



Moorgate Primary School



Year 1 INTENT

Overview 2020/2021

Class Teacher: Alex Lees

Date Completed: July 2020



# Year 1 INTENT

## Year 1 Yearly Overview – Teacher: Alex Lees



Year 1 Overview					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Project Title	<u>Up, Up and Away!</u>	<u>Hip, Hip Hooray!</u>	<u>When I Grow Up</u>	<u>Pirates</u>	<u>Jungles</u>
Wow Factor	Flying saucer crash landed in the playground for the children to find	Party day	A police man visit A trip around the local area	Pirate day	School trip to the zoo
English	<p>A Cloudy Lesson <i>(Film - Literacy shed)</i></p> <p>Man on the moon <i>Simon Bartram</i></p> <p>Toys in Space <i>Mini Grey</i></p> <p>Beegu <i>Alexis Deacon</i></p> <p>A Journey Through: Space <i>Steve Parker &amp; John Haslam</i></p>	<p>The Jolly Christmas Postman <i>Janet Ahlberg and Allan Ahlberg</i></p> <p><i>Poems About Festivals</i> <i>Brian Moses, Kristina Swarner &amp; Various Poets</i></p>	<p>The Human Body Odyssey <i>Dominic Walliman</i></p> <p>Great Women Who Worked Wonders <i>Kate Pankhurst</i></p> <p>You Choose <i>Pippa Goodhart</i></p>	<p>Pirates Love Underpants <i>Claire Freedman</i></p> <p>The Night Pirates <i>Peter Harris</i></p> <p>The Pirates are Coming <i>John Condon</i></p> <p>A First Book of the Sea <i>Nicola Davies &amp; Emily Sutton</i></p>	<p>Rumble in the Jungle <i>Giles Andreae</i></p> <p>Rainforest Adventure <i>Tony Mitton</i></p> <p>Handa's Surprise <i>Eileen Browne</i></p>
	<p>To form simple sentence and compound sentences (e.g. captions) Character descriptions Setting descriptions</p>	<p>Poetry Instructions Letter writing Recount</p>	<p>Letter writing Instructions Recount</p>	<p>Character descriptions Setting descriptions Writing a story Poetry</p>	<p>Character descriptions Setting descriptions Poetry Recount Retelling a story</p>



# Year 1 INTENT



## Year 1 Yearly Overview – Teacher: Alex Lees

<b>Maths</b>	Number: Place Value (within 10) Addition and Subtraction (within 10)	Geometry: Shape 2D and 3D Number: Place Value (within 20)	Number: Addition and Subtraction (within 20) Place Value (within 50) (multiples of 2, 5 and 10 to be included)	Measurement: Length and Height Weight and Volume	Number: Multiplication and division (Reinforce multiples of 2, 5 and 10) Fractions Geometry: Position and direction	Number: Place Value (within 100) Measurement: Money Time
<b>Science</b>	Seasonal changes	Seasonal changes	Animals, including Humans Seasonal changes	Everyday materials Seasonal changes	Plants Seasonal changes	
<b>Geography</b>	Weather change	Weather Change	Local area study Weather Change	The UK Oceans and continents Weather Change	Contrasting Locality Weather Change	
<b>History</b>	Significant individual: Tim Peake		Changes within memory: Victorians			
<b>D&amp;T</b>	Recycled Materials			Construction	Cooking	
<b>Art</b>	Self Portraits Create a space picture	Design and make a party hat	Sculpture		Decorating Textiles	
<b>RE</b>	Belonging God	Incarnation Sacred places	Judaism	Salvation	World and others	
<b>PE</b>	Games	Games	Gymnastics/ Dance	Games: Outdoor and Adventure	Games: Athletics	
<b>Computing</b>	Digital Citizenship/Online Safety	Digital Literacy	Computer Science	Information Technology	Greater Depth Project Digital Literacy/Computer Science	



## Year 1 INTENT



### Year 1 Yearly Overview – Teacher: Alex Lees

<b>PSHCE</b>	Respecting ourselves and others Keeping safe	Safe relationships Media literacy and digital resilience Keeping safe	Belonging to a community Money and work Families and friendships	Growing and changing	Physical health and mental well being
<b>Music</b>	Up, Up and Away!	Hip, Hip Hooray!	When I Grow Up	Pirates	Jungles



# Year 1 INTENT

## Year 1 Yearly Overview – Teacher: Alex Lees



Year 1					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Project Title	<b><u>Up, Up and Away!</u></b>	<b><u>Hip, Hip Hooray!</u></b>	<b><u>When I Grow Up</u></b>	<b><u>Pirates</u></b>	<b><u>Jungles</u></b>
Enquiry Question	<b>How could you travel to the moon?</b>	<b>Why do we celebrate?</b>	<b>What will you be when you grow up?</b>	<b>What a day in the life of a pirate like?</b>	<b>Can you catch a suntan in the jungle?</b>
Wow Factor	Flying saucer crash landed in the playground for the children to find	Party day	A police man visit A trip around the local area	Pirate day	School trip to the zoo
English	<b><u>See English Intent Subject Overview</u></b>				
	A Cloudy Lesson <i>(Film - Literacy shed)</i>  Man on the moon <i>Simon Bartram</i>  Toys in Space <i>Mini Grey</i>  Beegu <i>Alexis Deacon</i>  A Journey Through: Space <i>Steve Parker &amp; John Haslam</i>	The Jolly Christmas Postman <i>Janet Ahlberg and Allan Ahlberg</i>  <i>Poems About Festivals</i> <i>Brian Moses, Kristina Swarner &amp; Various Poets</i>	The Human Body Odyssey <i>Dominic Walliman</i>  Great Women Who Worked Wonders <i>Kate Pankhurst</i>  You Choose <i>Pippa Goodhart</i>	Pirates Love Underpants <i>Claire Freedman</i>  The Night Pirates <i>Peter Harris</i>  The Pirates are Coming <i>John Condon</i>  A First Book of the Sea <i>Nicola Davies &amp; Emily Sutton</i>	Rumble in the Jungle <i>Giles Andreae</i>  Rainforest Adventure <i>Tony Mitton</i>  Handa's Surprise <i>Eileen Browne</i>
	To form simple sentence and compound sentences (e.g. captions) Character descriptions Setting descriptions	Poetry Instructions Letter writing Recount	Letter writing Instructions Recount	Character descriptions Setting descriptions Writing a story Poetry	Character descriptions Setting descriptions Poetry Recount Retelling a story



# Year 1 INTENT



## Year 1 Yearly Overview – Teacher: Alex Lees

Maths	<b><u>See Maths Intent Subject Overview</u></b>				
	Number: Place Value (within 10) Addition and Subtraction (within 10)	Geometry: Shape 2D and 3D Number: Place Value (within 20)	Number: Addition and Subtraction (within 20) Place Value (within 50) (multiples of 2, 5 and 10 to be included)	Measurement: Length and Height Weight and Volume	Number: Multiplication and division (Reinforce multiples of 2, 5 and 10) Fractions Geometry: Position and direction
Science	<b><u>Seasonal changes</u></b>	<b><u>Seasonal changes</u></b>	<b><u>Animals, including Humans Seasonal changes</u></b>	<b><u>Everyday materials Seasonal changes</u></b>	<b><u>Plants Seasonal changes</u></b>
	<ul style="list-style-type: none"> <li>• Describe weather associated with the seasons and how day length varies</li> <li>• Observe changes across the four seasons</li> <li>• Observe weather associated with the seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Describe weather associated with the seasons and how day length varies</li> <li>• Observe changes across the four seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Describe weather associated with the seasons and how day length varies</li> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores, and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<ul style="list-style-type: none"> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul>	<ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>



# Year 1 INTENT

## Year 1 Yearly Overview – Teacher: Alex Lees



Geography	<u>Weather change</u>	<u>Weather Change</u>	<u>Local area study Weather Change</u>	<u>The UK Oceans and continents Weather Change</u>	<u>Contrasting Locality Weather Change</u>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries continents.</li> <li>Name and locate the worlds 7 continents and 5 oceans</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Understand 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.</li> <li>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</li> </ul>
History	<p><b><u>Significant individual: Tim Peake</u></b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to the national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>Change within living memory (old and new) Where appropriate, these should be used to reveal</li> </ul>		<p><b><u>Changes within memory: Victorians</u></b></p> <ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality</li> <li>The lives of significant individuals in the past who contributed to national and different periods (For example, Queen Elizabeth and Queen Victoria)</li> </ul>		



# Year 1 INTENT

## Year 1 Yearly Overview – Teacher: Alex Lees



	<p>aspects of change in national life</p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally (e.g. the first aeroplane)</li> </ul>				
Art	<p><b><u>Self Portraits</u></b> <b><u>Create a space picture</u></b></p>	<p><b><u>Design and make a party hat</u></b></p>	<p><b><u>Sculpture</u></b></p>		<p><b><u>Decorating Textiles</u></b></p>
	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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</li> </ul>		<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• 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</li> </ul>



# Year 1 INTENT

## Year 1 Yearly Overview – Teacher: Alex Lees



DT	<b><u>Recycled Materials</u></b>			<b><u>Construction</u></b>	<b><u>Cooking</u></b>
	<ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Select from use a range of tools and equipment to perform practical tasks (For example, cutting, shaping, joining and finishing)</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>			<ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• Select from use a range of tools and equipment to perform practical tasks (For example, cutting, shaping, joining and finishing)</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Select from use a range of tools and equipment to perform practical tasks (For example, cutting, shaping, joining and finishing)</li> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> </ul>



# Year 1 INTENT

## Year 1 Yearly Overview – Teacher: Alex Lees



	<ul style="list-style-type: none"> <li>• Explore and use mechanisms (For example, levers, sliders, wheels and axles) in their products</li> </ul>				
RE	<b><u>Belonging God</u></b>	<b><u>Incarnation Sacred places</u></b>	<b><u>Judaism</u></b>	<b><u>Salvation</u></b>	<b><u>World and others</u></b>
	<ul style="list-style-type: none"> <li>• Recognise that loving others is important in lots of communities.</li> <li>• Say simply what Jesus and one other religious leader taught about loving other people.</li> <li>• Give an account of what happens at a traditional Christian welcome ceremony, and suggest what the actions and symbols mean.</li> <li>• Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</li> <li>• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</li> <li>• Talk about what they think is good about being in a</li> </ul>	<ul style="list-style-type: none"> <li>• Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</li> <li>• Recognise that stories of Jesus’ life come from the Gospels.</li> <li>• Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>• Decide what they personally have to be thankful for, giving a reason for their ideas</li> <li>• Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</li> <li>• Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>• Identify at least three objects used in worship in two religions and give a</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the words of the Shema as a Jewish prayer</li> <li>• Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>• Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</li> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>• Make links between Jewish ideas of God found in the stories and how people live</li> <li>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> <li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.</li> <li>• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>• Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</li> <li>• Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a story or text that says something about each person being unique and valuable</li> <li>• Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>• Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> <li>• Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</li> <li>• Give examples of how Christians and Jews can show care for the natural earth</li> <li>• Say why Christians and Jews might look after the natural world.</li> <li>• Think, talk and ask questions about what difference believing in God</li> </ul>



# Year 1 INTENT



## Year 1 Yearly Overview – Teacher: Alex Lees

	<p>community, for people in faith communities and for themselves, giving a good reason for their ideas.</p> <hr/> <ul style="list-style-type: none"> <li>• Identify what a parable is</li> <li>• Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</li> <li>• Give clear, simple accounts of what the story means to Christians</li> <li>• Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</li> <li>• Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</li> <li>• Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li> <li>• Give a reason for the ideas they have and the connections they make.</li> </ul>	<p>simple account of how they are used and something about what they mean</p> <ul style="list-style-type: none"> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or a community.</li> <li>• Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</li> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>	<p>people, giving a good reason for their ideas</p> <ul style="list-style-type: none"> <li>• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>		<p>makes to how people treat each other and the natural world</p> <ul style="list-style-type: none"> <li>• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul>
--	--	---	--	--	---



# Year 1 INTENT



## Year 1 Yearly Overview – Teacher: Alex Lees

PE	<b><u>Games</u></b>	<b><u>Games</u></b>	<b><u>Gymnastics/ Dance</u></b>	<b><u>Games: Outdoor and Adventure</u></b>	<b><u>Games: Athletics</u></b>
	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• Develop balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• Perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> </ul>
Computing	<b><u>Digital Citizenship/Online Safety</u></b>	<b><u>Digital Literacy</u></b>	<b><u>Computer Science</u></b>	<b><u>Information Technology</u></b>	<b><u>Greater Depth Project Digital Literacy/Computer Science</u></b>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Possible Project:</b> Personal presentation – All About me</li> </ul>



# Year 1 INTENT

## Year 1 Yearly Overview – Teacher: Alex Lees



PSHCE	<b><u>Respecting ourselves and others</u></b> <b><u>Keeping safe</u></b>	<b><u>Safe relationships</u></b> <b><u>Media literacy and digital resilience</u></b> <b><u>Keeping safe</u></b>	<b><u>Belonging to a community</u></b> <b><u>Money and work</u></b> <b><u>Families and friendships</u></b>	<b><u>Growing and changing</u></b>	<b><u>Physical health and mental well being</u></b>
	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• What kind and unkind behaviour mean in and out school</li> <li>• How kind and unkind behaviour can make people feel</li> <li>• About what respect means</li> <li>• About class rules, being polite to others, sharing and taking turns</li> </ul> <ul style="list-style-type: none"> <li>• How rules can help to keep us safe</li> <li>• Why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• Basic rules for keeping safe online</li> <li>• Whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About situations when someone’s body or feelings might be hurt and whom to go to for help</li> <li>• About what it means to keep something private, including parts of the body that are private</li> <li>• To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• How to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• When it is important to ask for permission to touch others</li> <li>• How to ask for and give/not give permission</li> </ul> <ul style="list-style-type: none"> <li>• What kind and unkind behaviour mean in and out school</li> <li>• How kind and unkind behaviour can make people feel</li> <li>• About what respect means</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• The role these different people play in children’s lives and how they care for them</li> <li>• What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• About the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul> <ul style="list-style-type: none"> <li>• What kind and unkind behaviour mean in and out school</li> <li>• How kind and unkind behaviour can make people feel</li> <li>• About what respect means</li> <li>• About class rules, being polite to others, sharing and taking turns</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• How to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• How they are the same and different to others</li> <li>• About different kinds of feelings</li> <li>• How to recognise feelings in themselves and others</li> <li>• How feelings can affect how people behave</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• What it means to be healthy and why it is important</li> <li>• Ways to take care of themselves on a daily basis</li> <li>• About basic hygiene routines, e.g. hand washing</li> <li>• About healthy and unhealthy foods, including sugar intake</li> <li>• About physical activity and how it keeps people healthy</li> <li>• About different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• How to keep safe in the sun</li> </ul>



# Year 1 INTENT



## Year 1 Yearly Overview – Teacher: Alex Lees

		<ul style="list-style-type: none"> <li>•About class rules, being polite to others, sharing and taking turns</li> </ul>	<ul style="list-style-type: none"> <li>•That everyone has different strengths, in and out of school</li> <li>•About how different strengths and interests are needed to do different jobs</li> <li>•About people whose job it is to help us in the community</li> <li>•About different jobs and the work people do</li> </ul>		
Music	<b><u>Up, Up and Away!</u></b>	<b><u>Hip, Hip Hooray!</u></b>	<b><u>When I Grow Up</u></b>	<b><u>Pirates</u></b>	<b><u>Jungles</u></b>
	Pupils should be taught to: <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>				