

Year 1: Term One: Hot and Cold Countries – Frozen Planet – Could you survive a week in Antarctica?

Concepts													
Global Learning	<p>SCSM – Me & My World</p> <table border="1" data-bbox="235 240 1509 496"> <tr> <td data-bbox="235 240 555 284">Social</td> <td data-bbox="555 240 875 284">Cultural</td> <td data-bbox="875 240 1196 284">Spiritual</td> <td data-bbox="1196 240 1509 284">Moral</td> </tr> <tr> <td data-bbox="235 284 555 496"> <p>To use a range of social skills to work alongside and together with a range of different children.</p> <p>To develop whole school / year group / class activities. PSHE - Relationships</p> </td> <td data-bbox="555 284 875 496"> <p>To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Stories from around the world.</p> </td> <td data-bbox="875 284 1196 496"> <p>To consider their own beliefs and learn about and respect those of the world around them</p> <p>RE – 1.8 How we should care for others and the world and why does it matter? Part 2</p> </td> <td data-bbox="1196 284 1509 496"> <p>To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues</p> <p>Environmental Issues & Recycling</p> </td> </tr> </table>				Social	Cultural	Spiritual	Moral	<p>To use a range of social skills to work alongside and together with a range of different children.</p> <p>To develop whole school / year group / class activities. PSHE - Relationships</p>	<p>To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Stories from around the world.</p>	<p>To consider their own beliefs and learn about and respect those of the world around them</p> <p>RE – 1.8 How we should care for others and the world and why does it matter? Part 2</p>	<p>To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues</p> <p>Environmental Issues & Recycling</p>	<p>Celebrations – RE – 1.6 How & Why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> Harvest Diwali Christmas <p>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</p>
Social	Cultural	Spiritual	Moral										
<p>To use a range of social skills to work alongside and together with a range of different children.</p> <p>To develop whole school / year group / class activities. PSHE - Relationships</p>	<p>To have a willingness to participate in and respond positively to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</p> <p>Stories from around the world.</p>	<p>To consider their own beliefs and learn about and respect those of the world around them</p> <p>RE – 1.8 How we should care for others and the world and why does it matter? Part 2</p>	<p>To show interest in investigating moral and ethical issues, offer reasoned views, and understand and appreciate the viewpoints of others on these issues</p> <p>Environmental Issues & Recycling</p>										
	<p>Science</p> <p>Animals, including humans:</p> <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). <p>Seasonal changes:</p> <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. 	<p>History/Geography</p> <p>Geography:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> To name and locate the world's 7 continents. <p>Place knowledge:</p> <ul style="list-style-type: none"> To understand geographical similarities and differences. <p>Human and Physical geography:</p> <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. 	<p>Art</p> <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 <p>Children can:</p> <ul style="list-style-type: none"> Name primary and secondary colours. Name the colours they use. 										
Skills	<p>Working Scientifically: Year one. 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:</p> <p>Pupils should be:</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> To ask simple questions and suggest ways in which they may be answered. (Where appropriate, this may include research using secondary sources.) <p>observing closely, using simple equipment</p> <ul style="list-style-type: none"> To observe closely, using simple equipment. Where appropriate, to observe changes over time. <p>performing simple tests</p> <ul style="list-style-type: none"> To perform simple, comparative tests. <p>identifying and classifying</p> <ul style="list-style-type: none"> To identify and classify objects, materials and living things. To classify within a given criteria and, with support, begin to make decisions about how items may be grouped or sorted. <p>using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> To use observations and ideas to suggest answers to questions. With guidance, begin to notice simple patterns. <p>gathering and recording data to help in answering questions.</p> <ul style="list-style-type: none"> To gather and record data to help in answering questions. <p>Vocabulary: Year one -Question, find out, observe, describe, test, compare, group, pattern -Measure, length, height, weight, time, temperature -Record, results, table</p>	<p>Geographical skills and fieldwork:</p> <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. 	<p>Drawing - Children can:</p> <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. 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. 	<p>Painting - Children can:</p> <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. 									

Year 1: Term One: Hot and Cold Countries – Frozen Planet – Could you survive a week in Antarctica?

Vocabulary	<p>Vocabulary: Animals</p> <ul style="list-style-type: none"> Fish, amphibian, reptile, bird, mammal Common names of fish, amphibians, reptiles, birds, mammals including pets and those found in the local environment Common structure of animals and humans including head, face, ears, hair, eyes, nose, mouth, teeth, cheek, chin, neck, body, arms, hands, fingers, paws, fins, wings, legs, feet, toes, tail, skin, scales, fur, feathers Herbivore, carnivore, omnivore See, look, hear, listen, touch, feel, taste, smell <p>Vocabulary: Seasonal Change</p> <ul style="list-style-type: none"> Spring, summer, autumn, winter Day, night, light, dark, sunrise, sunset Sun, rain, snow, hail, precipitation, wind, cloud, cloud cover Deciduous, evergreen tree 	<p>Use basic geographical vocabulary to refer to:</p> <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 	<p>Drawing</p> <p>Portrait, Self-portrait, Line drawing, Detail, Landscape, Thick, thin, Dark/light, Bold, Space, Shape(s), Regular shape, Irregular shape, Straight / curved</p>	<p>Painting</p> <p>Colour words, Primary colours, Secondary colours, Darker, Lighter, Brushstrokes – dab, stipple, long strokes, short strokes.</p>
-------------------	--	--	--	--

<p>Computing</p> <p>Moving a Robot</p> <ul style="list-style-type: none"> To explain what a given command will do To combine backwards and forwards / left and right to make a sequence To plan a simple program To find more than one solution to a problem 	<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>Charanga: Rhythm in the way we walk and Banana rap</p> <p>Theme: Pulse, rhythm and pitch, rapping, dancing and singing.</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>Christmas: Nativities</p>	<p>RE – Key Questions</p> <p>How we should care for others and the world and why does it matter? Part 1 Talk about how religions teach that people are valuable, giving simple examples. Re-tell Bible stories and stories from another faith about caring for others and the world. Talk about issues of good and bad, right and wrong arising from the stories. Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</p> <p>Who is a Christian and what do they believe? Part 1 Recognise some Christian symbols and images used to express ideas about God. Ask some questions about believing in God and offer some ideas of their own. Respond thoughtfully to a piece of Christian music and a Bible text that inspired it. Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. Answer the title question thoughtfully, in the light of their learning in this unit.</p> <p>How & Why do we celebrate special and sacred times? Harvest / Christmas / Easter / Ramadan & Eid il Fitr / Pentecost Identify a special time they celebrate and explain simply what celebration means. Talk about ways in which Jesus was a special person who Christians believe is the Son of God. Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr. Identify some similarities and differences between the celebrations studied.</p>	

Year 1: Term One: Hot and Cold Countries – Frozen Planet – Could you survive a week in Antarctica?

<p>PE</p> <ul style="list-style-type: none"> • 12 Fundamental Skills <ul style="list-style-type: none"> ○ Static Balance: One Leg ○ Static Balance: Seated ○ Static Balance: Floor Work ○ Static Balance: Stance ○ Dynamic Balance: On a line ○ Dynamic Balance to Agility: Jumping and Landing ○ Counter Balance: With a Partner ○ Coordination: Sending and Receiving ○ Coordination: Ball Skills ○ Coordination: Footwork ○ Agility: Ball Chasing ○ Agility: Reaction/Response • Master basic movements including running and jumping, as well as developing balance, agility and co-ordination. • Increase physical and mental health through exercise 	<p>PSHE – Relationships</p> <p>Families and friendships</p> <p>Roles of different people; families; feeling cared for</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 - what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. - about the importance of telling someone – and how to tell them – if they are worried about something in their family <p>Safe relationships</p> <p>Recognising privacy; staying safe; seeking permission</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 - about what it means to keep something private, including parts of the body that are private - 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 - when it is important to ask for permission to touch others how to ask for and give/not give permission <p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful</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 - about what respect means - about class rules, being polite to others, sharing and taking turns
---	---