

What will we be learning?



Autumn 1 (7 weeks) Autumn 2 (7 weeks) Spring 1 (3 days 5 weeks) Spring 2 (6weeks) Summer 1&2 (5&2 weeks) Summer 2 (5 weeks)

Marvellous Me!



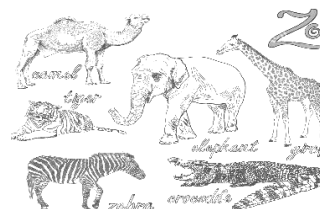
Terrific Toys



What is a hero?



Animal Park



All around me



Glorious Growth



Science

Throughout the Year...

To observe changes across the four seasons (reference display).

To observe and describe weather associated with the seasons and how day length varies (reference display).

Working Scientifically

INVESTIGATION STATION
Do you think...?
I wonder why...?
How will we find out...?
I wonder how...?
I wonder if...?
What happens if...?

Children should have the chance to raise their own questions. Children should be encouraged to notice patterns and relationships.

To identify, name, draw and label the basic parts of the human body.

To say which part of the body is associated with each sense.

What happens to my body when I exercise?

*Observe closely
*Use observations and ideas to suggest answers to questions.

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.

Rolling, rolling, rolling

*Observing closely.
*Use simple equipment.
*Performing simple tests.
*Use observations to suggest answers to questions.

Review – Parts of the body in hospital role play.

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.

To identify and name a variety of common animals that are carnivores, herbivores and omnivores.

To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Which group? Animal identification and classification.

*Use observations to suggest answers to questions.
*Explain reasoning.

***Introduce Butterfly garden.**

Review – Materials

Ice Exploration Melt the Ice Investigation

*Use observations and ideas to suggest answers to questions
*Make predictions.
*Perform simple tests

***Begin Growth Investigation**

To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

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

Continue planting Project Life cycle of frogs

*Gathering and recording data to help in answering questions.
*To record findings.

Outdoor Explorers

Autumn Collection
Senses walk
Begin weather diary

Seasonal Change
Nature toy
My leaf

Save the teddies!
Nature mobile
Our tree

Seasonal change
Animal tracks
Identifying flowers and plants

Life cycle of a frog

Seasonal change
What's growing?

Eco Schools

Healthy Living Transport
Oct - National Walk to School Week
WOW Walking challenge
Oct – What's under your feet?

Waste
Should we throw away old toys?
Nov – Switch off fortnight

Litter School Grounds
Big garden birdwatch

Water Biodiversity
Feb – Fairtrade Fortnight
March – Waste week
Big schools birdwatch
WaterAid

Global Citizenship Marine
Jun – What's under your feet?
Jun – World Ocean's Day

Energy
Big butterfly count

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<p>History</p> <p>Ongoing... To use common words and phrases relating to the passing of time. To develop sense of chronology.</p>	<p>*Timeline of my life. *Baby photos - 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>*How has Bowthorpe changed? First-hand recounts. Exploring different sources/ evidence.</p>	
<p>Geography</p> <p>Ongoing... To identify seasonal and daily weather patterns in the UK</p> <p>Locational knowledge To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding sea. To name and locate the world's 7 continents and 5 oceans.</p> <p>Skills and Fieldwork To use world maps, atlases and globes to identify UK and its countries, as well as the countries, continents and oceans studied at this key Stage.</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>Identify places that are important to us. Where are different fruits grown?</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.</p> <p>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.</p>	
<p>Religious Education</p>	<p>What do my senses tell me about the world of religion and belief?</p> <p>(Christian, Hindu, Jewish)</p>	<p>How does a celebration bring a community together?</p> <p>(Christian)</p>	<p>What do Jewish people remember on Shabbat?</p> <p>(Jewish)</p>	<p>What does the cross mean to Christians?</p> <p>(Christian)</p>	<p>How did the universe come to be?</p> <p>(Hindu, Christian)</p>	

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Marvellous Me!

Terrific Toys

What is a hero?

Animal Park

All around me

Glorious Growth

Design Technology
Ongoing skills...
cutting, measuring, marking out, hole punching, tying, joining, safety, hygiene

To use the basic principles of a healthy and varied diet to prepare dishes.
To understand where food comes from.
Project:
Which fruits would be good for your fruit snack?

To explore wheels and axels.
Project:
How will your Roly Poly move?

Ongoing skills

To explore and use mechanisms – levers.
Project:
Moving Pictures – Easter card

Ongoing Skills

Project:
Sock toy minibeast

Art and Design
Expressive art and design

DRAWING
*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

Artist: Giuseppe Arcimboldo (computing link)

PRINTING
* 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.

Artist: Andy Warhol

PAINTING
*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

3D – FORM
*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.

Artist: Henry Moore

PAINTING
*using different types of paint.
*Create different textures e.g. use of sawdust.

COLLAGE
*Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.
*Layer and overlap.

Artist: L. S Lowry

Music
'Music Express' Scheme of work

Ourselves
The children explore ways of using their voices expressively. They develop skills of singing while performing actions and create an expressive story.
Number
The children develop a sense of steady beat through using movement, body percussion and instruments.

Animals
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.
Weather
The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.

Machines
The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.
Seasons
The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.

Our School
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.
Pattern
The children develop an understanding of metre – groups of steady beat – through counting, body percussion and readying scores.

Storytime
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.
Our Bodies
The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.

Travel
The children develop their performance skills and learn songs about travel and transport from around the world.
Water
The children use voices, movement, and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.

Computing

E-safety
i-pad skills

E-safety
STEM unit: Computer systems and networks – Technology around us

E-safety
STEM unit: Creating media: digital painting

E-safety
Espresso Coding: Year 1 lessons (9 lessons)

E-safety
STEM unit: Moving a robot (Beebots) 6 lessons

E-safety
STEM unit: Creating media: digital writing

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Visits and Visitors

First assembly with Reverent Mark

Bowthorpe Worship Centre Carol Service

Nurse visit
Cathedral visit

Visit to Banham zoo

Fieldwork in local area

Local picnic

Community Focus

Our Class Community
See 'jigsaw' learning

Our School Community
Christmas cards for people who help our school.

Local Community
Let's say thank you to our local heroes

Local Community
Animal heroes in our community – guide dogs

Local Community
How can we be community heroes?
Who needs help?

Green Community
How can we make our community greener?
Giving back to nature.

Jigsaw

Mindful approach to PHSE and RSHE

Being me in my world
Safe and Special
Belonging
Choices and Consequences
Feeling valued & contributing
Mindfulness

Celebrating Differences
Identifying differences and similarities
Making friends
Bullying
Mindfulness
Friendship Week

Dreams and Goals
Succeeding
Setting and achieving goals
Overcoming obstacles
Working together
Mindfulness

Healthy me
Being healthy
Being safe
Being happy
Mindfulness

Relationships
Family belonging
Making friends
Greeting others
School community
Special to me

Changing me
Life cycles
Body change
Boy and girl body parts
Changes in my life
Mindfulness

Cooking

Fruit Snack

Christmas Treat

Healthy snack – salad based

Easter Nests or biscuits

Smoothies

Health and Safety

Classroom safety
Washing hands
Begin e-safety

Bonfire safety
Pants video

Safety with medicines and cleaning products.

Road safety
Stranger safety

Sun Safety
Home safety (electrical)

Water safety

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?
Rule of Law
Class and School rules
Why do we have rules?
Individual liberty
Jigsaw link: Being me:
Rights and responsibilities within the class.

Rule of Law
People who help us: Police
Mutual respect and tolerance
Jigsaw link: Celebrating Differences

Democracy
School Council – What is their role?
Individual liberty
Jigsaw link: Dreams and goals.
Using my voice:
I like...I don't like...
Please stop

Mutual respect and tolerance
Celebrating cultural diversity within our school

Democracy
How can I be a good leader in my team?
Rule of Law
Rules for our local area. Create posters.

Individual liberty
Using my voice to make a change.
Mutual respect and tolerance
How do we show respect and tolerance?