

## Geography

### Why can't a Meer Kat live in the North Pole?

NC: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

#### **Geographical enquiry:**

Use maps, atlases and globes to identify the UK and other countries as well as continents and oceans. Create relevant questions about a locality? Identify seasonal and daily weather patterns.

#### **Physical Geography:**

Identify main features of a hot and cold place. Describe locality using words and pictures. Explain how weather changes with each season.

#### **Human Geography:**

Explain why they would wear different clothes at different times of the year. Explain what they might wear if they lived in a very hot or very cold place.

#### **Geographical Knowledge:**

Point out where the Equator North Pole and South Pole on a globe or atlas.

Read: Meer Kat Mail

- Why do Meer Kats live in the desert?
- Which animals live in cold places like the North and South Pole?
- How do Polar Bears keep warm?
- What do we mean by hot and cold colours?
- Why do people usually like going to hot places for their holidays?
- Why do we wear different clothes in summer and winter?

## PE

### Net and Wall Games

- To throw and catch accurately.
- To develop agility and co-ordination
- To participate in team games

## Art

Linked to geography topic - Skills Knowledge and Understanding.

### Hot and Cold Pictures

**Drawing:** Draw lines of different shapes and thickness.

**Painting:** Name colours including shades. Create moods in painting. Use thick and thin brushes. Name primary and secondary colours.

**Collage:** To gather and sort materials. Cut and tear paper and card.

Year 1

Autumn 1

## Computing

### We are Treasure Hunters

- 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.
- Recognise common uses of information technology beyond school.

## RE

- Cultivating inclusion, identity and belonging.
- Being Thankful

## Science

### Why does it get darker earlier in Winter?

NC: Observe changes across the four seasons  
Observe and describe weather associated with the seasons and how day length varies.

**Working scientifically:** Exploring shiny things and grouping them according to whether they shine in the dark or not. They can go on a shadow hunt and think about what is similar about the places where shadows are found. Perform a simple test and explain their findings. Record their findings using standard units of measure.

**Knowledge, Skills and Understanding:** Observe changes across the four seasons. Identify different sources of light and compare them. Observe and describe shadows during the day. Describe how the Sun moves across the sky.

Read – The owl who was afraid of the dark

- Why are we sometimes afraid of the dark?
- Where do shadows come from?
- Why is the Sun so important to us and is it always in the same place?
- Where do the stars go to in the daytime?
- How can we create our own night picture?
- Which animals come out at night?
- How can we create our own shadow theatre?

## Music

### Singing Songs and Rhymes

## History

### Why is the Wii more fun than Grandma and Grandad's old toys?

**NC:** Changes within living memory – revealing aspects of change in national life.

**Chronological understanding:** Place objects in chronological order, use phrases such as “old, new and a long time ago”.

Explain about things that happened when they were little.

Know that some objects belong in the past. **Challenging:** Use words and phrases like “very old, when mummy and daddy were little. Use “before” and “after” correctly. Say why they think a story was set in the past.

**Knowledge and interpretation:** Appreciate that some famous people have helped out lives be better today.

**Challenging:** Explain why certain objects were different in the past. Explain differences between past and present in their life and that of other children from a different time.

**Historical enquiry:** Ask and answer questions about old and new objects. Spot new and old objects in a picture. Answer questions using an artefact/photograph provided. Give a plausible explanation about what an object was used for in the past. **Challenging:** Identify the main differences between old and new objects. Answer questions using a range of artefacts/photographs provided. Identify objects from the past such as vinyl records.

**WOW:** Set up 4 wii consoles in the classrooms and invite 6 grandparents to come in and challenge the learners on four different Wii games.

- Who will win the Wii challenge?
- What was on Grandma and Grandad's Christmas and birthday list?
- Would there have been a Toys R Us around when Grandad was a boy?
- How can you make a moving toy?
- Which toy will be in toy story?
- What would your Christmas have been like without batteries?
- Reflection: Would you choose your toys before your grandparents's toys?

## D&T

Linked to History topic - Skills Knowledge and Understanding.

- Think of their own ideas and explain what they want to do.
- Use pictures and words to plan.
- Explain what they are making and which tools they are using.
- Describe how something works.
- Talk about their own work and other people have done.

Year 1

Autumn 2

## Computing

### We are TV Chefs

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- 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.

## PE

### Dance

- To develop balance, agility and co-ordination
- To perform dances using simple movement patterns

## Science

**Working Scientifically:** To perform simple tests. Explain what they have done. Identify and classify things that they observe. Create questions. Give simple reasons for their answers. Explain what they have found out. Record their findings in standard units.

**NC:** Distinguish between an object and the materials from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal 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.

**Wow:** Start with a discussion about the materials used by the Three Little Pigs to build each house. Visit from a builder or Bob the builder.

- What are the advantages and disadvantages of using straw, wood and bricks for different structures?
- How are bricks joined together?
- How can we make very strong structures from straw?
- Which materials were used to build out school and why were they chosen?
- How can you build a bridge using only paper?
- Reflection: How can you design and make a ...?

## Music

### Christmas Play songs

## RE

- Being modest and listening to others
  - Expressing Joy

## Geography/History

**NC: KS1 Geography:** use world maps, atlases and globes to identify the United Kingdom and its countries.

**KS1 History:** Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present.

**Geographical Enquiry:** Can they say what they like about their locality? Can they sort things they like and don't like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few relevant questions to ask about <a locality>?

**Physical geography:** Can they tell someone their address? Can they describe <a locality> using words and pictures? Can they name key features associated with a town or village, eg, church, farm, shop, house?

**Geographical Knowledge:** Can they identify the four countries making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom?

**Challenging:** Can they name key features associated with a town or village, eg, factory, detached house, semi-detached house, terrace house? Can they name a few towns in the south and north of the UK?

**Chronological Understanding:** Can they put up to three objects in chronological order (recent history)? Can they use words and phrases like: 'old', 'new' and 'a long time ago'? Can they tell me about things that happened when they were little? Can they recognise that a story that is read to them happened a long time ago? Do they know that some objects belonged to the past?

**Historical Enquiry:** Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact / photograph provided? Can they give a plausible explanation about what an object was used for in the past?

- **WOW:** Take a bus tour of the immediate area and go to two contrasting places: village and a town or city.
- Where do we live and what's so special about it?
- How far have you travelled around the United Kingdom?
- How many different ways could you travel around our country?
- Has it always been easy to travel around our country?
- How have cars, buses, trains and bicycles changed since your grandparents were little?
- Can you design and make a vehicle that can move?
- Reflection: Work in groups to put together a presentation on what they know about their country.

## PE

### Gymnastics

## D&T

**Developing, planning and communicating ideas:** Can they think of some ideas of their own? Can they explain what they want to do? Can they use pictures and words to plan?

**Working with tools, equipment, materials and components to make quality products:** Can they explain what they are making? Which tools are they using?

**Evaluating processes and products:** Can they describe how something works? Can they talk about their own work and things that other people have done?

**Use of materials:** Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be?

**Mechanisms :** Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts?

**Construction:** Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?

Year 1

Spring 1

## Computing

### We are painters.

- 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.

## Science

### Why are humans not like tigers?

**NC:** 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 is associated with each sense.

**Working Scientifically:** Using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sound and smells.

**WOW:** Read "The Tiger who came to Tea" and "Zoo" (Visit a zoo if possible)

- Why do we call some animals "wild"?
- What would you ask a zoo keeper?
- Why would it not be sensible for all animals to live in England?
- How are we humans different from most animals?
- What do we mean by carnivore, herbivore, and omnivore?
- What do we need to do to keep our pets happy?
- Who are the mini beasts that live in our schools grounds?
- Reflection: Can you create your own non-fiction book on a "visit to a zoo"?

## Music

### Hey You (Hip Hop)

## RE

- Being fair and just
- Being accountable and living with integrity

## Geography

**NC: KS1 Geography:** Identify seasonal and daily weather patterns in the UK

**Geographical Enquiry:** Answer questions using resources, such as books, internet and atlases.

**Physical geography:** Explain the main features of a hot and cold place. Explain how the weather changes with each season.

**Human Geography:** Begin to explain why they would wear different clothes at different times of the year. Say something about the people who live in hot and cold places. Explain what they might wear if they lived in a very hot or a very cold place. Explain how the weather changes with each season.

**Geographical Knowledge:** Point out where the equator, North Pole and south pole are on a globe or atlas.

**Challenging:** Answer questions using a weather chart. Make plausible predictions about what the weather may be like later in the day or tomorrow.

WOW: Mrs Spring comes to visit the children prepare questions to ask her.

- Why are there so many leaves on the ground in Autumn?
- What changes do we see in our country with each season?
- What would you need to do to become the next weather presenter?
- How can you create patterns using leaves in the style of William Morris?
- After listen to music entitled the "Four Seasons", can you create your own music which captures different weather patterns?
- Why are so many of the things you enjoy doing dependent on the time of year and the weather?
- Reflection: In small groups create a typical weather forecast summary which will be filmed.

## PE

Striking and Fielding

## ART

**Drawing:** Draw using pencil and crayons. Draw lines of different shapes and thickness; use 2 different grades of pencil.

**Printing:** Print with sponges, vegetables and fruit. Print onto paper and textile. Design their own printing block. Create a repeating pattern.

**Knowledge of Art:** Describe what they can see and like in the work of another artist. Ask sensible questions about a piece of art.

**Painting:** Choose thick and thin brushes as appropriate. Name the primary and secondary colours.

Year 1

Spring 2

## Computing

### We are collectors

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

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.

## Science

**Working Scientifically:** To perform simple tests. Explain what they have done. Identify and classify things that they observe. Create questions. Give simple reasons for their answers. Explain what they have found out. Record their findings in standard units.

**NC:** Distinguish between an object and the materials from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal 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.

### What do Aliens think of life on planet Earth?

WOW: Start a reading of Aliens love Underpants. Visit from Bob the Builder.

- What materials can you use to make the Alien's underpants?
- What material would make a good house for the aliens to live in?
- Why would wood not make a good window?
- How can the aliens stay safe whilst building their house?
- How can the aliens stay dry in the rain and how would they go about celebrating keeping dry?
- How can we make jelly for the aliens leaving party?
- Reflection: Have an Alien day where the children have to dress up but do a presentation about different materials they come across as though they didn't know them before.

## Music

### Topic Songs

## RE

- Being Courageous and confident
- Being loyal and steadfast

## History

*NC:* The lives of significant individuals in Britain's past who have contributed to our nation's achievements.

**Chronological Understanding:** Put up to 3 objects in chronological order. Use words and phrases like: "old", "new" and "a long time ago". Explains things that happened when they were little.

Recognise that a story is read to them happened a long time ago. Identify objects which belong in the past. Retell familiar story set in the past. Explain how they have changed since they were born.

**Challenge:** Put 5 objects in chronological order. Use words and phrases such as "when mummy and day were little". Use before and after correctly. Explain why a story is set in the past.

**Knowledge and Understanding:** Understand that we have a queen who rules us and that Britain has had a king or queen for many years. Appreciate that some famous people have helped our lives be better today. **Challenging:** Explain why certain objects were different in the past. Tell us about an important historical event that happened in the past. Explain differences between past and present in their life and that of other children from a different time in history. **Historical Enquiry:** Ask and answer questions about old and new objects. Spot old and new things in a picture. Answer questions using an artefact/photograph provided. Give plausible explanation about what an object was used for in the past.

**Challenge:** Begin to identify the main differences between old and new objects. Answer questions using a range of artefacts/photographs provided. Identify objects from the past such as vinyl records. Find out about a famous person from the past and carry out some research on him or her.

**WOW:** Show a brief montage of The Beatles in action and get children to discuss their music in comparison with "One Direction".

- Who were The Beatles and why does almost every adult in Britain know them?
- Who else was famous in Britain because of their music?
- If you were in a music group, what would your music sound like?
- Has Britain always had talent and who would your parents and grandparents say were famous in their day?
- Who are the famous people that have lived in our town and what can you find out about them?
- What would you like to become famous for and why?
- Reflection: Can you create a history "X Factor" show which tells everyone about famous Britons?

## PE

Invasion Games

## ART

**Drawing:** Draw using pencil and crayons. Draw lines of different shapes and thickness; use 2 different grades of pencil.

**Printing:** Print with sponges, vegetables and fruit. Print onto paper and textile. Design their own printing block. Create a repeating pattern.

**Knowledge of Art:** Describe what they can see and like in the work of another artist. Ask sensible questions about a piece of art.

**Painting:** Choose thick and thin brushes as appropriate. Name the primary and secondary colours.

*Year 1*

*Summer 1*

## Computing

### We are Storytellers

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.

## Science

### Which birds and plants would Little Red Riding Hood find in our local area?

*NC:* Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees;

Identify and describe the basic structure of a variety of common flowering plants, including trees.

**Working Scientifically:** Observing closely, and comparing and contrast familiar plants; describing how they were able to identify and group them, drawing diagrams showing the parts of different plants and trees. Children to keep records of how plants have changed over time, eg. The leaves falling off trees and buds opening; and compare and contrast how different plants change over time.

**WOW:** Children to visit a local green area and have Little Red Riding Hood read to them.

- Why would Little Red Riding Hood find our park a very interesting place to be?
- How can we identify the birds that we find in our nearest park or around our school?
- What can we do to try and attract birds to our school?
- How can we keep a record of the different types of plants and trees we find at our nearest park or around the school?
- How can we capture the beauty of the birds, plants and trees we see?
- Can we name the different parts of the plants and trees we see?
- Reflection: How can you put together a power point presentation of the birds, plants and trees seen.?

## Music

### Hands and Feet (World Music)

## RE

- Remembering Roots
- Being hopeful and visionary

## History

**NC:** The lives of significant individuals in Britain's past who have contributed to our nation's achievements.

**Chronological Understanding:** Put up to 3 objects in chronological order. Use words and phrases like: "old", "new" and "a long time ago". Explains things that happened when they were little.

Recognise that a story is read to them happened a long time ago. Identify objects which belong in the past. Retell familiar story set in the past. Explain how they have changed since they were born.

**Challenge:** Put 5 objects in chronological order. Use words and phrases such as "when mummy and day were little". Use before and after correctly. Explain why a story is set in the past.

**Knowledge and Understanding:** Understand that we have a queen who rules us and that Britain has had a king or queen for many years. Appreciate that some famous people have helped our lives be better today. **Challenging:** Explain why certain objects were different in the past. Tell us about an important historical event that happened in the past. Explain differences between past and present in their life and that of other children from a different time in history. **Historical Enquiry:** Ask and answer questions about old and new objects. Spot old and new things in a picture. Answer questions using an artefact/photograph provided. Give plausible explanation about what an object was used for in the past.

**Challenge:** Begin to identify the main differences between old and new objects. Answer questions using a range of artefacts/photographs provided. Identify objects from the past such as vinyl records. Find out about a famous person from the past and carry out some research on him or her.

**WOW:** Teacher to deliberately discriminate in favour of children with blue eyes without letting anyone know that they are doing before getting children to discuss how they felt.

- What does famous mean and can you find out who your parents would say that they admire?
- Why do we still remember Princess Diana?
- Why was Diana known as the people's princess?
- Who was Nelson Mandela and what would you ask him if you met him?
- How are Nelson Mandela and Princess Diana similar?
- How have famous photographers and artists captured Diana?
- Reflection: What would you like to be famous for and why?

## PE

Athletics

## ART

**Drawing:** Draw using pencil and crayons. Draw lines of different shapes and thickness; use 2 different grades of pencil.

**Printing:** Print with sponges, vegetables and fruit. Print onto paper and textile. Design their own printing block. Create a repeating pattern.

**Knowledge of Art:** Describe what they can see and like in the work of another artist. Ask sensible questions about a piece of art.

**Painting:** Choose thick and thin brushes as appropriate. Name the primary and secondary colours.

*Year 1*

*Summer 2*

## Computing

### We are celebrating

- 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.

## Science

### Which birds and plants would Little Red Riding Hood find in our local area?

**NC:** Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees;

Identify and describe the basic structure of a variety of common flowering plants, including trees.

**Working Scientifically:** Observing closely, and comparing and contrast familiar plants; describing how they were able to identify and group them, drawing diagrams showing the parts of different plants and trees. Children to keep records of how plants have changed over time, eg. The leaves falling off trees and buds opening; and compare and contrast how different plants change over time.

**WOW:** Children to visit a local green area and have Little Red Riding Hood read to them.

- Why would Little Red Riding Hood find our park a very interesting place to be?
- How can we identify the birds that we find in our nearest park or around our school?
- What can we do to try and attract birds to our school?
- How can we keep a record of the different types of plants and trees we find at our nearest park or around the school?
- How can we capture the beauty of the birds, plants and trees we see?
- Can we name the different parts of the plants and trees we see?
- Reflection: How can you put together a power point presentation of the birds, plants and trees seen.?

## Music

Songs related to topics

## RE

Being curious and valuing knowledge  
Being open honest and truthful