

Year 1: Term One: Hot and Cold Countries – Wild World (GLT) / India (BLT)

Concepts						
Global Learning	<u>SCSM</u>		The UK - To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas To use world maps, atlases and globes to identify the United Kingdom and its countries. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		Celebrations <ul style="list-style-type: none"> Harvest Diwali Christmas 	
Knowledge	Science Animals, including humans: <ul style="list-style-type: none"> To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Seasonal changes: <ul style="list-style-type: none"> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies. 	History/Geography Geography: Locational knowledge: <ul style="list-style-type: none"> To name and locate the world's 7 continents. Place knowledge: <ul style="list-style-type: none"> To understand geographical similarities and differences. Human and Physical geography: <ul style="list-style-type: none"> To 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. 		Art <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing and painting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Children can: <ul style="list-style-type: none"> Name primary and secondary colours. Name the colours they use. 		
Skills	Working Scientifically: Throughout the year pupils should be taught to use the following practical scientific methods, processes and skills through the programme of study content. These objectives can be taught through use of Sam the Scientist but should also be evident during other science lessons:		Geographical skills and fieldwork: <ul style="list-style-type: none"> To use world maps, atlases and globes to identify the continents studied at this key stage. To use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right]. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map. 		Drawing - Children can: <ul style="list-style-type: none"> Hold and use drawing tools, using them with some dexterity. Draw using a variety of media e.g. pencil, pencil crayons, wax crayon, felt pens, pastels, chalk. Draw lines of varying Thicknesses. Draw on different surfaces e.g. different types of paper, tarmac, brick, concrete. Draw regular and irregular shapes from observation e.g. a single object, a group of objects, the space between objects. Move towards solidly filling in an outline. 	Painting - Children can: <ul style="list-style-type: none"> Experiment with different brushes/sponge applicators and explore a range of marks they can make. Mix primary colours to create secondary colours. Begin to work on different scales to develop an awareness of space. Begin to show control over the application of the paint. Apply colour to represent real life as well as imaginative ideas.
Vocabulary	Fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores.		Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 		Drawing Portrait, Self-portrait, Line drawing, Detail, Landscape, Thick, thin, Dark/light, Bold, Space, Shape(s), Regular shape, Irregular shape, Straight / curved	Painting Colour words, Primary colours, Secondary colours, Darker, Lighter, Brushstrokes – dab, stipple, long strokes, short strokes.

<p>Computing</p> <p>Online Safety:</p> <ul style="list-style-type: none"> To use technology safely and respectfully <p>With a focus on:</p> <ul style="list-style-type: none"> Self Image & Identity Online Relationships Privacy & Security 	<p>DT</p> <p>Design</p> <ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria
<p>Music</p> <p>Hey you!</p> <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music To experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Activity focus:</p> <ul style="list-style-type: none"> To find and march in time with a pulse. To copy and clap back rhythms To make up your own rhythm To sing in a group To play instruments using one or two notes To compose a simple melody. 	<p>RE</p> <p>Who is a Christian and what do they believe?</p>
<p>PE</p> <p>Outdoor games</p> <ul style="list-style-type: none"> master basic movements including running and jumping as well as developing balance, agility and co-ordination. 	<p>PSHE</p> <p>PSHE - Living in the Wider World</p> <p>Session 1</p> <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them <p>Session 2</p> <ul style="list-style-type: none"> what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. <p>Session 3</p> <ul style="list-style-type: none"> about the importance of telling someone — and how to tell them — if they are worried about something in their family <p>Session 4</p> <ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help <p>Session 5</p> <ul style="list-style-type: none"> about what it means to keep something private, including parts of the body that are private <p>Session 6</p> <ul style="list-style-type: none"> to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe <p>Session 7</p> <ul style="list-style-type: none"> when it is important to ask for permission to touch others how to ask for and give/not give permission <p>Session 8</p> <ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel <p>Session 9</p> <ul style="list-style-type: none"> about what respect means <p>Session 10</p> <ul style="list-style-type: none"> about class rules, being polite to others, sharing and taking turns