

Y1 2022-2023

Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn 1 <i>Get out of my swamp!</i>	Autumn 2 <i>Flight</i>	Spring 1 and 2 <i>Toys</i>	Summer 1 <i>Poles Apart</i>	Summer 2 <i>Save our Seas!</i>
Unit outcomes	<p>Use geographical language such as near, far, next to, beside, to describe the positions of objects and places in relation to others.</p> <p>Know how to create a visual map of a journey.</p> <p>Compare contrasting settings using appropriate vocabulary.</p> <p>Know and be able to retell a variety of traditional tales.</p>	<p>How a hot air balloon works.</p> <p>Be able to describe what it is like to ride a hot air balloon.</p> <p>Be able to recognize and interpret impressionist art.</p> <p>Be able to recall information about the first ever flight and the jet era.</p> <p>Know about the set up and roles in an airport.</p> <p>Use atlases and maps to locate countries around the world.</p> <p>Understand the term migration.</p> <p>Compose music related to flight using a range of instruments.</p>	<p>Recognise the difference between toys of the past and those of today.</p> <p>Compare toys from the world and consider whether all children have the same access to toys.</p> <p>Investigate toys made from recycled materials.</p> <p>Use their scientific knowledge to consider the properties most suitable for different toys and design a toy for a specific purpose.</p> <p>Create art work based on their own toys.</p> <p>Create dances and music based on a magic toyshop.</p>	<p>Use maps, atlases and globes to locate different countries, including arctic regions.</p> <p>Name and locate the world's continents.</p> <p>Explain how animals and people adapt to their environments.</p> <p>Locate the equator and explain how it affects climates.</p> <p>Use different sources of research e.g. books, pictures, photographs and the internet.</p>	<p>Explore what climate change means and how humans are contributing towards this change</p> <p>Understand the importance of our oceans and seas</p> <p>Recognise the damage that plastic waste is having on our environment and the creatures that exist within it</p> <p>Attempt to raise awareness on the effects of plastic pollution on our seas</p> <p>Categorise litter according to whether it is recyclable or not</p> <p>Use plastic waste for a range or purposes to create different designs</p> <p>Create a range of art pieces linked to the ocean and plastic waste</p> <p>Take action to promote working against plastic pollution in our seas and the impacts of climate change</p>
Enrichment Experiences	Local area walk to map and identify significant buildings and features.		Possibility of toy maker visitor in school.		

	Possibility local visit to Manchester Airport to view planes in flight.					
British Values and SMSC	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
English	<p>Goldilocks: Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions</p> <p>Jim and The Beanstalk: Narrative retellings (including dialogue), thought bubbles, informal letters</p> <p>(Additional activities from English Quest) Write a fact file for a swamp. Describe a fairy tale character. Read and re-tell traditional fairy tales. Read and write stories/poems with predictable patterns e.g. 'Each Peach Pear Plum'. Write instructions for making gingerbread men.</p>	<p>Sidney Stella and the Moon: Fact files about the moon 'Lost' posters, labels, glossaries</p> <p>Beegu: Own version 'alien' narratives Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports</p> <p>(Astro Girl if time/as class story)</p> <p>(Additional activities from English Quest) Write messages to attach to balloons. Create diary entries about a hot air balloon ride. Create fact files about topical figures. Write postcards from a holiday destination.</p>	<p>The Naughty Bus: Own adventure stories Letters, diaries, sequels, non-chronological reports</p> <p>Iggy Peck Architect: Fact files Labels, captions, character comparisons, thought and speech bubbles</p> <p>The Bear under the stairs: Information texts, letters, retellings. Own narratives</p> <p>Toys in Space: Own version fantasy world narrative Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions</p> <p>(Additional activities from English Quest) Write captions for photographs from the Teddy Bear's Picnic. Re-tell traditional tales – Goldilocks and the Three Bears. Write a description of a favourite toy Class story: Traction man/ Lost in the toy museum</p>	<p>Lost and Found: Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports</p> <p>Yeti and The Bird: Own version narratives about unlikely friendships List of rules, letters, postcards, character descriptions</p> <p>(Additional English Quest activities) Write a fact file about where penguins live. Perform a storyboard drama based on the animation Pingu. Act in the role of weather reporters.</p>	<p>Leo the Octopus: Fact file This is Me! posters, letters of advice, factual descriptions, logbooks, scripts</p> <p>Duffy/Somebody swallowed Stanley (see English Quest planning)</p> <p>(Additional English Quest activities) Children will listen to and read a range of literature to develop their understanding of the impacts of plastic pollution on our oceans. Children will write a story about the journey of a plastic bottle, sequencing events in order.</p>	
Spelling, Grammar and Punctuation	<p><i>Grammar and Punctuation</i></p> <ul style="list-style-type: none"> • Can I leave spaces between words? • Can I join words and joining sentences using 'and'? • Can I punctuate some sentences using a capital letter and a full stop, question mark or exclamation mark? • Can I use capital letters for the names of people, places, days of the week and the personal pronoun I? • Can I use the grammatical terminology in English NC Appendix 2 and discuss my writing? <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Can I sit correctly at a table, holding a pencil comfortably and correctly? • Can I begin to form lower-case letters in the correct direction, starting and finishing in the right place? • Can I form capital letters? • Can I understand which letters belong to which handwriting families (<i>i.e. letters that are formed in similar ways</i>) and practise these? 					

	<ul style="list-style-type: none"> Can I form digits 0-9 (<i>correcting reversals</i>)? <p><i>Spelling</i></p> <ul style="list-style-type: none"> Can I spell: words containing each of the 40+ phonemes already taught? Can I spell: most common exception words (35 out of 45)? Can I spell: the days of the week? Can I name the letters of the alphabet in order? Can I use letter names to distinguish between alternative spellings of the sound? Can I use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs? Can I use the prefix -un to change the meaning of verbs and adjectives? Can I use -ing, -ed, -er and -est where no change is needed in spelling the root words (<i>helping, helped etc.</i>)? Can I apply simple spelling rules and guidelines? – NC Appendix 1 Can I write from memory simple sentences dictated by the teacher that include words using the GPCs and CEWs taught so far? 					
Maths	<p>Number: Place Value (within 10) (<i>wks 1 to 4</i>)</p> <p>Number: Addition and Subtraction (within 10) (<i>wks 5 to 9</i>)</p>	<p>Number: Addition and Subtraction (within 10) (<i>wks 5 to 9</i>)</p> <p>Geometry: Shape (<i>wk 10</i>)</p> <p>Number: Place Value (within 20) (<i>wk 10</i>)</p>	<p>Consolidation (<i>wk 1</i>)</p> <p>Number: Addition and Subtraction (within 20) (<i>wks 2 to 4</i>)</p> <p>Number: Place Value (within 50) (<i>wks 5 to 7</i>)</p>	<p>Number: Place Value (within 50) (<i>wks 5 to 7</i>)</p> <p>Measurement: Length and Height (<i>wks 8 to 9</i>)</p> <p>Measurement: Weight and Volume (<i>wks 10 to 11</i>)</p> <p>Consolidation) (<i>wk 12</i>)</p>	<p>Consolidation) (<i>wk 1</i>)</p> <p>Number: Multiplication and Division (<i>wks 2 to 4</i>)</p> <p>Number: Fractions (<i>wks 5 to 6</i>)</p> <p>Geometry: Position and Direction (<i>wk 7</i>)</p>	<p>Number: Place Value (within 100) (<i>wks 8 to 9</i>)</p> <p>Measurement: Money (<i>wk 10</i>)</p> <p>Measurement: Time (<i>wks 11 to 12</i>)</p>
	<p>Place Value (within 10) Can I count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number? Can I count, read and write numbers to 10 in numerals? Can I count in multiples of twos, fives and tens? Can I identify one more or less than a given number? Can I identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least?</p> <p>Addition & Subtraction (within 10) Can I understand and use the</p>	<p>Addition & Subtraction (within 10) Can I understand and use the mathematical symbols +, - and = in a number sentence?</p> <p>Geometry: Shape Can I recognise and name common 2-D shapes e.g. rectangles, squares, circles and triangles? Can I recognise and name some 3-D shapes e.g. cuboids and cubes, pyramids and spheres?</p> <p>Place Value (within 20) Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number?</p>	<p>Addition & Subtraction (within 20) Can I represent and use number bonds and related subtraction facts within 20? Can I add and subtract one-digit and two-digit numbers to 20, including zero? Can I solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. $7 = \square - 9$?</p> <p>Place Value (within 50) Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number?</p>	<p>Place Value (within 50) Can I count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number? Can I count, read and write numbers to 100 in numerals? Can I count in multiples of twos, fives and tens? Can I identify one more or less than a given number? Can I identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least? Can I read and write numbers from 1 to 20 in numerals and words?</p>	<p>Multiplication & Division Can I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with support?</p> <p>Fractions Can I understand that a half is one of two equal parts, and can I find half of a shape or a set of objects by sharing the shape or set into two equal parts? Can I understand that a quarter is one of four equal parts, and can I find quarter of a shape or a set of objects by sharing the shape or set into four equal parts?</p>	<p>Place Value (within 100) Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number? Can I count, read and write numbers to 100 in numerals? Can I count in multiples of twos, fives and tens? Can I identify one more or less than a given number? Can I identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least? Can I read and write numbers from 1 to 20 in numerals and</p>

	<p>mathematical symbols +, - and = in a number sentence?</p>	<p>Can I count, read and write numbers to 20 in numerals? Can I count in multiples of twos, fives and tens? Can I identify one more or less than a given number? Can I identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least? Can I read and write numbers from 1 to 20 in numerals and words?</p>	<p>Can I count, read and write numbers to 100 in numerals? Can I count in multiples of twos, fives and tens? Can I identify one more or less than a given number? Can I identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least? Can I read and write numbers from 1 to 20 in numerals and words?</p>	<p>Measurement: Length and Height Can I measure and begin to record the following: lengths and heights? Can I compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half?]</p> <p>Measurement: Weight and Volume Can I measure and begin to record the following: mass/weight, capacity? Can I compare, describe and solve practical problems for: mass/weight [e.g. heavy/light, heavier than, lighter than], capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]?</p>	<p>Geometry: Position and Direction Can I describe position, direction and movement, including whole, half, quarter and three-quarter turns?</p>	<p>words?</p> <p>Measurement: Money Can I recognise and know the value of different denominations of coins and notes?</p> <p>Measurement: Time Can I recognise and use language relating to dates, including days of the week, weeks, months and years? Can I tell the time to the hour and half past the hour and draw the hands on a clock face to show these times? Can I measure and begin to record time (hours, minutes, seconds)? Can I compare, describe and solve practical problems for: time [e.g. quicker, slower, earlier, later]? Can I sequence events in chronological order using the appropriate language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]?</p>
Geography	<p>Discuss what a map is and why we need them. Make a simple map of the settings in Shrek. Identify features of the local area. Take photos of different types of buildings and compare the local area to the fairy tale world in Shrek. Draw pictures and label features of the local area.</p>	<p>Learn about the migration of birds and map out migration patterns. Locate popular flight destinations a map.</p>	<p>Compare toys from around the world.</p>	<p>Name and locate the world's continents on a map. Study of Inuit people. Understand and describe the role of a travel agent. Compare and contrast weather across the world – present ideas as a weather reporter.</p>	<p>Children will understand the importance of our oceans and recognise as well as raise awareness about the damage that plastic waste has on them.</p>	

	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Pupils can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 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><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	<p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Pupils can name and locate the world's seven continents. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Pupils can name and locate the world's five oceans. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Pupils use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, season and weather human features, including: town, village, factory, farm
<p><u>Human and Physical Geography</u></p> <p><i>Identify seasonal and daily weather patterns in the United Kingdom.</i></p>					
History	Identify features of a historical castle.	Research and present information based on the first ever flight. Learn about significant figures in the history of flight such as Sir Frank Whittle and The Wright Brothers.	Recognise the difference between toys of the past and toys of today. Sequence toys from today and those from previous generations in a timeline.		
		<i>Significant events, people and places in own locality</i>	Recognise and name the variety of materials that toys are made out of. Investigate how toys move – pushes and pulls.	<i>Area of study: Changes within living memory</i>	<i>A local study – local person?</i>
Science	Children will explore how to reuse materials for different purposes and different ways of recycling materials. Children will sort materials according to whether they are recyclable/reusable or not.				

	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> 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. 		<p><u>Seasonal Changes</u></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><u>Plants</u></p> <ul style="list-style-type: none"> 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. 		<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; identify and name a variety of common 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, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	
	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways; Observe carefully, using simple equipment; Identifying and classifying Using their observations and ideas to suggest answers to their questions; Gathering and recording data to help in answering questions. 					
Art & Design	Andy Goldsworthy natural artwork, recreating and being inspired by techniques e.g. patterns and swirls.	Recreate an impressionist painting of a hot air balloon.	Teddy Bear art work based on the work of AA Milne. Create toy collages.	Use a range of painting techniques to create artwork depicting the Northern Lights.	Children will create sea-storm collages in the style of J.W.M Turner	
	<p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products. to use drawing, painting and sculpture 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. about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 					
Music	Hey You!	Rhythm in the way we walk and banana rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
	Compose music to tell the story of the three Billy Goats Gruff.	Children compose their own flight music to create a 'flying' soundscape.				
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes. play tuned and untuned instruments musically. listen with concentration and understanding to a range of high-quality live and recorded music. experiment with, create, select and combine sounds using the inter-related dimensions of music. 						

D&T	Food <i>Fruit and vegetables</i> Making porridge like Goldilocks, discussing healthy breakfast options. Use natural materials to make a shelter/den. Used natural materials to make a sculpture in the style of Andy Goldsworthy. Find out how gingerbread men are made. Bake and decorate gingerbread men. Create a silhouette picture of a fairy tale castle.	Mechanisms <i>Making a moving story book</i> Use papier-mâché techniques to create and decorate their own hot air balloons. Use junk modelling to create their own rocket ships.	Structures <i>Constructing a windmill</i>	Textiles <i>Puppets</i> Design and make a peg doll or a sock puppet.	Mechanisms <i>Wheels and axles</i> Design and create a role play area for a travel agent.	Overflow time to complete units Children will recycle plastic waste to make a kite and a junk model sea creature. They will also design a reusable water bottle.
	<p><i>When designing and making, pupils should be taught to:</i></p> <p><u>Design</u></p> <ul style="list-style-type: none"> <i>design purposeful, functional, appealing products for themselves and other users based on design criteria.</i> <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</i> <p><u>Make</u></p> <ul style="list-style-type: none"> <i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</i> <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</i> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <i>explore and evaluate a range of existing products.</i> <i>evaluate their ideas and products against design criteria.</i> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <i>build structures, exploring how they can be made stronger, stiffer and more stable.</i> <i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i> <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> <i>use the basic principles of a healthy and varied diet to prepare dishes.</i> <i>understand where food comes from.</i> 					
RE	BELIEVING Who is Christian and what do they believe?	EXPRESSING What makes some places sacred?	EXPRESSING How and why do we celebrate special and sacred times?	LIVING What does it mean to belong to a faith community?		
Computing	Computing systems and networks – Technology around us	Creating media – Digital painting	Programming A – Moving a robot	Data and information – Grouping data	Creating media – Digital writing	Programming B – Introduction to animation

	<p>To identify technology</p> <p>To identify a computer and its main parts</p> <p>To use a mouse in different ways</p> <p>To use a keyboard to type on a computer</p>	<p>To describe what different freehand tools do</p> <p>To use the shape tool and the line tools</p> <p>To make careful choices when painting a digital picture</p> <p>To explain why I chose the tools I used</p> <p>To use a computer on my own to paint a picture</p> <p>To compare painting a picture on a computer and on paper</p>	<p>To explain what a given command will do</p> <p>To act out a given word</p> <p>To combine forwards and backwards commands to make a sequence</p> <p>To combine four direction commands to make sequences</p> <p>To plan a simple program</p> <p>To find more than one solution to a problem</p>	<p>To label objects</p> <p>To identify that objects can be counted</p> <p>To describe objects in different ways</p> <p>To count objects with the same properties</p> <p>To compare groups of objects</p> <p>To answer questions about groups of objects</p>	<p>To use a computer to write</p> <p>To add and remove text on a computer</p> <p>To identify that the look of text can be changed on a computer</p> <p>To make careful choices when changing text</p> <p>To explain why I used the tools that I chose</p> <p>To compare typing on a computer to writing on paper</p>	<p>To choose a command for a given purpose</p> <p>To show that a series of commands can be joined together</p> <p>To identify the effect of changing a value</p> <p>To explain that each sprite has its own instructions</p> <p>To design the parts of a project</p> <p>To use my algorithm to create a program</p>			
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions . create and debug simple programs. use logical reasoning to predict the behaviour of simple programs. use technology purposefully to create, organise, store, manipulate and retrieve digital content . recognise common uses of information technology beyond school. use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 									
PE	Gymnastics	Dance – Toys	Gymnastics	Gymnastics	Dance – Under the Sea	Athletics			
	Games Unit 1 – Sending, receiving and travelling	Games Unit 2 – Sending, receiving and travelling	Dance – Chinese New Year	Games Unit 3 – Sending, receiving and travelling	Bat and Ball Games – Tennis	Striking and Fielding - Rounders			
<p><i>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 									
PSHE & RSHE	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe

	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Spanish	(Language Angels) Greetings (E)			(Language Angels) Numbers & Colours (E)		(Language Angels) Shapes (E)			