explore the world around them. They make careful observations to support identification, comparison and noticing change (seasons). They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. They begin to take measurements, initially by comparisons, then using non-standard units	The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.

Science

Year 1

Identifying and classifying	Gathering and recording data	Using their observations and ideas to suggest answers to questions
Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.	Children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings.	Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. The children recognise 'biggest and smallest', 'best and worst' etc. from their data

<table>
<tr><th colspan="3">Y1 Seasonal Changes</th></tr>
<tr><th colspan="2">Scientific knowledge and understanding</th><td rowspan="2">Vocabulary
Year, seasons autumn, winter, spring and summer. Wind, rain, hail, snow, sunshine cloud. Day and night.</td></tr>
<tr><td>Revision
Observing seasonal change in reception.</td><td>Year 1
• Observe changes across the four seasons.
• Observe and describe the weather associated with the seasons and how day length varies.
Profession: Meteorologist</td></tr>
<tr><th colspan="3">Scientific Enquiry</th></tr>
<tr><td>Asking questions and recognising they can be answered in different ways
While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions.
The children answer questions developed with the teacher often through a scenario.
The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.</td><td>Observing and using equipment
Children explore the world around them.
They make careful observations to support identification, comparison and noticing change (seasons).
They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.
They begin to take measurements, initially by comparisons, then using non-standard units</td><td>Performing simple tests
The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher.
They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</td></tr>
</table>

Science

Year 1

Identifying and classifying Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.	**Gathering and recording data** The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings.	**Using their observations and ideas to suggest answers to questions** Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. The children recognise 'biggest and smallest', 'best and worst' etc. from their data

Y1 Animals, including humans		
Scientific knowledge and understanding		**Vocabulary**
Revision Zoo trip reception In reception Understanding the world, life cycles, growth, senses.	**Year 1** • **Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.** • **Identify and name a variety of animals that are carnivores, herbivores and omnivores.** • **Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).** • **Identify, name and draw and label the basic parts of the human body and say which part of the body is associated with each sense.**	Fish, amphibians, reptiles, birds and mammals, Carnivores, herbivores and omnivores. Compare, contrast, group, same, different. Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth. Senses, see, hear, smell, taste and feel.

Science

Year 1

Scientific Enquiry		
Asking questions and recognising they can be answered in different ways While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.	**Observing and using equipment** Children explore the world around them. They make careful observations to support identification, comparison and noticing change (seasons). They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. They begin to take measurements, initially by comparisons, then using non-standard units	**Performing simple tests** The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.

Identifying and classifying Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.	**Gathering and recording data** The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings.	**Using their observations and ideas to suggest answers to questions** Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. The children recognise 'biggest and smallest', 'best and worst' etc. from their data

Science

Year 1

Y1 Everyday materials		
Scientific knowledge and understanding		**Vocabulary**
Revision Understanding the World hands on exploration of materials.	**Year 1** • **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 of a variety of everyday materials.** • **Compare and group together a variety of everyday materials on the basis of their simple physical properties.**	Materials, wood, plastic, glass, metal, water and rock. Physical properties hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.

Scientific Enquiry		
Asking questions and recognising they can be answered in different ways While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.	**Observing and using equipment** Children explore the world around them. They make careful observations to support identification, comparison and noticing change (seasons). They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. They begin to take measurements, initially by comparisons, then using non-standard units	**Performing simple tests** The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.

Identifying and classifying Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.	**Gathering and recording data** **C**hildren record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing. They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings.	**Using their observations and ideas to suggest answers to questions** Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. The children recognise 'biggest and smallest', 'best and worst' etc. from their data

History

Year 1 History		
In Year 1 we will learn about toys from the past, Mary Anning and Seaside Holidays in the past & Grace Darling		
National Curriculum		
Toys from the past • Changes within living memory.	**Mary Anning** • The lives of significant individuals who have contributed to national and international achievements.	**Seaside Holidays from the past** • Events beyond living memory that are significant nationally or globally. • Significant historical events places in our own locality. **History Capital- Trip to the RNLI**

Toys from the past			
Prior Learning	The children have thought about toys in Reception. The children have begun to think about events in their lives and what time means to them- past and future.		
Year 1 will learn:	• What sort of toys children play with now. • What sort of toys their parents and grandparents played with. • The ways in which the toys are the same or different. • The games children used to play. • To discover who Grace Darling was, her actions and legacy. • To link this legacy to the works of the RNLI and how this has changed over time up to the present day in St Annes. **History Capital- Trip to the RNLI**		
Future Learning	Children will look at artefacts from the past throughout KS2 and the links made to St Annes will be revisited in Year 5 as they study Victorian St Annes. The topic of the RNLI will be revisited as Year 5 study the events of the Mexico Disaster. Significant historical figures will continue in Year 2 with Queens Elizabeth I and II and local figure of significance John Alcock.		
Chronological Understanding	**Events, People and changes**	**Historical Interpretation or Enquiry**	**Communication**
• I know the difference between present and past in my own and other people's lives. • I can talk about the passing of time using words such as 'a long time ago' and 'before'.	• I can talk or write about what has happened in my lifetime in time order. I can sometimes include family members and national events or festivals.	• I can find answers to some simple questions about the past from artefacts, stories, pictures, photographs, buildings and using the internet.	• I can draw, talk and write about parts of stories and events from the past. • I can use simple historical words such as now/then and same/different.
Key concepts	**community & culture** (old and new toys), **similarity & difference** (comparing toys), **evidence & interpretation** (artefacts)		
Vocabulary	**Retrieval Vocabulary:** Old, new, past, now, same, different		

History

	New Vocabulary: clockwork, wind up, spin, electronic, dominoes, jacks, cup and ball, marbles, spinning tops, diablo, a longtime ago, before, lighthouse, rescue

Mary Anning			
Prior Learning	This is the first time the children have learnt about a specific individual of national importance.		
Year 1 will learn:	• That dinosaurs lived many millions of years ago and came in many different shapes and sizes. • That fossils are the remains of creatures which lived millions of years ago. • That Mary Anning was a girl who found fossils in Lyme Regis. • About the life of Mary Anning and that she found the first complete fossil.		
Future Learning	The children will learn about other important individuals such as Elizabeth I and II in Year 2, Julius Caesar in Year 4, Henry VIII and Queen Victoria in Year 5, Winston Churchill in Year 6.		
Chronological Understanding	**Historical Interpretation**	**Historical Enquiry**	**Communication**
• I know the difference between present and past in my own and other people's lives. • I can place a few events and objects into time order. • I can talk about the passing of time using words such as 'a long time ago' and 'before'.	• I can retell some parts of historical stories and events.	• I can find answers to some simple questions about the past from artefacts, stories, pictures, photographs, buildings and using the internet.	• I can draw, talk and write about parts of stories and events from the past. • I can use simple historical words such as now/then and same/different.
Key concepts	**community & culture** (social norms), **exploration & invention** (palaeontology), **evidence & interpretation** (dinosaur bones and skeletons), **significance** (view of ancient history)		
Vocabulary	**Retrieval Vocabulary:** Old, new, past, now,		
	New Vocabulary: dinosaur, skeleton, bones, fossils, remains, Lyme Regis, curiosities, Ichthyosaurus		

History

Year 1

Seaside Holidays from the past & Grace Darling			
Prior Learning	They learnt about an important historical figure (Mary Anning) last term. They will know that things which happened in the past can be from a long time ago.		
Year 1 will learn:	• What seaside holidays were like in the past and compare with modern day. • What people wore and what they did at the seaside and compare with modern day. • That St Anne's was a popular destination for holidays in the past and it is still today. • How tourism has changed/remained the same over time.		
Future Learning	The children will learn about St Anne's as part of Year 5's study of St Annes, a Victorian town.		
Chronological Understanding	**Historical Interpretation**	**Historical Enquiry**	**Communication**
• I know the difference between present and past in my own and other people's lives. • I can talk about the passing of time using words such as 'a long time ago' and 'before'.	• I can retell some parts of historical stories and events.	• I can find answers to some simple questions about the past from artefacts, stories, pictures, photographs, buildings and using the internet.	• I can use simple historical words such as now/then and same/different. • I can use simple historical words such as now/then and same/different.
Key concepts	**community & culture** (seaside, holidays), **exploration & invention** (seaside, towns), **similarity & difference** (old and new), **evidence & interpretation** (source, artefacts)		
Vocabulary	**Retrieval Vocabulary:** old, new, timeline, seaside, holiday		
	New Vocabulary: promenade, transport, souvenirs, bathing machines, Punch and Judy, hokey pokeys, bandstand		

Year 1

Geography

Year 1				
Term:	**Ongoing (introduced in Autumn then ongoing)**	**Autumn**	**Spring**	**Summer**
Topic:	Weather	Local area: Our school	UK	Seaside
Key Knowledge:	Knows and can explain what the weather is like in our country. ● Knows and can name 4 types of weather that happen in the UK. ● Knows that weather changes throughout the year and can name the seasons. ● Knows and can explain how the weather can affect us. ● Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings. ● Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do. ● Knows and understands what weather forecasts show. ● Knows 3 or more weather symbols and can explain what they show. ● Knows what hot and countries might look like and how they might differ according to the weather. ● Knows three facts about the arctic.	● Every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street.** ● Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters. ● An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map. ● Maps have symbols on them to show us important buildings and other features of the area. ● Human features are characteristics of a place that were made by humans, for example shops and roads. ● Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants).	● London is the capital city of England. ● England is one of four countries in the U.K. ● The four countries in the U.K are: England, Scotland, Wales and Northern Ireland. ● The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast. ● The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean. ● Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches. ● Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops. ● Towns and countryside have	• Use key words to describe different places, including seaside locations. • Locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK. • Explain that seaside resorts can be found in the UK and worldwide. • Begin to classify key features of places into 'natural' and 'man-made'; • Observe aerial photographs of seaside locations to recognise basic human and physical features. • Understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past. • Describe a UK seaside resort in detail using a range of information; • Explain how an island is different from the mainland and locate some of the main British islands using an atlas. • Visit a seaside resort to carry out fieldwork and observations. • Use and follow simple compass directions (NESW). • Plan and follow routes on a map using map symbols. • Ask geographical questions – Where is it? What is this place like? How near/far is it?

Geography

Year 1

			similar and different geographical features.	
Cross Curricular Links	● Y1 Science: Seasons	● Literacy: Children write their address ● Maths: Geometry: children use maps to describe position, direction and movement	● Art: Sketching/painting a physical feature of the U.K.	
Key Skills:	● Observe the weather. ● Record observations in a weather diary. ● Describe what weather forecasts show. ● Work cooperatively (with a partner) to present a weather forecast for parts of the UK. ● Use 5 new key words to talk about the different types of weather and can explain what these words mean to my partner. ● Use ICT to design a poster campaign to help people look after themselves in very hot weather. ● Begin to locate a hot and cold county on a world map. ● Can research the Arctic with my partner and present facts to class friends. ● Use map skills to locate hot and cold places. ● Locate (find) the Arctic on a world map or a globe. ● Begin to locate other places such as the North Pole, South Pole and Antarctic.	● Name and give examples of some of the key features of their local area. ● Use observational skills to sort physical and human features using aerial photographs. ● Construct a map of the classroom using fieldwork observations. ● Use and recognise some basic map symbols and begin to understand how these can be used in a key.		

Geography

Year 1

School context:	● Children will observe the weather from suitable vantage points in school, during fieldwork.	● Children will learn about their local area by going on a local walk. They will identify local landmarks, facilities, and features of the area.	● Children will learn about the location of their homes and school in the wider context of the U.K. and the world. ● They will start to understand the similarities and differences between where they live and other places.	

KS1 Knowledge End Points:

Locational Knowledge:

● Can name and locate the world's seven continents and five oceans.

● Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge:

● Understands geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography:

● Can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

● Can use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

● Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

KS1 Skills End Points: Geographical Skills and Fieldwork:

Children will be able to –

- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photos and construct simple maps.
- Undertake simple fieldwork within school locality.

Year 1

Design Technology

Year 1 Design Technology			
Mechanisms/ Mechanical Systems	**Textiles**	**Cooking and nutrition**	**Structures**
Making a moving story book *Wheels and axels*	Puppets	Smoothies	Constructing a windmill

Structures: Constructing a windmill			
	Design	**Make**	**Evaluate**
Skills	• Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design.	• Making stable structures from card. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. • Finding the middle of an object. • Puncturing holes. • Adding weight to structures. • Creating supporting structures. • Cutting evenly and carefully	
	Technical	**Additional**	
Knowledge	• To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together. • To know that the sails or blades of a windmill are moved by the wind. • To know that a structure is something built for a reason. • To know that stable structures do not topple. • To know that adding weight to the base of a structure can make it more stable	• To know that design criteria is a list of points to ensure the product meets the clients needs and wants. • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. • To know that windmill turbines use wind to turn and make the machines inside work. • To know that a windmill is a structure with sails that are moved by the wind. • To know the three main parts of a windmill are the turbine, axle and structure. • To know that windmills are used to generate power and were used for grinding flour.	

Design Technology

Year 1

Mechanisms/Mechanical Systems: Making a moving story book ***Wheels and axels***			
	Design	**Make**	**Evaluate**
Skills	• Explaining how to adapt mechanisms, using bridges or guides to control the movement. • Designing a moving story book for a given audience. --- • *Designing a vehicle that includes wheels, axles and axle holders, that when combined, will allow the wheels to move.* • *Creating clearly labelled drawings that illustrate movement.*	• Following a design to create moving models that use levers and sliders. --- • *Adapting mechanisms, when:* ● *they do not work as they should.* ● *to fit their vehicle design.* ● *to improve how they work after testing their vehicle.*	• Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. • Reviewing the success of a product by testing it with its intended audience. --- • *Testing wheel and axle mechanisms, identifying what stops the wheels from turning, and recognising that a wheel needs an axle in order to move.*
	Technical		**Additional**
Knowledge	• To know that a mechanism is the parts of an object that move together. • To know that a slider mechanism moves an object from side to side. • To know that a slider mechanism has a slider, slots, guides and an object. • To know that bridges and guides are bits of card that purposefully restrict the movement of the slider. --- • *To know that wheels need to be round to rotate and move.* • *To understand that for a wheel to move it must be attached to a rotating axle.* • *To know that an axle moves within an axle holder which is fixed to the vehicle or toy.* • *To know that the frame of a vehicle (chassis) needs to be balanced.*		• To know that in Design and technology we call a plan a 'design' --- • *To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles.*

Design Technology

Year 1

Cooking and nutrition: Smoothies			
Skills	**Design**	**Make**	**Evaluate**
	• Designing smoothie carton packaging by-hand or on ICT software.	• Chopping fruit and vegetables safely to make a smoothie. • Identifying if a food is a fruit or a vegetable. • Learning where and how fruits and vegetables grow.	• Suggesting information to be included on packaging.
Knowledge	**Technical**		
	• To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).		

Textiles: Puppets			
Skills	**Design**	**Make**	**Evaluate**
	• Using a template to create a design for a puppet.	• Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing steps for construction.	• Reflecting on a finished product, explaining likes and dislikes.
Knowledge	**Technical**		
	• To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples. glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look.		

Art and Design

Year 1			
Term:	**Autumn**	**Spring**	**Summer**
Topic:	**Art with Elmer**	**Castles**	**Under the Sea**
Theoretical Knowledge	**Children will know:** • How to mix a range of colours. • That sculpture is three-dimensional art. • Children will know and be able to identify some of the key painting genres, including landscape and portrait. • Children will understand and use key vocabulary to demonstrate knowledge and understanding.	**Children will know:** • Children will learn about different techniques, materials and skills that enable them to create art. • Children will understand and use key vocabulary to demonstrate knowledge and understanding, including; line, shape, colour, and pattern.	**Children will know:** • How to mix a range of colours. • That printmaking is transferring an image from one surface to another. • About the lives, style and works of art of significant artists, architects, and designers, including Claude Monet • Children will know and be able to identify some of the key painting genres, including landscape. • Children will be able to recognise and know about some of the iconic works of art from the past 500 years, including some of Claude Monet's paintings of his garden at Giverny and to be able to explain how they were created.
Technical Knowledge	*Children will begin to understand the elements of art and be able to apply them to the creative process.* **Children will be able to:** **Drawing**: • Draw lines and shapes of different thicknesses and sizes. • Develop pencil control, learning how to draw and colour in carefully. Draw from both imagination, observation, and a range of sources. **Painting**	*Children will begin to understand the elements of art and be able to apply them to the creative process.* **Children will be able to:** **Drawing** Through experimenting with a range of drawing materials children: • Draw lines and shapes of different thicknesses and sizes. • Create detail, patterns and textures using different lines and marks. • Develop pencil control, learning how to draw and colour in carefully. **Painting** • Select the appropriate brush or painting tool to create different painted effects.	*Children will begin to understand the elements of art and be able to apply them to the creative process.* **Children will be able to:** **Drawing:** • draw lines and shapes of different thicknesses and sizes. • draw from both imagination, observation, and a range of sources. **Painting:** Through experimenting with a range of painting materials, children; • create new colours by mixing colours together. • select the appropriate brush or painting tool to create different painted effects. • apply an increasing range of brush strokes and techniques to create different paint effects.

Art and Design

Year 1

	• Apply an increasing range of brush strokes and techniques to create different paint effects. **Printmaking** • Use objects, stamps, and stencils to create images. • Use a range of techniques to create simple printing blocks. • Make repeating patterns using a range of printing techniques. **Collage** • Create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose.	• Develop brush control, learning how to paint carefully. **Textiles** • Use simple stitching to create pattern. • Decorate textiles using applique techniques. **Sculpture/3D** • Shape and combine different malleable materials using techniques to create interesting forms. • Cut, shape, and join different materials together to create interesting forms. **Collage** • Create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose.	**Printmaking:** • use objects, stamps, and stencils to create images. • use a range of techniques to create monoprints. **Collage** • create collage and mixed media compositions using a range of materials to convey an idea or for a given purpose.
Conceptual Knowledge	**Children will understand the creative process through:** • Using their imagination to create art. • Expressing feelings and emotions about their own art and the art of others. • Developing ideas linked to a topic they are interested in. • Comparing their art with iconic works of art by significant artists.	**Children will understand the creative process through:** • Using their imagination to create art. • Developing ideas linked to a topic they are interested in. • Talking about their art, explaining its meaning and their intentions. • Being able to identify ways in which to improve their artwork and the work of others.	**Children will understand the creative process through:** • Using their imagination to create art. • Choosing appropriate media and materials with which to create their art. • Developing ideas linked to a topic they are interested in. • Comparing their art with iconic works of art by significant artists. • Talking about their art, explaining its meaning and their intentions.

Music

Year 1

Y1	**Developing a sense of pulse and rhythm**	Harvest songs. Preparing Harvest hymns for Church Service integrated with Year 2. Develop awareness of use of voice. Controlling Pitch and duration of notes. Learning words from memory. Charanga – Pupils beginning to explore pulse, pitch and rhythm though songs and musical instruments. NC1.1, NC1.3, NC1.4	Christmas songs and Carols. Building on developing skills. Learning established Christmas Carols from memory, requiring wider vocal range and musical challenges, for performing to parents. NC1.1, NC1.3, NC1.4	'There's a Sunflower in my Supper' Preparing specifically composed songs. Developing awareness of pitch and duration of notes. Preparing and Learning songs from memory. NC1.1, NC1.3, NC1.4	'There's a Sunflower in my Supper' Rehearsing songs for musical performance to parents, integrating some movement to music. Performing to parents. NC1.1, NC1.3, NC1.4	Sounds Interesting. Learning the names of a variety of percussion instruments, recognising the sounds they make, exploring and learning to play them – tap it, shake it, scrape it. Make simple sound effect for a story. Learning about Timbre. NC1.1, NC1.2 MAD Festival movement to music, music appreciation, dance and drama activities through music. NC1.1, NC1.2, NC1.3, NC1.4	Learning Songs for Charter Assembly Preparing and learning songs for final Year 1 Charter Assembly for parents, using skills established throughout the year. NC1.1, NC1.3, NC1.4

	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Year 1	Keep a steady pulse in a group and be able to pick out two different tempos in music. NC1.3/ NC1.4	Repeat back short basic rhythms and perform rhythmic ostinatos. NC1.2/ NC1.4	Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids. NC1.1/ NC1.2/ NC1.4	Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard. NC1.3/ NC1.4	Improvise simple rhythms based on a given stimuli (e.g. rhythm grids). NC1.4	Play basic rhythms on untuned percussion instruments and using body percussion. NC1.2	Sing simple folk tunes in unison both with and without accompaniment or backing tracks. NC1.1

Year 1

Personal, Social, Health and Relationships Education

YEAR 1 PSHE and Citizenship (incl. RSE) Medium Term Plan				Health and Wellbeing	Living in the Wider World	Relationships
Term	**Area of the Curriculum**	**Topic/ Unit**	**Lessons**	**About this Unit**		
Autumn 1	Relationships	TEAM	1.Together, Everyone Achieves More 2.Listening 3.Being Kind 4.Bullying and Teasing 5.Brilliant Brains 6.Making Good Choices	This unit is inspired by the idea that if a team works well together, it has a positive impact on all its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. The children learn about the importance of being kind to others, the effects of bullying and teasing and what to do if it happens to them or they see it happening to others. They will also think about effective learning skills and how to identify good and not-so-good choices.		
Autumn 2	Living in The Wider World	Diverse Britain	1.My School 2.My Community 3.My Neighbourhood 4.My Country 5.British People 6.What Makes Me Proud Of Britain?	This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. The children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.		
Spring 1	Relationships	Be Yourself	1.Marvellous Me 2.Feelings 3.Things I like 4.Uncomfortable Feelings 5.Changes 6.Speak Up!	This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. The children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.		

Year 1

Personal, Social, Health and Relationships Education

Spring 2	Health and Wellbeing	It's My Body	1.My Body, My Business 2.Active And Asleep 3.Happy Healthy Food 4.Clean As A Whistle 5. Can I eat it? 6.I Can Choose	This unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.
Summer 1	Living in The Wider World	Money Matters	1.Money 2.Where Money Comes From 3.Look After It 4.Save Or Spend? 5.Want Or Need? 6.Going Shopping	This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need.
Summer 2	Living in The Wider World	Aiming High	1.Star Qualities 2.Positive Learners 3.Bright Futures 4.Jobs For All 5.Going For Goals 6.Looking Forward	In this unit, the children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.

Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	1.1 Harvest – How can we help those who do not have a good Harvest? How do people of Jewish faith celebrate the Harvest? 1.2 Creation: What are your favourite things that God created? What do people of Muslim and Hindu faith believe about how God made the world?	1.2. continued 1.3 Christmas Why do we give and receive gifts?	1.4 Jesus – what made Jesus special?	1.5 Easter: What do you think is the most important part of the Easter story?	1.7 Baptism – Why is baptism special? How do people of world faiths welcome new babies?	1.9 My World, Jesus' world: How is the place where Jesus lived different from where we live now? S9 New Testament: Which part of the story do you like best?

Computing

	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
Year 1	**Programming animations** Designing and programming the movement of a character on screen to tell stories.	**Moving a robot** Writing short algorithms and programs for floor robots, and predicting program outcomes.	**Technology around us** Recognising technology in school and using it responsibly.	**Digital painting** Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	**Digital writing** Using a computer to create and format text, before comparing to writing non-digitally.	**Grouping data** Exploring object labels, then using them to sort and group objects by properties.