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| **`SUBJECT** | **Years 1 2019 - 2020** | | | | | | | |
| **Autumn** | | **Spring** | | | **Summer** | | |
| **TOPIC** | **Incredible Inventors**  **Exciting Explorers** | | **Great Fire of London**  **Animals Around the World** | | | **Food, Farms and Shops**  **Royalty and Castles** | | |
| **English** | Adjectives and alliteration: ‘Grandpa’s Great Inventions’ **(History - Inventors)**  Persuasive writing: Inventions – What materials do you need? ‘Leonardo’s Flying Boy’ **(Science – materials, Art, Leonardo Da Vinci)**  Retelling: The Three Little Pigs **(Science - materials)**  Chronological report: The Wright Brothers **(History - Inventors)**  Inference, story mapping and structure: ‘Soar’ **(History - Inventors)** | Comparisons: Amelia Earhart and Amy Johnson. **(History - Explorers)**  Animal poetry: ‘The Snail and the Whale’ **(Geography – Continents and oceans)**  News report: The First Moon Landing **(History - Explorers)**  Space shape poems  Lists and reasons: In My Kit Bag **(History – Explorers/Geography - Arctic)**  Mini books; A winter journey **(Geography - Arctic)** | Alternative version: ‘Stuck’  Descriptive Writing: Imaginary Houses  Recount: The Great Fire of London **(History – Great Fire of London)**  Prepositions: ‘Window’ Then and Now. **(Geography – Local Area)**  Comparing places: ‘The Great Kapok Tree’ **(Geography – Compare places)** | Traditional tales with repeated chorus: Dragon tales **(ICT – Audio books, Art – Andy Goldsworthy)**  Traditional tales and alternative versions: ‘The Hare and the Tortoise’  Wanted posters: ‘The Enormous Crocodile’  Under the Sea Information Mini Books **(Geography - Oceans)**  Letter writing: Meerkat Mail **(Geography - Continents)** | | Explanation: The Jolly Postman **(Geography – Local area)**  Information text: Growing seeds **(Science – Plants)**  Instructions: Spend a day as a farmer **(Science – Seasonal changes)**  Retelling and rhyme: Don’t Forget the Bacon **(Maths – Money vocabulary)** | | Explanation: That Rabbit Belongs to Emily Brown **(PSHE – Anti-bullying)**  Comparison: Compare Queen Elizabeth I and Queen Victoria **(History – Royalty)**  Journey stories: Charlie Stinky Socks **(Geography – castles)**  Presentation: Medieval Banquet Menus **(History – Royalty)**  Class book: Tourist Guide for the School **(Geography – Mapping)** |
| **Science** | **Materials**  Can they talk about what they see, touch, smell, hear or taste?  Can they talk about similarities and differences?  Can they describe materials using their senses, using specific scientific words?  Can they explain what material objects are made from?  Can they explain why a material might be useful for a specific job?  Can they name some different materials?  Can they sort materials into groups by a given criteria?  Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching?  **Seasonal Changes**  Can they use simple equipment to help them make observations?  Can they tell other people about what they have done?  Can they give a simple reason for their answers?  Can they explain what they have found out?  Can they show their work using pictures, labels and captions? | | **Animals including Humans**  Can they identify and classify things they observe?  Can they think of some questions to ask?  Can they answer some scientific questions?  Can they talk about similarities and differences?  Can they point out some of the differences between different animals?  Can they sort photographs of living things and non-living things?  Can they classify common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)  Can they describe how an animal is suited to its environment?  Can they name the parts of an animal’s body?  Can they name a range of domestic animals?  Can they classify animals by what they eat? (carnivore, herbivore, omnivore)  Can they name the parts of the human body that they can see?  Can they identify the main parts of the human body and link them to their senses? | | | **Plants**  Can they use simple equipment to help them make observations?  Can they tell other people about what they have done?  Can they give a simple reason for their answers?  Can they explain what they have found out?  Can they show their work using pictures, labels and captions?  Can they record their finding using standard units?  Can they put some information in a chart or table?  Can they make accurate measurements?  **Seasonal Changes**  Can they use simple equipment to help them make observations?  Can they tell other people about what they have done?  Can they give a simple reason for their answers?  Can they explain what they have found out?  Can they show their work using pictures, labels and captions? | | |
| **Art and Design** | **Portraits**  Can they explain what a portrait is and draw a self portrait?  Can they talk about the work of Picasso, Paul Klee and Andy Warhol  Can they use colour to portray emotion in a portrait and use collage materials to make an abstract portrait?  Can they use watercolour to paint a background and create a line drawing?  Can they create a pop art portrait?  **Christmas Craft**  Seasonal craft | | **Colour Chaos**  Can they make a painting using only primary colours?  Can they talk about the work of a selection of artists, particularly their use of colour?  Can they mix their own colours to create paintings?  Can they use a variety of techniques and materials to create colourful paintings?  Can they create a painting using either warm or cool colours?  **Print**  Screen printing on fabric | | | **Nature Sculptures**  Can they talk about nature sculptures and the work of Andy Goldsworthy?  Can they create a clay sculpture and an observational drawing of a natural object?  Can they collect natural materials to create land art?  Can they talk about their work afterwards, comparing it to other artists work?  **Joan Miro**  Can they create art in the style of Joan Miro?  Can they develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space?  Can they design and make surrealist picture and sculptures from different materials?  Can they identify how their work is similar to that of other artists? | | |
| **Design and Technology** | **Bring on Breakfast**  Can they explore and evaluate a range of fruits and yoghurts?  Do they know what is meant by ‘5 a day?’  Can they practice and improve skills in peeling, chopping, scooping and mixing?  Can they design an appealing breakfast pot according to design criteria?  Can they make a breakfast pot according to their design?  Can they work safely and hygienically and clean up their workspace?  Can they identify their most successful parts and a part they could improve? | | **Sandwiches and Sides**  Can they design and make a healthy lunch?  **Curriculum link** – ICT: We are TV Chefs  **Our Fabric Faces**  Can they explore and evaluate a range of fabrics and fabric dolls/characters?  Can they explore and evaluate how hair is created using different materials and select materials to represent their own hair?  Can they join fabric using a range of methods?  Can they cut templates and fabrics?  Can they design an appealing fabric face according to design criteria?  Can they make a fabric face using a range of materials and joining techniques, following their plans?  Can they identify their most successful parts and a part they could improve? | | | **Constructing Castles**  Can they explore and discuss the features of real castles?  Can they practice and improve skills in cutting, folding and joining?  Can they construct castle elements using a range of skills?  Can they create templates and use them to guide cutting card?  Can they design a 3D castle according to design criteria?  Can they construct a castle using a range of techniques?  Can they decorate their castle according to their research on real examples?  Can they identify their most successful parts and a part they could improve? | | |
| **History** | **Inventors**  ***Changes within living memory*:** Can they match inventions to their inventors and identify old and modern?  ***Significant individuals:*** Leonardo Di Vinci invented a flying machine. What else did he do? (Art – portraits)  ***Significant events:*** What were the Wright Brothers’ significant achievements?  **Curriculum link** – Science: Materials  ---  **Explorers**  ***Commemorative events:*** Do they know the sequence of events of the story of Guy Fawkes?  ***Local history:*** Do they know about Amelia Earhart and Amy Johnson and can they explain why Amy Johnson is important to our local history?  ***Significant events:*** Do they know about the achievements of Neil Armstrong and Tim Peake, and look at the similarities and differences in their travel?  ***Significant individuals:*** Can they explore the equipment Shackleton needed on his expedition?  **Curriculum link** – Geography: Continents and Oceans, Science: Seasonal changes | | **Great Fire of London**  ***Significant events/comparing then and now:***The Great Fire of London – What were homes like then and now?  ***Significant individuals:*** What are the similarities and differences between Thomas Farriner and King Charles II?  ***Changes within living memory:***How has London changed over time?  **Curriculum link** – Geography: Capital cities, the UK  ---  **My History**  **Changes within living memory:** Can they timeline their life and significant events?  **Comparing then and now;** Can they identify why we care for historic items and things that are significant to our own history?  **Local history;** What would they put in a time capsule to tell people of the future about yourself and where you live?  **Curriculum link** – PSHE: Me and my emotions, Science: Bodies | | | **Farms and Shops**  ***Local history:*** What are the land and buildings in our local area like?  ***Changes within living memory:*** How and why has farming changed over time?  ***Chronology:*** Can you make a timeline for a farming year?  **Curriculum link** – Science: Seasonal changes, months, Geography: Local area  ---  **Royalty**  ***Significant individuals:*** Who are the monarchy now? Why are they important?  ***Changes within living memory;*** What was it like to like in a castle and today’s houses?  ***Significant individuals:*** Compare Queen Victoria and Queen Elizabeth I.  ***Commemorative events***: Do they know about how the monarch’s birthday is celebrated?  **Curriculum link** – DT: Castles, Geography: The UK | | |
| **Geography** | **Exploring Nearby**  ***Locational knowledge:*** Can they talk about places they pass or visit often and less often using locational and directional language [for example, near and far; left and right]?  ***Geographical skills and fieldwork:***Can they map their route to school and the features they pass, constructing basic symbols in a key?  ***Human geography:*** Can they name places locally and talk about the key human features, including: city, town, village, factory, farm, house, office, port, harbour or shop, identifying changes in the landscape’s over time?  ---  **Exploring the World**  ***Locational Knowledge:*** Can they name and locate the capital cities of the United Kingdom and its surrounding seas?  ***Weather and climate:*** Can they identify seasonal weather patterns in the United Kingdom?  ***Geographical skills and fieldwork:*** Using photographs, can they compare the climate of the Artic with that of the UK and the geographical similarities and differences?  ***Geographical skills and fieldwork:*** Can they use compass directions to navigate around a map and then plan their own, constructing basic symbols for a key? | | **Capital Cities - London**  ***Locational knowledge*:** Can they name and locate the four countries of the United Kingdom, identifying some traditionally associated items from there?  ***Locational knowledge:*** Can they refer to the similarities and differences in a small area of the local woodland with a cross-section of the rainforest?  ***Human and physical geography:*** Can they identify seasonal weather patterns in places near to and far from the equator and suggest some animals that might live there?  ---  **Around the World**  ***Human and physical geography:*** Can they use geographical vocabulary to refer and compare the key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather?  ***Human and physical geography:*** Which places in our locality use water and why?  ***Human and physical geography:*** Why and how can we protect our environment and conserve habitats for animals? | | | **Farms and Shops**  ***Human and physical geography:*** In the local area, where are the natural areas, farm land and built up areas?  ***Weather and climate:*** Can they discover through research, which parts of the world a selection of foods are more commonly farmed and why?  ***Locational knowledge:*** Can they name and locate the world’s seven continents and five oceans and describe the journey that fruits and vegetable make to the UK?  ---  **Castles in the UK**  ***Locational knowledge:*** Can they locate the regions of the UK, and where existing castles are located?  ***Geographical skills and fieldwork:*** Can they use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe a route round a seaside town?  ***Human and physical geography:*** Can they make recommendations as a travel agent, identifying climate and features of places in the United Kingdom and other parts of the world? | | |
| **ICT** | **We Are Painters**  Can they explore illustrations and tell the difference between these and photographs?  Can they design an illustration for part of their story?  Can they recreate their design in a paint programme?  Can they choose brushes and tools in the programme?  Can they save and retrieve their file?  **Curriculum link** – English – Three Little Pigs, Science Materials | **We Are Treasure Hunters**  Do they know what an algorithm is?  Can they plan a route and notate their algorithm?  Can they describe directions on a map?  Can they programme a bee-bot with directions?  Can the debug their algorithm?  Can they use the vocabularyalgorithm/debug?  **Curriculum link** – History: Explorers Geography: Mapping, compass directions | **We are TV Chefs**  Can they write an algorithm for making a sandwich?  Can they test and debug their algorithm?  Can they record, stop and playback a video file?  Can they present their recipe to an audience?  Can they evaluate their success as a TV chef?  **Curriculum link** – DT: Food technology | | **We Are Authors**  Can they listen to and discuss audiobooks?  Do they know what a sound effect is and how to make them effective?  Can the design and record their own sound effects?  Can they record an audio file?  Can they tell their part of the story clearly?  **Curriculum link** – English: Fairy tales with a repeated pattern | **We Are Collectors**  Can they use photo images to identify features?  Can they use a search engine to type and retrieve images?  Can they sort photographs in a Venn diagram?  Can they describe how they’ve presented their collections?  **Curriculum link** – Science: Identifying and classifying plants and trees | **We Are Celebrating**  Can they find out about e-cards and identify the features?  Can they design an e-card for a celebration?  Can they use paint to recreate their design?  Can they retrieve their file?  Can they type a message on the next page of the e-card?  Can they evaluate theirideas and skills?  **Curriculum link** – History: Monarch’s birthday card | |
| **Music** | **Hey You**! is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. | **Rhythm In The Way We Walk** (Reggae style) and **The Banana Rap** (Hip Hop style) provide a comparison to continue to embed the dimensions of music through games and singing. | **In The Groove** has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove. | | **Round and Round,** a Bossa Nova Latin style, presents the opportunity to play games with the dimensions of music (pulse, rhythm, pitch), sing and play instruments. | **Your Imagination** looks at the improvisation, composition and performance elements, exploring the song through warm up, games and challenges. | | **Reflect, Rewind, Replay** consolidates the learning that has occurred during the year. It revisits songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |
| **PE** | **Playground Games**  **Swimming** | **Games Fundamentals 1**  **Dance: Moving Words** | **Games Fundamentals 2**  **Dance: Weather** | | **Multi skills**  **Gymnastics: Rock and Roll** | **Gymnastics: Jumping Jacks**  **Swimming** | | **Athletics**  **Swimming** |
| **RE** | **God 1.1**  What do Christians believe God is like? | **Incarnation 1.3**  Why does Christmas matter for Christians? | **Weddings**  How do Christians celebrate special occasions? | | **Salvation 1.5**  Why does Easter matter to Christians? | **Pentecost**  What follows Easter in the Big Story? | | **Sikhism**  What symbols and stories are an important part of Sikhism? |
| **PSHE** | **Myself and My Relationships 4:**  Beginning and belonging  **Citizenship 3:**  Working together | **Healthy and Safer Lifestyles 9:**  Personal safety  **Citizenship 4:**  Diversity and communities | **Healthy and Safer Lifestyles 5:**  Safety contexts  **Myself and My Relationships 5:**  Me and my emotions | | **Healthy and Safer Lifestyles 7:**  Healthy Lifestyles | **Myself and My Relationships 7:**  Anti-bullying  **Healthy and Safer Lifestyles 4:**  Managing risk | | **Healthy and Safer Lifestyles 6:**  Sex and Relationships Education |