

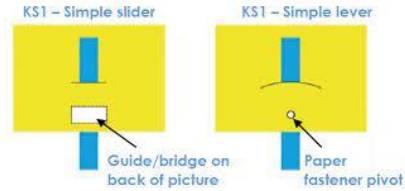


# YEAR ONE

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TOPIC(S) / 50 Things	<b>SUPERHEROES</b>	<b>INCREDIBLE ME!</b>	<b>STOMP, STOMP DINOSAUR</b>	<b>TOY STORY</b>	<b>RUMBLE IN THE JUNGLE</b>	<b>LAND AHOY</b>
	31. Receive an award from school 34. Take part in a sporting competition	<b>3. Perform on stage</b> 31. Receive an award from school 34. Take part in a sporting competition	31. Receive an award from school 34. Take part in a sporting competition	8. Dress up for World Book Day 31. Receive an award from school 32 Watch an egg hatch 34. Take part in a sporting competition 49. Read a book somewhere unusual 37. Plant it, Grow it, Eat it	31. Receive an award from school 34. Take part in a sporting competition	31. Receive an award from school <b>34. Take part in a sporting competition</b>
ENGLISH	<b>READING SPINE</b> 'Elliot, Midnight Superhero' by Anne Cottinger	<b>READING SPINE</b> 'What makes me a me?' by Ben Faulks	<b>READING SPINE</b> 'Dear Dinosaur' by Chae Strathie	<b>READING SPINE</b> 'Traction Man is here' by Mini Grey	<b>READING SPINE</b> 'Where the Wild Things Are' by Maurice Sendak	<b>READING SPINE</b> Giant Jelly Jaws and the Pirates 'by Helen Bough
	<b>WRITING EXPECTATIONS (FIRST WEEK)</b>	<b>READY FOR PVPG LESSONS</b>  <i>Once secure in Letter Formation and RWI Set 2 Phonics</i>	<b>WRITING TO INFORM</b> <i>Non-Chronological Report</i>	<b>WRITING TO ENTERTAIN</b> <i>Recount - Postcard</i>  <b>GS MODEL TEXT -</b> <i>Adventures of Toy Man</i>  <b>GS LETTER/POSTCARDS UNIT GUIDE</b> <i>(Toys In Space)</i> Follow the whole unit guide	<b>WRITING TO INFORM</b> <i>Instructions</i>  <b>GS MODEL TEXT -</b> <i>HOW TO TAME A WILD ONE</i>  <b>GS INSTRUCTIONS UNIT GUIDE</b> <i>(How To Grow A Plant)</i> Use this as the writing unit guide but change the theme to 'monsters'	<b>WRITING TO ENTERTAIN</b> <i>Character Description</i>  <b>GS MODEL TEXT -</b> <i>Captain Snappy Beard</i>
	<b>SECURING SET 2 PHONICS &amp; LETTER FORMATION</b>	<b>SENTENCE PATTERN BULDING UNIT</b>	<b>GS PVPG MODEL TEXT -</b> <i>Dinosaurs</i>  <b>GS NON-CHRONOLOGICAL REPORT UNIT GUIDE (Dragons)</b> Use this as the writing unit guide but change the theme to 'dinosaurs'	<b>WRITING POETRY</b> <i>List Poems</i> <i>(Easter Theme)</i>	<b>WRITING TO PERSUADE</b> <i>Persuasive Advert</i>  <b>GS MODEL TEXT -</b> <i>Join The Wild Club</i>	<b>WRITING POETRY</b> <i>Acrostic Poems</i> <i>(Summer Theme)</i>
	<b>TRANSCRIPTION FOCUS</b>  <b>WRITING LISTS, CAPTIONS AND LABELS</b>	<b>WRITING POETRY</b> <i>Onomatopoeic Poems</i> <i>(Bonfire Night Theme)</i>				
MATHS	<b>NUMBER:</b> Place Value (within 10) <b>NUMBER:</b> Addition and Subtraction (within 10) <b>GEOMETRY:</b> Shape <b>NUMBER:</b> Place Value (within 20)		<b>NUMBER:</b> Addition and Subtraction (within 20) <b>NUMBER:</b> Place value (within 50) – (Multiples of 2,5 and 10 to be included) <b>MEASUREMENT:</b> Length and Height <b>MEASUREMENT:</b> Weight and Volume		<b>NUMBER:</b> Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) <b>NUMBER:</b> Fractions <b>GEOMETRY:</b> Position and Direction <b>NUMBER:</b> Place value (within 100) <b>MEASUREMENT:</b> Money <b>MEASUREMENT:</b> Time	
	SCIENCE	<b>WORKING SCIENTIFICALLY</b>				
<ul style="list-style-type: none"> <li>• asking <b>simple questions</b> and recognising that they can be answered in different ways                             <ul style="list-style-type: none"> <li>• <b>observing closely</b>, using <b>simple equipment</b> <ul style="list-style-type: none"> <li>• performing <b>simple tests</b></li> <li>• <b>identifying</b> and <b>classifying</b></li> </ul> </li> </ul> </li> <li>• using their <b>observations</b> and <b>ideas</b> to <b>suggest answers</b> to questions                             <ul style="list-style-type: none"> <li>• <b>gathering</b> and <b>recording data</b> to help in answering questions</li> </ul> </li> </ul>						

		<p><b>EVERYDAY MATERIALS</b></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>HUMAN BODIES</b></p> <p>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>	<p><b>ANIMALS</b></p> <p>Pupils should be taught to: 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</p>	<p><b>PLANTS</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>ANIMALS</b></p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p><b>SEASONAL CHANGES</b></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
	<b>PSHE</b>	<p><b>Me and my Relationships</b></p> <p>Feelings Getting help Classroom rules Special people Being a good friend</p>	<p><b>Valuing Difference</b></p> <p>Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help</p>	<p><b>Keeping Safe</b></p> <p>How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep</p>	<p><b>Rights and Respect</b></p> <p>Taking care of things: Myself My money My environment</p>	<p><b>Growing and Changing</b></p> <p>Getting help Becoming independent My body parts Taking care of self and others</p>	<p><b>Being my Best</b></p> <p>Growth Mindset Healthy eating Hygiene and health Cooperation</p>
	<b>ART AND DESIGN</b>	<p><b>DRAWING, TEXTURE</b></p> <p>Observational drawing of superheroes: children draw each other in different superhero poses. Use different media: pencil, charcoal, chalk. Work on different scales. Work for different amounts of time (1 minute, 5 minutes, 10 minutes, etc)</p> <p>Children use their drawings to create larger collages of their superheroes in action.</p> <p>Research Comic book artist Stan Lee.</p>		<p><b>FORM, PATTERN</b></p> <p>Design and make a dinosaur out of clay.</p> <p>Research African patterns and modern crafts people using etsy.com.</p> <p>Design their own pattern and decorate bowl in chosen design.</p>		<p><b>TEXTURE, COLOUR</b></p> <p>Henri Rousseau 'Surprised' know as 'Tiger in a Tropical Storm'.</p> <p>Make a collage of the tiger or other jungle animal. Collage paper could be printed on in a previous lesson to give a greater range of coloured papers.</p> <p>Create a whole class display.</p>	

<b>YEAR ONE</b>	<b>DESIGN AND TECHNOLOGY</b>	<b>DIGITAL LITERACY</b> Online Safety	<b>COMPUTER SCIENCE</b> Programming Toys	<b>INFORMATION TECHNOLOGY</b> Computer Skills	<b>INFORMATION TECHNOLOGY</b> Painting	<b>INFORMATION TECHNOLOGY</b> Word processing	<b>COMPUTER SCIENCE</b> Scratch
		choose the correct Safe Search filter when using a search engine; make links between the online and offline world; recall all of the SMART rules for Internet safety; recognise which personal information they should keep safe from strangers; help to construct an email.	Say what an algorithm is, say why it is important to be precise when writing an algorithm, check their work for mistakes (debug); program a Bee-Bot using the arrow buttons, start their programming sequence again if they need to, check their work for mistakes to debug a program, plan and check an algorithm.	Log on and log off on a computer independently and manipulate an application window by moving and resizing it.	"Save their paintings in their folder, fill an area with a colour, undo and redo and add text."	Save their work in their folder, edit text using backspace, delete and the arrow keys, format the font and select single words.	Use different end blocks, including repeat forever, change the size of characters to grow or shrink, hide and show characters with an instruction block, can program two or more characters with instructions at the same time.
		<p style="text-align: center;"><b>Incredible Me</b> Create a healthy fruit snack.</p> <p>Assemble or cook healthy ingredients. Understand where food comes from. Cut or peel ingredients safely. Understand the need for basic human hygiene. Prepare and combine ingredients into a specific project. Identify that people should eat at least 5 portions of fruit and vegetables a day.</p> <ul style="list-style-type: none"> <li>• To understand the importance of washing their hands prior to handling food. <ul style="list-style-type: none"> <li>• To know which foods are healthy.</li> <li>• To know where food comes from</li> </ul> </li> <li>• To cut using a small blunt knife with support. <ul style="list-style-type: none"> <li>• To practice fruit peeling.</li> </ul> </li> </ul> 		<p style="text-align: center;"><b>Toys</b> Design and make a Kite.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products.</p> <ul style="list-style-type: none"> <li>• To join materials using glue, paper and scissors.</li> <li>• To use scissors to cut along a line with support. <ul style="list-style-type: none"> <li>• To make a sturdy structure.</li> </ul> </li> <li>• To evaluate the success of their model.</li> </ul> 		<p style="text-align: center;"><b>Land Ahoy</b> Moving pictures sliding boats and pirates.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Evaluate their ideas and products against design criteria. Explore and use mechanisms (Sliders, linkages, levers), in their products.</p> <ul style="list-style-type: none"> <li>• To make a picture/2D object with moving components.</li> <li>• Use scissors to cut along a line with accuracy.</li> <li>• Assemble and join materials and parts with glue, tape, fasteners.</li> <li>• Create a slider or lever.</li> </ul> 	

YEAR ONE	GEOGRAPHY	Use fieldwork and observational skills to study the geography of their school and its grounds. Directional language: near/far/left/right		Use fieldwork and observational skills to study the geography of their local area.  To devise a simple map. To find key human features in an aerial map (city, town, village, beach, shop or house).  To use and construct basic symbols in a key.  To use simple compass directions (North, South, East, West)		To locate UK in the map. Identify season and daily weather patterns in the UK. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
	HISTORY	<b>Black History</b>	<b>Changes in living memory:</b> To recognise the differences between old and new toys.  <b>The lives of significant individuals:</b> Guy Fawkes Remembrance week.		<b>Changes in living memory:</b> To recognise the differences between old and new aeroplanes –  <b>Events beyond living memory</b> The Wright Brothers The first aeroplane flight.		<b>Events beyond living memory</b> Smugglers and Pirates  <b>The lives of significant individuals:</b> Famous pirates e.g. Blackbeard
	MUSIC	<b>My musical Heart beat</b> MMS  Learning about pulse and beat	<b>Dance Sin and Play</b> MMS  Rhythm and pitch  Christmas Nativity	<b>In the Groove</b> Original scheme  History of music- Blues, Latin, Folk, Funk, Baroque and Bhangra Singing in different styles.	<b>Learning to Listen</b> MMS  Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A	<b>Having fun with improvisation</b> MMS  Using 3 notes to improvise	<b>Let perform together</b> MMS  Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.
PE	<b>Wide, Narrow, Curled</b>  To apply 'champion gymnastics' to explore movements and balances in a wide way on the floor and on apparatus.	<b>Hands 1</b>  To develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.  To explore different ways of sending (passing) the ball to their partner.	<b>Feet 1</b>  To develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.	<b>The Zoo</b>  To respond to the stimulus (big animals) using a range of different, controlled movements showing character expression. To learn how to control and co-ordinate their bodies to perform movements that represent big animals.	<b>Rackets, bats and balls</b>	<b>Health and Well bring</b>  To consolidate our understanding of agility and when this is applied during sport.  To develop different ways of moving at speed and will understand the consequences of not being agile.	

		<p><b>Running 1</b></p> <p>To explore running using different body parts and different techniques and begin to understand how to run efficiently.</p>	<p><b>Heroes</b></p>	<p><b>Body Parts</b></p> <p>To apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.</p>	<p><b>Hands 2</b></p> <p>To introduce throwing (underarm). To understand how we throw a bean bag underarm and why.</p>	<p><b>The Zoo</b></p> <p>To respond to the stimulus (big animals) using a range of different, controlled movements showing character expression. To learn how to control and co-ordinate their bodies to perform movements that represent big animals.</p>	<p><b>Team Building</b></p> <p>To introduce teamwork. To understand why it is important to include everyone when working as a team and how it feels to be left out. To start to learn and understand what makes an effective team.</p>
<b>RE</b>	<p>Theme: <b>Creation Story</b></p> <p>Concept: God/Creation</p> <p>Key Question: Does God want Christians to look after the world?</p> <p>Religions: Christianity</p>	<p>Theme: <b>Christmas</b></p> <p>Concept: Incarnation</p> <p>Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religions: Christianity</p>	<p>Theme: <b>Jesus as a friend</b></p> <p>Concept: Incarnation</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religions: Christianity</p>	<p>Theme: Easter: <b>Palm Sunday</b></p> <p>Concept: Salvation</p> <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Religions: Christianity</p>	<p>Theme: <b>Shabbat</b></p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religions: Judaism</p>	<p>Theme: <b>Rosh Hashanah and Yom Kippur</b></p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Religions: Judaism</p>	