

Year 1 Yearly Plan for Teachers **SUBJECT TO CHANGE**

2020/ 2021	Autumn 1 6 weeks 3 days	Autumn 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 6 weeks 3 days
	Marvellous Me!	Terrific Toys	Heroes	Animals	Where I live	Glorious Growth
Topic Notes	Focus on personal Identity and class cohesion Baby photos	In role as Toy experts Toy museum curators Running Santa’s workshop Christmas Fayre Toy sale	What is a hero? Find Florence Nightingale basket. Historical Detectives	Begin with our pets. Whose poo? Activity	Fieldwork Start growing	Butterfly release
<u>Visits and Visitors</u>	First assembly with Reverent Mark	Bowthorpe Worship Centre Carol Service	Nurse visit Cathedral visit	Visit to Banham zoo	Fieldwork in local area	
<u>Community Focus</u>	<u>Our Class Community</u> See ‘jigsaw’ learning	<u>Our School Community</u> Christmas cards for people who help our school.	<u>Local Community</u> How can we be community heroes? Who needs help?	<u>Local Community</u> Animal heroes in our community	<u>Local Community amenities and geographical features</u>	<u>Local Community</u> How can we make our community greener?
<u>Jigsaw</u> Mindful approach to PSHSE	<u>Being me in my world</u> Safe and Special Belonging Choices and Consequences Feeling valued & contributing Mindfulness	<u>Celebrating Differences</u> Identifying differences and similarities Making friends Bullying Mindfulness Friendship Week	<u>Dreams and Goals</u> Succeeding Setting and achieving goals Overcoming obstacles Working together Mindfulness	<u>Healthy me</u> Being healthy Being safe Being happy Mindfulness	<u>Relationships</u> Family belonging Making friends Greeting others School community Special to me	<u>Changing me</u> Life cycles Body change Boy and girl body parts Changes in my life Mindfulness
<u>Cooking</u>	Fruit Snack	Christmas Treat	Healthy snack	Easter Nests	Bread	Smoothies
<u>Health and Safety</u>	Classroom safety Washing hands Begin e-safety (all year)	Bonfire safety Pants video	Safety with medicines and cleaning products.	Road safety Stranger safety	Sun Safety Home safety (electrical)	Water safety
<u>Outdoor Explorers</u>	Autumn Collection Senses walk Begin weather diary	Seasonal Change Nature toy My leaf	Save the teddies! School map Nature mobile Our tree	Seasonal change Animal tracks Identifying flowers and plants	Science: To identify and describe the basic structure of a variety of common flowering plants.	Seasonal change What’s growing?
<u>Eco-Schools Focus</u>	Healthy Living Transport Walk to School week	Waste Should we throw away old toys? (Clown book)	Litter School Grounds (Year B)	Water Biodiversity (Year B)	Energy Global Citizenship (Year B)	Marine
BRITISH VALUES						
Democracy	Why do we vote? Carryout votes in class. Share ‘The voting Game’ poem by Sara Fox. School Council – What is their role?		School Council – What is their role? Visit from Year 2 to talk about their role/ purpose.		What does it mean to be a good listener? How can I be a good leader in my team?	
Rule of Law	Class and School rules Why do we have rules?		Heroes topic: People who help us: Police, paramedic, firefighter.		Where I live topic: Rules for our local area. Create posters.	
Individual liberty	Jigsaw link: Being me: Rights and responsibilities within the class. Using my voice: Compliments and saying ‘please stop... I’m learning’		Jigsaw link: Dreams and goals.		Using my voice: I like... I don’t like...	
Tolerance and mutual respect	Jigsaw link: Celebrating Differences		Celebrating cultural diversity within our school		How do we show respect and tolerance?	

NATIONAL CURRICULUM COVERAGE

<p>Science</p> <p>Throughout the Year...</p> <p>To observe changes across the four seasons (reference display).</p> <p>To observe and describe weather associated with the seasons and how day length varies (reference display).</p>	<p>To identify, name, draw and label the basic parts of the human body. +Share stories of inspirational people who have a physical disability. +Compare to animal body parts. +If I had a beak I would +Ask questions about body parts.</p> <p>To say which part of the body is associated with each sense. +Share stories of inspirational people who have lost a sense.</p>	<p>To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials based on their simple physical properties.</p>	<p>Review – Parts of the body in hospital role play.</p>	<p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>Review – Materials</p>	<p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
<p>Working Scientifically</p> <p>INVESTIGATION STATION (ongoing enquiry) Do you think...? I wonder why...? How will we find out...? I wonder how...? I wonder if...? What happens if...?</p>	<p>What happens to my body when I exercise? *Observe closely *Use observations and ideas to suggest answers to questions.</p>	<p>Rolling, rolling, rolling *Observing closely. *Use simple equipment. *Performing simple tests. *Use observations to suggest answers to questions.</p>	<p>A torch for Florence. Our torch questions...Which is the brightest? *Asking simple questions and recognising that they can be answered in different ways. *Perform simple tests and begin to record in different ways.</p>	<p>Which group? Animal identification and classification. *Use observations to suggest answers to questions. *Explain reasoning.</p> <p>*Introduce Butterfly garden.</p>	<p>Ice Exploration Melt the Ice Investigation *Use observations and ideas to suggest answers to questions *Make predictions. *Perform simple tests</p> <p>*Begin Growth Investigation</p>	<p>Continue planting Project Life cycle of frogs *Gathering and recording data to help in answering questions. *To record findings.</p>
<p>History</p> <p><i>Understanding the world</i></p>	<p>*Timeline of my life. *Use words related to passing of time. *Invite Grandparents for lunch What do you remember about you when you were a child?</p>	<p>*Changes within living memory Compare toys old and new. Interview grandparents about their favourite toys.</p>	<p>*The lives of significant individuals in the past who have contributed to national and international achievements. Compare. *Significant historical person in own locality Florence Nightingale Edith Cavell Mary Seacole</p>	<p>*Historical event in own locality Costessey Dragon HISTORY PLANNER</p>	<p>*How has Bowthorpe changed? First-hand recounts. Exploring different sources/ evidence.</p>	
<p>Geography</p> <p>Throughout KS1</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To name and locate the world's 7 continents and 5 oceans.</p>	<p>Explore the aerial photograph of the school.</p> <p>Introduce class to UK and World map that will be referred to throughout the Key Stage. Include photographs etc. of children's home countries. Teach words: globe, atlas, and map. Display continents, oceans, and UK country words.</p>	<p>MAPPING PROGRESSION Doc</p> <p>To use locational and directional language to describe the location of features and routes on a map (school and grounds).</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>To devise a simple map</p>	<p>Locate animals around the world.</p>	<p>MAPPING PROGRESSION Doc</p> <p>To use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical (local area).</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. (Scottish Island)</p>		

<p>Design Technology</p> <p>Ongoing skills: cutting, measuring, marking out, hole punching, tying, joining, safety</p>	<p>Project: Which fruits would be good for your fruit salad? DESIGN MAKE EVALUATE</p>	<p>Project: How will your Roly Poly move? DESIGN MAKE EVALUATE</p>	<p>Ongoing skills</p>	<p>Project: Moving Pictures – Easter card DESIGN MAKE EVALUATE</p>	<p>Ongoing Skills</p>	<p>Project: Sock toy minibeast DESIGN MAKE EVALUATE</p>
<p>Art and Design</p> <p>*Record and explore ideas from first hand observation, experience and imagination. *Ask and answer questions about the starting points for their work, and develop their ideas. * Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures *Review what they and others have done and say what they think and feel about it. *Identify what they might change in their current work or develop in their future work.</p>	<p><u>DRAWING</u> *Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. *Begin to explore the use of line, shape and colour</p> <p>Artist: Giuseppe Arcimboldo (computing link)</p>	<p><u>PRINTING</u> * Make marks in print with a variety of objects, including natural and made objects. *Carry out different printing techniques e.g. monoprint, block, relief and resist printing. *Make rubbings. *Build a repeating pattern and recognise pattern in the environment.</p> <p>Artist: Andy Warhol</p>	<p><u>PAINTING</u> *Use a variety of tools and techniques including the use of different brush sizes and types. *Mix and match colours to artefacts and objects. *Work on different scales. *Mix secondary colours and shades</p> <p>Artist: Henry Moore</p>	<p><u>3D – FORM</u> *Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. *Explore sculpture with a range of malleable media, especially clay. *Experiment with, construct and join recycled, natural and man-made materials. *Explore shape and form.</p> <p>Artist: L. S Lowry</p>	<p><u>COLLAGE</u> *Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. *Layer and overlap.</p> <p>Artist: L. S Lowry</p>	<p><u>PAINTING</u> *using different types of paint. *Create different textures e.g. use of sawdust.</p>
<p>Music</p> <p>'Music Express' Scheme of work</p>	<p><u>Ourselves</u> The children explore ways of using their voices expressively. They develop skills of singing while performing actions and create an expressive story. <u>Number</u> The children develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p><u>Animals</u> The children develop an understanding of pitch through using movement, voices, and instruments. They identify contrasts of high and low pitches and create animal chant sounds and sequences. <u>Weather</u> The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p><u>Machines</u> The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. <u>Seasons</u> The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>	<p><u>Our School</u> The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography. <u>Pattern</u> The children develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.</p>	<p><u>Storytime</u> The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud, and quiet, leading to a performance. <u>Our Bodies</u> The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p>	<p><u>Travel</u> The children develop their performance skills and learn songs about travel and transport from around the world. <u>Water</u> The children use voices, movement, and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p>
<p>Computing</p>	<p>To handle equipment with care. To navigate within some straight-forward digital content, such as an online picture book or maths game.</p>	<p><u>Creating Images</u> To create simple digital pictures. To use a mouse, finger etc. to select & move items on the screen.</p>	<p><u>Coding (Espresso Coding)</u> Unit 1a and b: Simple inputs: To write to make objects move when the app starts and disappear when they are clicked. begin to talk about the narrative of a code. <u>Word-Processing</u> To type on a keyboard (shift for caps, one space between words, backspace for deletion.</p>	<p>To use 'keyboard' / word bank to write</p> <p>To use a keyboard to assemble some simple meaningful sentences.</p> <p>To take a picture or record a sound or video clip as part of a task.</p>	<p><u>Coding (Espresso Coding)</u> To design and create an app, giving reasons for the decisions they have made</p>	<p>To print work. To save work. To retrieve some saved work. To use software to create/ assemble digital content for clear purpose, (could be text, images, animation, sound, etc.)</p>