

Year 1

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Who am I and where do I belong?	Is a monster always bad?	<i>How do I know what season it is? (Under review)</i>	Could we live on the moon?	How are animals different to me?	How has transport changed over time?
STEM	Maths					
	See separate document					
	Science					
	Seasonal changes Through the entire year, children will observe changes across four seasons. In this topic they will learn about the characteristics of each season. This will include weather associated with the seasons and how day length varies.	Materials Children will learn to distinguish between an object and the material from which it is made. They will identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. After investigation, they will describe the simple properties of a variety of everyday materials and use these properties to compare and group them. <i>*Seasonal changes</i>	Seasonal changes continued. See Autumn 1.	Plants Children will learn about the basic structure of a variety of common flowering plants, including looking at seeds and how they grow. They will plant beans and watch them start to grow. They will also hunt for different types of plant in the school grounds and identify and name a variety of common wild and garden plants including deciduous and evergreen trees. <i>*Seasonal changes</i>	Animals including humans Children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will learn about carnivores, herbivores and omnivores. After careful observation they will describe and compare the structure of a variety of common animals. They will also identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <i>*Seasonal changes</i>	Animals including humans Time will be spent this half term completing this topic, as well as following up on their Plants topic. <i>*Seasonal changes</i>
	Computing					
	Digital painting Children will describe the function of different freehand tools and use shapes and line tools. They will make careful choices when making a digital picture, explain their choices, paint a picture on a computer and compare this with painting on paper.	Moving a robot Children will explain what a given command is and act out given words. They will use commands to make sequences, plan a simple programme and find more than one solution to a problem.	Grouping data Children will label objects, identify that they can be counted, describe them in different ways, group and compare objects, and answer questions about them.	Programming animations Children will choose a command for a given purpose and show that a series of commands can be joined together. They will identify the effects of the changes; design parts of a project and design an algorithm to create a programme.	Technology around us Children will identify and use technology, including a computer and its main parts. They will go on to create rules for using technology responsibly.	Digital writing Children will use a computer to write and compare this to writing on paper. They will add and remove text, identify how text looks different on a computer, chose how to edit text and explain choices.
	D.T.					
		Structures: Freestanding structures Children will explore structures including furniture, asking what they are made of and why and looking at how parts are joined together. They will use different materials and tools to practise joining and checking for stability. They will think about how they could make a piece of furniture for a monster, responding to simple design criteria. They will develop and evaluate their products. Food: Preparing fruit and vegetables After examining a range of vegetables, children will practise using simple food preparation techniques to prepare crudité for an end of term party.	Textiles: Templates and joining techniques Children will look at examples of glove puppets, thinking about the user and purpose. They will look at the different parts and practise joining techniques. After designing their own glove puppet, they will use a pattern to follow the idea through and then evaluate their finished product.			Mechanisms: Wheels and axles After exploring and evaluating a range of wheeled products, children will draw and label the main parts. They will practise using fixed and moving axles. Responding to a design brief, children will develop a product to transport item/s from one place to another, thinking about how the wheels and axles will work, and adding finishing techniques.
	History					
	Looking back in time: Past seasons/ Reception year. s.	Homes through the ages During this topic the children will explore the importance of homes through the ages. They will discover how homes and appliances have changed and compare appliances and homes made in different time periods. The children will learn to find out about the past using sources and questions, gaining valuable insights.		Space race The space race and the people involved with it are the key to the children's understanding of this topic. They investigate the intriguing questions of why people risked their lives to journey to the moon and how they accomplished this incredible feat. Through historical inquiry and exploration, students learn about the causes and consequences behind this historic event. They also sharpen their skills in finding out about the past using sources and questions, uncovering the captivating story of humanity's quest to reach the moon and what they discovered once they got there.		History of transport Led by the big question "How has transport changed?", children explore forms of transport by making comparisons between those used in the past and present. After focusing on flight, road and rail travel they return to the big question to make more accurate comparisons. They then explore the important role of people from Global Majority backgrounds in the development of aviation.
	Geography					

Humanities	Seasonal Changes The children will find out about seasonal changes and explore why we have these in the UK. They will find out that seasonal changes can look different in different continents. There will be links made with Science.		Continents / oceans The children will name the 5 continents and 7 oceans, exploring their location on an atlas and globe. In role play the children will engage in travel agent play to include comparing and contrasting different climate zones/countries.	Local area A study of the local area will be undertaken to identify and discuss physical and human features, likes/dislikes and possible enhancements. Children will create a map of local area including routes from home to school (may go into summer 2). The children will make and observe a weather station and from it, create weather charts.		
	RE					
	The Natural World This unit involves pupils in investigating patterns, rhythms in nature, change, growth and the cycle of life. It provides an opportunity to experience awe and wonder as pupils reflect on attitudes to life, living things and the world. Through this unit pupils are introduced to the belief that for people of many faiths, and specifically for Jews, Christians and Muslims, the Creator, God, designed the world.	Christianity 1 The Bible and Christmas Children will learn that Christians believe that Jesus is God's Son and that The Bible is a special book, different from other books. They will listen to stories about the birth and life of Jesus and learn that Christmas is the celebration of Jesus' birth.	Islam 1 Prophet Mohammed (PBUH) Children will find out about who Allah is in Islam and hear stories from the life of the Prophet Muhammad (pbuh). They will learn about living as a Muslim including the importance of respect for self and others. They will learn that the Qu'ran is the holy book of Islam, that it is written in Arabic and must be treated with respect.	Islam 2 5 Pillars of Islam Children will learn about the Five Pillars of Islam: 1. Shahadah – Bearing witness in Allah as the One God and Prophet Muhammad (pbuh) as His messenger. 2. Salah - Prayer. 3. Sawm - Fasting. 4. Zakat - Charity. 5. Hajj - Pilgrimage. They will learn that Muslims serve Allah in many ways such as daily Salah, charity, and brother/sister hood. They will also learn about worship in the home and the Mosque.	Belonging - Who am I? In this unit children draw on their understanding of what it means to belong, and then relate it to how children are given a sense of belonging in four religions: Christianity, Islam, Hinduism and Sikhism. They will investigate how children are welcomed into different religions. They will think about how people show they belong and what is special for them about belonging.	Christianity 2: A local church Children will learn that churches are places where Christians worship together, read the Bible, listen to stories, sing and pray once or more times weekly. They will find out about leaders, objects and symbols in churches and important ceremonies. This unit will involve a visit to a local church.
The Arts	Art					
	Spirals Children will build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings. The focus of the exploration is around spirals – an ancient symbol which we all recognise, and which lends itself to conversations around growth, movement and structure.			Simple Printmaking Children will explore their environment and take rubbings of textures that they find. They will use these rubbings to make an image. They will make a printing plate, using colour, shape and line to make their print interesting. They will create a symmetrical or sequenced print. They will use a sketchbook to collect their prints and test ideas.	Making birds Children will look carefully at photos and films of birds and then make drawings of what they have noticed. They will experiment with a variety of drawing materials and test ways to make marks that describe what they see. They will use colour in their drawings and mix two or more different media together. They will use a variety of materials to make their own sculpture.	
	Music					
	Inside Out! (Zones of Regulation) Children will use voices expressively and creatively to sing songs, chants and rhymes. They will play tuned and untuned instruments. Through listening and singing, students will explore the Zones of Regulation and how these are reflected in stories, with a focus on The Day the Crayons Quit. Students will identify the zones when listening to different music and stories and will explore the use of imagination when listening to music through creative activities.	Christmas Production Children will develop listening and repeating skills, whilst learning new repertoire. They will learn melodies and perform them accurately. Children will develop confidence and performance skills. They will learn about the nativity/ Christmas story and explore Christmas in other cultures. Children will explore how music can tell a story.	Musical Elements Children will learn the fundamental music elements such as volume, tempo and pitch. They will explore different music genres and they will be able to describe a piece of music using the music terms taught.	Exploring Sounds Children will learn to explore different sounds. They will learn about timbre and the colour of different sounds. Children will create their own sounds based on story telling by using different percussion instruments.	Duration and Tonality Children will learn about duration in music and they will compose their own music using short and long sounds. They will also learn about tonality which is minor and major music and they will learn how to recognise the tonality of a piece of music.	Pattern Students will develop listening and repeating skills and learn melodies to perform them accurately. They will develop aural skills relating to pitch and rhythm. Students will be able to identify music with 2, 3 or 4 beats in a bar, and recognised how beats can be grouped together. Students will develop confidence and performance skills and explore how music and movement are related.
	PSHE					

Wellbeing	Keeping Safe Baseline - What I Know Now Children explore their existing ideas about safety across familiar environments, beginning to recognise situations that may involve risk and identify safe and unsafe choices. Road Safety Looking at how we can stay safe when crossing the road and travelling in a vehicle. Keeping Healthy Baseline - What I Know Now Children share their existing ideas about what helps people stay healthy. Washing Hands Looking at why we should wash our hands and the potential consequences of not washing our hands. Relationships <i>Simply RSHE Lesson - Respectful Kind Relationships topic</i> (link with Kilmore Quality - Respect) Zones of Regulation Recap	Computer/Online Safety What I Know Now Children begin to develop an early understanding of technology and how it forms part of everyday life. Online Bullying Online Bullying looks at how online actions can affect others, the positives and negatives of using technology, who and how to ask for help and recognising kind and unkind comments. <i>Simply RSHE lesson - Online Safety & Awareness and Wellbeing Online topics</i> A World Without Judgement What I Know Now Children share their existing ideas about rules, fairness and how we treat others kindly and begin to recognise why rules help keep classrooms and communities fair and safe Democracy Looks at what a democracy is and times when people vote or choose things together (link with pupil parliament voting) <i>Kilmore Quality (Empathy)</i>	Being Responsible What I Know Now Children begin to develop an early understanding of what it means to be responsible in everyday situations. Water Spillage Water Spillage looks at the different ways we can cause accidents and how we can prevent accidents from happening. <i>Simply RSHE lessons - Being Safe, Personal Safety and General Wellbeing topics</i> <i>Kilmore Quality (Resilience)</i>	Feelings and Emotions What I Know Now Children share their existing ideas about different feelings and emotions they may experience Jealousy Jealously looks at recognising strengths of our own and of those around us and how to deal with feelings of jealousy Fire Safety What I Know Now Children begin to develop an early understanding of the people and services that help keep communities safe. Hoax Calling Looks at what a 'hoax call' is and why it can be risky <i>Simply RSHE lessons - Healthy Eating and Physical Health & Fitness topics</i> <i>Kilmore Quality (Honesty)</i>	Relationships What I Know Now Children share their existing ideas about how people can treat others kindly and respectfully Friendship Friendship looks at how we behave within our friendships and how these behaviours can affect others. <i>Simply RSHE lesson - Caring Friendships</i> <i>Simply RSHE lessons - Basic First Aid and Health Protection and Prevention topics</i> <i>Kilmore Quality (Collaboration)</i>	Our World What I Know Now Children begin to develop an early understanding of the world around them and how living things grow and are cared for. Growing in Our World Growing in Our World explores the human cycle and how our families are special and unique. <i>Also include Simply RSHE lesson - Families & People Who Care for Me topic</i> <i>Simply RSHE lessons - Developing Bodies and Drugs, Alcohol, Tobacco & Vaping topics</i> <i>Kilmore Quality (Independence)</i>
	P.E. (Outdoor/Indoor)					
	Gymnastics Children can perform various shapes. They will perform basic jumps (straight jump and star jump). They will develop and perform a tuck rock, a tuck roll and rocket roll with pointed toes. They will perform simple balances, holding for 3 seconds. Children will perform a bunny hop - hands first then feet. They will perform a basic sequence (roll, jump and roll) individually with control.	Dance Children will listen to music and begin to move in time to it. They will perform basic dance movements and show some use of levels. They will perform travelling movements within their dance by stepping, skipping and jumping.	Where the Wild Things Are. Music and movement based on the childrens topic Children will listen to music and continue to move in time to it. They will perform basic dance movements in a certain character role and show some use of levels. They will perform travelling movements within their dance, in different ways that relate to the music they are listening to.	Gymnastics Children will continue to develop the skills taught in Autumn 1 and apply them to apparatus through various gymnastic challenges. They will perform a basic sequence using the apparatus with control.	Multi skills Children will take part in a variety of activities to improve their agility, balance and coordination. They will balance on lines with control and use equipment to balance on various parts of the body. They will practise changing direction with some control. Children will develop co-ordinating their body while beginning to move with equipment. They will co-operate, compete and challenge themselves as a team in various games.	Social Dodgeball Children will practise rolling the ball in different ways to improve accuracy. They will develop their coordination by throwing a ball to a partner underarm, and by aiming at a target, and develop their catching technique. They will be jumping over a variety of objects at different heights and over a ball in a game situation. They will begin to learn the blocking technique movement – through a game situation and begin to apply attacking and defending tactics in adapted games.
	Ball Skills Children will begin to learn how to stop a ball with their feet either using the sole or inside of their feet. This will include being able to kick/pass the ball with some accuracy and with control. The children will then perform rolling a ball to a target with success. Then the children will move onto throwing a ball underarm towards a target with some success, also using techniques to catch a ball.	Ball Skills Continuing with ball skills the children will learn to incorporate their passing skills in game situations, they will then go on to learn how to bounce a ball with control. This will lead into learning how to throw a ball to score. Children will learn to use control to move with a ball; they will score with a ball in their hands and be encouraged to throw the ball in different ways. They will apply these skills in game scoring situations.	Outdoor Adventure The children will learn to work and co-operate with a partner and be able to give them a variety of instructions. They will develop moving in different directions (forwards, backwards, left and right). They will also experiment with instructing their partner to move in different directions. They will learn techniques to work, co-operate and complete matching tasks in a group.	Social Dodgeball The children will learn to work together in either group or partner situations. They will learn to work as a team to be able to compete in a game of dodgeball. The children will develop understanding of how to use positive language in sport through praise. They will also be encouraged to play fairly and have a good understanding of rules. This will be done through consolidating all skills learnt to play a whole class game of dodgeball.	Athletics The children will learn a variety of skills in athletics that is based around sports day. They will learn how to co-operate as a team and be able to encourage others in their groups to do well. They will also learn skills to increase their speed using the acronym FAST i.e. using opposite arms and legs and showing balance; running while looking forward and pumping or swinging their arms at speed. They will develop their skills in standing in the correct stance and throwing an object accurately towards a target. The children will also be encouraged to perform jumps from two feet to two feet, bending their knees and pushing off when jumping.	Rugby FUNDamentals Children will learn how to hold a rugby ball, hand it over and receive it, and move around with it in two hands. They will develop the skill of running and placing a ball down on the ground, using two hands to score. The children will learn to understand running and attempting to get past a defender to score. These skills will be built around games of tag where the children will be encouraged to tag another player whilst looking forward, keeping their heads up, and moving past a tagger while staying close to them.
	Links to Articles from the UN Convention on the Rights of the Child					

	All classes will begin the year by using the UNCRC Articles to create their own Class Charter. ARTICLE 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. ARTICLE 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up. RE Discuss how every child has the right to believe and think what they want. Discuss how children in our class might be from a range of religions and this is ok.	ARTICLE 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation. PSHE – Computer safety Article 16: Discuss how every child has the right to privacy, even online RE – Christianity Article 13 and 14	ARTICLE 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this. Article 28: Discuss how every child has the right to an education. RE – Islam Article 13 and 14	ARTICLE 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. PE Article 31: Remind children to follow the rules so everyone can join in. RE – Islam Article 13 and 14	ARTICLE 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential. Science- animals incl. Humans Article 6: Discuss how children as humans survive, what do we need to survive? PSHE – friendship Article 31: Every child has the right to relax and play positively at school. Discuss how we can be good friends to ensure this happens. PE Article 31	ARTICLE 7 (birth registration, name, nationality, care) Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents. ARTICLE 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully. ARTICLE 20 (children unable to live with their family) If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion. PSHE Articles 7, 8, 20: Discuss how every child has the right to have a name, nationality and care.
	English					
	See separate document					