

English

- Poetry, songs & rhymes
- Narrative – story with a familiar setting
- Non-fiction – information text

Maths

- Maths No Problem
- Numbers to 100
 - Number Bonds
 - Addition to 10
 - Subtraction within 10

PSHE - Relationships

- Respecting Ourselves and Others
- Families and Friendships
- Safe Relationships
- How behaviour affects others; being polite and respectful
- Roles of different people; families; feeling cared for
- Recognising privacy; staying safe; seeking permission

Music - Charanga

Unit Title: Hey You

Unit Theme: How pulse, rhythm and pitch work together.

Style of Main Song: Old School Hip-Hop

Supporting Songs: Me, Myself And I by De La Soul, Fresh Prince Of Bel-Air by Will Smith, Rapper's Delight by The Sugarhill Gang, U Can't Touch This by MC Hammer, It's Like That by Run DMC

PE

- To demonstrate the FMS of underarm throwing and hopping.
- To demonstrate the FMS of an overarm throw and skipping.
- To assess the fundamental movement skills of catching and bouncing a ball.
- To develop fundamental movement skills.
- To demonstrate the FMS of running and jumping.
- To demonstrate the FMS of and kicking and rolling a ball.

History - Changes Within Living Memory

- To show understanding of past and present in themselves – baby picture to present.
- To be able to place a few events and objects in order by using common phrases to show the passing of time (e.g. old, new, young, baby, children, grown up).
- To know where some people fit into a chronological framework by using common words and phrases about the passing of time (e.g. before, after, a long time ago, first, last, adult, very old, in the past)
- To understand changes in past and present by looking at their own family tree/Royal family tree
- Recognise how toys have changed over time (since Victorian period)
- Compare two toys from different time periods, identifying similarities and differences.

Year 1
Autumn 1

Science - Human body and senses

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

RE – Hindu Dharma

- know that Hindus believe in one God in many forms. To know that Hindus believe that God is present in all living things
- To talk about how and why Hindus might use statues and images (murtis) in their worship. To suggest symbolic meanings expressed in the images
- To talk about the different ways that people can be seen and described. To consider how people might have multiple roles
- To reflect on how others might see them
- To talk about the different roles that they might have (friend, child, brother/sister etc.)

Art – Formal Elements of Art

- Understanding of the terms 'abstract', 'composition' and 'shape'
- Knowledge of the language and literacy to describe lines. Control in their use of the string and chalk lines
- Experimenting with a range of mark making techniques.
- Remembering the names of the primary colours and the secondary colours.
- Remembering the primary/secondary colours and how to mix primary colours to make secondary colours.

Computing – Getting Started/mouse and keyboard skills


- To log into a computer and access a website
- To develop mouse skills
- To use mouse skills to draw and manipulate shapes
- To use mouse skills to develop digital painting techniques to retell a familiar story. (To use a range of tools to create a desired effect).
- To understand how to layer shapes to create an image.

Languages – Spanish

Little Languages

-Happy Birthday

-Recognising similar words between languages

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| <p><u>English</u> Poetry, songs and rhymes Repetitive, patterned stories Poems on a theme</p> | <p><u>Maths</u> Maths No Problem - Subtraction within 10 - Positions - Numbers to 20 - Addition and subtraction within 20</p> | <p><u>PSHE - Relationships</u></p> <ul style="list-style-type: none"> - Respecting Ourselves and Others - Families and Friendships - Safe Relationships • How behaviour affects others; being polite and respectful • Roles of different people; families; feeling cared for • Recognising privacy; staying safe; seeking permission |
| <p><u>Music - Charanga</u> Unit Title: Rhythm In The Way we Walk and The Banana Rap Unit Theme: Pulse, rhythm and pitch, rapping, dancing and singing. Style of Main Song: Reggae Supporting Songs: M The Planets, Mars by Gustav Holst (Classical), Tubular Bells by Mike Oldfield (Pop), The Banana Rap by Jane Sebba (Hip Hop), Happy by Pharrell Williams (Pop), When I'm 64 by The Beatles (Pop)</p> | <p><u>PE</u> To demonstrate an underarm throw with some accuracy. To show a side gallop. To demonstrate an underarm throw with some accuracy at different targets. To show a side gallop. To demonstrate a simple tactic in a game. To show two simple tactics in a game. To show two simple tactics in a game.</p> | |
| <p><u>Geography - Weather</u></p> <ul style="list-style-type: none"> • To identify differences between seasonal and daily weather patterns, and observe and describe daily weather patterns. • To describe how daily weather patterns change over time, and how weather may be different in inland/coastal areas. • To identify ways in which we learn about the weather, then make predictions about the weather which are helpful. • To begin to find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the United Kingdom. |  | <p><u>Science - Seasonal changes (yearly on-going unit)</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 variety |
| <p><u>Computing – Programming/Bee-Bot</u></p> <ul style="list-style-type: none"> • To be able to explore a new device, making predictions about what buttons might do and then considering the outcome. • To understand the sequence of steps required for programming a Bee-Bot. • To be able to plan and follow a set of instructions precisely. • To be able to program a device. • To be able to create a program – directing Bee-Bot from initial destination to alternate images on Bee-Bot mat. | | <p><u>RE- The Nativity Story</u></p> <ul style="list-style-type: none"> • know a simple version of the nativity story and talk about why Christians would say that Jesus is a special baby • talk about how different characters in the nativity welcome the baby Jesus • identify religious aspects of Christmas celebrations and talk about why Christmas is a special time for Christians • consider how and why babies might be special – and why they need love and care • talk about their own beginnings and how they were welcomed into the family • reflect on who has helped them in life so far |
| | | <p><u>Languages – Spanish</u> Little Languages -Recognising similar words between languages Reacting to food Christmas</p> |

English

- Literacy Shed Unit: Bubbles
- Classic Stories
- Instructions
- Traditional Rhymes

Maths

Maths No Problem

- Positions
- Numbers to 20
- Addition and subtraction within 20
- Shape and Patterns

PSHE - Living in the Wider World

- Belonging to a community
- Media literacy and digital resilience
- Money and work
- 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

Music - Charanga

Unit Title: In the Groove

Unit Theme: How to be in the groove with different styles of music.

Style of Main Song: Blues, Baroque, Latin, Bhangra, Folk, Funk

Supporting Songs: In The Groove by Joanna Mangona, How Blue Can You Get by B.B. King (Blues), Let The Bright Seraphim by Handel (Baroque), Livin' La Vida Loca by Ricky Martin (Latin/Pop), Jai Ho by J.R. Rahman, (Bhangra/Bollywood), Lord Of The Dance by Ronan Hardiman (Irish), Diggin' On James Brown by Tower Of Power (Funkk)

PE

To demonstrate catching a ball with some accuracy.

To demonstrate catching and bouncing a ball with some accuracy.

To show a simple tactic in a game.

To apply a simple tactic in a game.

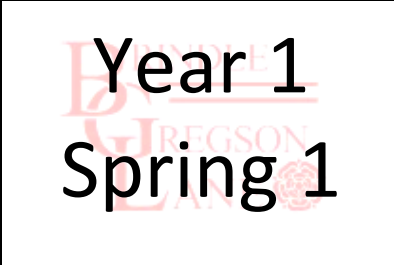
History - Significant Individuals – Neil Armstrong

- To know key facts about Neil Armstrong, *DOB, early influence, family, role in the moon landing*
- To know key facts about the moon landing – *date, "One small step...", footprint, gravity, lunar module, 3 days to get to the moon.*
- To know who was involved in the moon landing – *Buzz Aldrin, Michael Collins, Kathrine Johnson*
- To name inventions we have because of space travel.
- To know that Neil Armstrong inspired many people – *Tim Peake, Felix Baumgartner*
- To know where the moon landing fits into the chronological framework.

To be able to use simple stories and other sources to show that they have understood key events.

Computing – sequencing/debugging/spreadsheets

- To recognise that digital content can be represented in many forms.
- Using drawing software - to be able to apply mouse and keyboard skills learnt previously to design and label a rocket.
- To be able to sequence a set of instructions to needed to build a rocket.
- To understand what is meant by debugging when following instructions to build a rocket.
- To add data (how far the rocket travelled) to a table/spreadsheet.



Science - Materials

- 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.

RE – Judaism

- To know the story of Noah
- To understand the symbol of a rainbow as a sign of God's promise.
- To know that Jewish people believe that God never forgets a promise so you can trust God.
- To know about the festival of Sukkot and how this is celebrated by Jewish families today
- To know that Sukkot is a way for Jews to show that they are grateful to God.
- To know that people celebrate differently across different cultures and religions.
- To notice that for many people trust is important part of life.
- To know that Sukkot is a nice way to bring people together – families/community
- To create class promises. To consider whether promises are hard/easy to keep.
- To think about who they can trust.

Art – Art and Design Skills/Louis Wain

- Introduction to sketch books. A place for artists to refine and practise skills.
- To be able to make a print design using Lego – block designs/pattern/colour/correct amount of paint
- To be able to mix paint to create shades of green (5 different shades).
- To be able to use two different printing techniques to make a print.
- To be able to draw using different media – 2d/3d shapes. To know that shapes can overlap.
- To understand that artists can tell stories through their art. Louis Wain. To be able to look at a picture and talk about it.

Languages – Spanish

Little Languages

- Basic greetings
- New Year
- An aspect of culture
- Learning language through song

English

Traditional Tales
Recounts

Maths

Maths No Problem

- Numbers to 40
- Addition and subtraction word problems
- Multiplication
- Division

PSHE - Living in the Wider World

- Belonging to a community
- Media literacy and digital resilience
- Money and work
- 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

Music - Charanga

Unit Title: Round and Round

Unit Theme: Pulse, rhythm and pitch in different styles of music.

Style of Main Song: Bossa Nova

Supporting Songs: Round and Round by Joanna Mangona, Livin' La Vida Loca by Ricky Martin (Latin/Pop), Imperial War March by John Williams (Film), It Had Better Be Tonight by Michael Bublé (Latin/Big Band), Why Don't You by Gramophonedzie (Big Band/Dance), Oya Como Va by Santana (Latin/Jazz)

PE

To demonstrate an underarm throw with some accuracy.

To demonstrate a side gallop.

To demonstrate rolling an object throw with some accuracy.

To demonstrate overarm throw with some accuracy.

To demonstrate sending an object three different ways with some accuracy.

To show a simple tactic in a game.

Geography – My World and Me

- To find out where the UK, the equator and the poles are on a world map.
- To compare the land features and climate of the UK and _____.
- To compare the capital cities of England and _____.
- To find out where different animals live in the world.
- To identify physical and human features in aerial photographs.
- To be able to create a map with a key.

Year 1
Spring 2

Science - Plants/Nature Field Journals

- 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.
- Seasonal Changes – length of day into Spring

Computing – Digital Imagery

- To understand how to create a sequence of pictures to tell a story.
- To understand how to take a clear photo – level, brightness, non-blurry, check the frame
- To be able to edit a photo – crop/re-size, colour filter.
- To know how to search for image online (keywords). To know what to do if something makes you feel uncomfortable.
- To be able to import images.
- To be able to create a photo collage by searching for and importing images, resizing images, add numbers to sequence.

RE- Christianity - God

- know that Christians refer to God as 'Father'
- talk about why Christians might compare God to a loving parent
- talk about how and why Christians might want to talk to God (prayer)
- suggest symbolic meanings of rituals and items used in Christian prayer
- talk about the importance of love in families
- talk about the ways in which they are cared for and supported by family members
- reflect on their own role within the family
- discuss who they can talk to when they are happy/sad/worried

DT – Moving Pictures

- To be able to create a sliding mechanism
- To be able to use levers to create a moving mechanism
- To investigate and create wheel mechanisms
- To be able to design a picture with a moving mechanism
- To be able to make a moving picture based on a design
- To be able to evaluate finished product of a moving picture.

Languages – Spanish

Little Languages

- Numbers
- Playground game
- Emotions
- Simple stories

English

- Non-Chronological reports
- Literacy Shed Unit

Maths

- Maths No Problem
- Fractions
- Numbers to 100
- Time

PSHE

- Physical health and Mental Well-being
- Growing and changing
- Keeping Safe
 - Keeping Healthy; food and exercise; hygiene and routines; sun safety
 - Recognising what makes them unique and special; feelings; managing when things go wrong
 - To understand that children grow and change – baby, toddler, child, teenager, adult, elder
 - How rules and age restrictions help us; keeping safe online

Music - Charanga

Unit Title: Your Imagination

Unit Theme: Using your imagination with music.

Style of Main Song: Pop

Supporting Songs: Your Imagination by Joanna Mangona and Pete Readman, Supercalifragilisticexpialidocious from Mary Poppins, Pure Imagination from Willy Wonka & The Chocolate Factory, Soundtrack Daydream Believer by The Monkees, Rainbow Connection from The Muppet Movie, A Whole New World from Aladdin

PE

To demonstrate a travel and pencil roll. To show a jump 2 feet to 2 feet with a straight shape. To demonstrate travelling actions i.e. frog & bunny hop. To show an egg roll. To show a jump 2 feet to 2 feet with a tuck shape. To demonstrate travelling actions. To show a travel and roll with a shape. To jump 2 feet to 2 feet with a wide shape. To apply the skills of travelling, rolling, jumping into a sequence. To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes. To show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus.

History- Significant historical events, people and places in their own locality

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Year 1
Summer 1

Science - Animals

- 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)

Computing – Introduction to Data

- To be able to represent data in different ways – number of animals at the zoo (visual ways to represent numbers).
- To be able to use technology to represent data in different ways.
- To collect and record data digitally (minibeasts).
- To be able to sort data – categorize animals, click and drag objects.
- To be able to sort data in the most efficient way.
- To be able to create a branching database.
- I understand the computers understand different types of data.

RE – Islam/creation

- know that Muslims believe in one God
- know that Muslims believe the world was created by God
- talk about why Muslims might value the natural world
- know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet
- suggest how Muslims might show respect for God by caring for the natural world
- talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it
- reflect on how they treat the natural world – and if they have a duty to look after it.

Art – Landscapes

- To identify the key features of a landscape – horizon/sea line Pierre Auguste Renoir, Joaquín Sorolla
- To be able to understand the term “texture” in a painting.
- To be able to find materials to create texture in a scene.
- To be able to paint using different shades and tints to create a tonal representation of the sky.
- To understand that light colours stand out more and dark colours recede.
- To be able to identify colours used in artists’ work. To be able to mix colours to create similar tones.
- To be able to create detail using controlled painting, materials and objects. Small brush for details.

Languages – Spanish

Little Languages

- Imitating accents
- Playground games
- Learning and performing songs

English

Stories with fantasy settings
Poems to learn by heart
Recounts

Music - Charanga

Unit Title: Reflect, Rewind and Replay

Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.

Style of Main Song: Classical

Supporting Songs: A Song Before Sunrise by Frederick Delius – 20th Century, The Firebird by Igor Stravinsky – 20th Century, The Bird by Sergei Prokofiev – 20th Century, Grand March from Aida by Giuseppe Verdi – Classical, Bolero by Maurice Ravel – 20th Century, The Lamb by John Tavener – Contemporary

Geography - Local Area – Hoghton

- To be able to name the seven continents of world and locate UK on a world Map.
- To be able to identify the countries and capital cities of the UK
- To be able to identify features and characteristics of the countries of the UK.
- To explore the area we live in – Hoghton
- To be able to describe the features of Hoghton – landmarks, basic human and physical features.
- To use aerial photographs to identify features of Hoghton

Computing – Algorithms Unplugged

- To understand what is meant by an Algorithm.
- To be able to follow instructions precisely to carry out an instruction.
- To understand that computers and devices around us use inputs and outputs.
- To understand and be able to explain what decomposition is.
- To know how to debug an algorithm.

Maths

Maths No Problem

- Money
- Volume and Capacity
- Mass
- Space

PE

To show a hopping skill with rhythm. To demonstrate rolling a ball with some accuracy. To show running and changing direction quickly. To demonstrate throwing underarm with some accuracy.

To demonstrate jumping as far as possible and landing safely with control. To show good posture when running fast. To demonstrate rolling a ball with some accuracy and control. To complete a running and jumping course. To demonstrate the skills of running and changing direction.

Year 1
Summer 2

RE- Christianity/Baptism

- know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies
- talk about what it might mean to belong to the Church family
- identify features of baptism – eg. the font, candles, godparents
- talk about why parents might want to have their child baptised
- talk about what it means to belong to a family
- talk about the role of families in raising children
- talk about their own identity as part of a family and part of the school community

PSHE - Relationships

- Respecting Ourselves and Others
- Families and Friendships
- Safe Relationships
- How behaviour affects others; being polite and respectful
- Roles of different people; families; feeling cared for
- Recognising privacy; staying safe; seeking permission

Science - Materials

- 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.
- Seasonal Changes – length of day into Summer

DT – Food Technology

- To find out the favourite fruits and vegetables in the class and present the data in a pictogram.
- To examine, taste and describe a variety of fruits and vegetables.
- To find out how to handle and prepare a variety of fruits and vegetables
- To be able to design a recipe to include fruit and/or vegetables.
- To be able to make and evaluate a food product based on a design.

Languages – Spanish

Little Languages

- Role play including conversations
- Reflect and consolidate Year 1 objectives.