

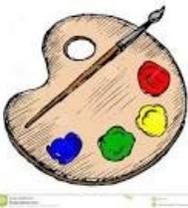
| YEAR 1 | AUTUMN | | SPRING | | SUMMER | |
|---|---|--|---|--|--|--|
| | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) |
| ENGLISH (TEXTS)  | LITTLE RED HEN Wishing tale Instructions | WHATEVER NEXT or GRUFFALO'S CHILD Quest Recount Explanation Narrative | THREE LITTLE PIGS Defeat monster Persuasive Comparison | HANDA'S HEN or THE RUNAWAY CHAPPATTI Finding tale Summary Narrative | THREE BILLY GOATS GRUFF or THREE WISHES or SQUASH & SQUEEZE Wishing tale Evaluation Narrative | RAPUNZEL or SLEEPING BEAUTY Defeat monster Report |
| SCIENCE  | ANIMALS Identifying parts of the human body (complex) HERBIVORES/ OMNIVORES Be able To identify, name, draw and label basic parts of the human body and associate with senses To identify and name a variety of common animals that are carnivores, herbivores and omnivores | LIGHT and DARK SPACE Be able To observe how day length varies To ask simple questions and recognise that they can be answered in different ways To perform simple tests To gather and record data to help answer questions | MATERIALS Identify and name common materials. COMPARE and GROUP PROPERTIES Be able To distinguish between an object and the material from which it is made To identify and name a variety of materials To describe simple physical properties of everyday materials To compare/group everyday materials of simple properties | ANIMALS Be able To describe and compare structure of common animals To identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals To identify and classify To use observations and ideas to suggest answers to questions | PLANTS Identify and name common plants Name basic structure Be able 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 To identify and classify | Be able To carry out simple tests, recording data To observe closely, using simple equipment |
| SEASONAL CHANGES Observe seasonal changes in Autumn, Winter, Spring and Summer. Notice key features of each season—i.e. day length Compare weather of UK to a non European country. | | | | | | |

Draft



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| | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) |
| HISTORY  | | SIGNIFICANT PERSON/EVENT Neil Armstrong First space walk on the moon. Be able Understand the concept of chronology Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events | HOMES in the past. Changes within living memory. Be able To use vocabulary associated with the passing of time | | SIGNIFICANT PERSON/EVENT George Stephenson/ Isimard Kingdom Brunel Trains/bridges | CASTLES History of life before living memory. Be able Identify similarities and differences of life in different periods ie.jobs/castle functions. Understand the concept of chronology |
| GEOGRAPHY  | SIMPLE FIELDWORK and OBSERVATION AROUND THE SCHOOL & LOCAL ENVIRONMENT | | | | | |
| | Be able Use basic geographical key vocabulary to refer to key physical/human features To use simple fieldwork and observational skills to study school and surrounding environment | Be able To introduce and locate the world's 7 continents/5 oceans To use maps/atlasses/globes to identify UK countries, capital cities, oceans | Be able To devise a simple map | Be able To understand geographical differences and similarities through study of human/physical geography of small area of UK/contrasting location of non European To review continents and oceans | Be able To compare human / physical geography of small area of UK | Be able To extend the use of basic geographical vocabulary To compare human / physical geography of small area of UK—linked to location of castles |

Draft

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|--|---|---|--|---|
| <p>The aims and objectives will be embedded across the curriculum through topics and subjects developed following the children's learning and interests.</p> | | | | |
| <p>ART</p>  | <p>Drawing</p> | <p>Painting</p> | <p>Printing</p> | |
| | <p>Be able to:</p> <ul style="list-style-type: none"> . Communicates something about themselves through their drawing. . Creates moods in their drawings. . Use pencils and crayons to draw using lines of different shapes and thickness with two different grades of pencils | <p>Be able to:</p> <ul style="list-style-type: none"> . Communicates something about themselves through their painting. .Creates moods in their paintings. . Select and use brushes of different thicknesses. . Observe what they can see and interpret this in a painting. .Name primary and secondary colours. | <p>Be able to:</p> <ul style="list-style-type: none"> . Print with sponges, vegetables and fruits. .Print on textiles and different paper. .Design and make their own printing block. .Create a repeating pattern with their printing block. | <p>Be able to:</p> <ul style="list-style-type: none"> . Sort threads and fabrics into groups by colour and texture. .Weave with fabrics and thread. |
| | <p>3D</p> | <p>Collage</p> | <p>Use of IT</p> | <p>Knowledge</p> |
| | <p>Be able to:</p> <ul style="list-style-type: none"> . Add textures to sculptures and constructions using different tools and materials. .Make different kinds of shapes. Cut roll and coil materials such as clay, dough and plasticine. | <p>Be able to:</p> <ul style="list-style-type: none"> . Gather and sort the materials needed to create their collage. .Cut, tear, coil etc. paper and card for their collage. | <p>Be able to:</p> <ul style="list-style-type: none"> .Use a simple painting program to create a picture. .Use tools such as brushes and fill in a painting package. .Change their picture. | <p>Be able to:</p> <ul style="list-style-type: none"> .Describe what they can see and like in the work of another artist/designer or craft maker. .Ask sensible questions about a piece of art. .Make links to their own work. |
| | <p>Draft</p> | | | |

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| <p>The aims and objectives will be embedded across the curriculum through topics and subjects developed following the children's learning and interests. Opportunities for each discipline identified below.</p> | | | | | | |
| <p>D&T</p>  | Design | | Make | | Evaluate | |
| | <p>Developing, planning and communicating ideas.</p> | | <p>Working with tools, equipment, materials and components to make quality products.</p> | | <p>Evaluating processes and products.</p> | |
| | <p>Be able to:</p> | | <p>Be able to:</p> | | <p>Be able to:</p> | |
| | <ul style="list-style-type: none"> . Think of some ideas of their own. . Explain what they want to do. . Use pictures and words to plan. | | <ul style="list-style-type: none"> . Explain what they are making. . Explain which tools they are using and why. | | <ul style="list-style-type: none"> . Describe how something works. . Talk about their work and things that other people have done. | |
| | <p>Breadth of Study</p> | | | | | |
| | Cooking and Nutrition | | Textiles | | Mechanisms | Use of materials |
| <p>Be able to:</p> | | <p>Be able to:</p> | | <p>Be able to:</p> | <p>Be able to:</p> | |
| <ul style="list-style-type: none"> . Cut food safely. . Describe the texture of foods. . Wash their hands and make sure surfaces are clean. . Think of interesting ways to decorate the food they have made e.g. cakes | | <ul style="list-style-type: none"> . Describe how different textures feel. . Make a product from textiles by gluing. | | <ul style="list-style-type: none"> . Make a product which moves. . Use scissors to cut a variety of materials. . Describe the materials they have chosen using different words. . Say why they have chosen specific moving parts. | <ul style="list-style-type: none"> . Make a structure or model using different materials. . Make sure that their work looks tidy and well made. . Know when they need to improve their model to make it stronger. | |
| <ul style="list-style-type: none"> . Talk to others about how they are going to construct their product. . Select appropriate resources and tools for building their product. . Make simple plans before making their product. E.g. drawing, arranging construction pieces to see how it looks etc., | | | | | | |

| YEAR 1 | Text and Multimedia | Graphics (Drawing and Painting) | Digital Photographs, Video and Animation | Sound |
|---|---|--|---|--|
| <p>COMPUTING</p>   | <ol style="list-style-type: none"> 1. Continue to develop correct use of the keyboard, including the spacebar, backspace, delete, shift (for capital letters - caps lock) and enter keys. 2. Begin to use both hands for typing. 3. Begin to cut and paste 4. Change colour, style, size of text 5. Save, print, retrieve work | <ol style="list-style-type: none"> 1. Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect through various tools; including brushes, pens, lines, flood fill, spray and stamps. 2. Use ICT to source, generate and amend ideas for their work, e.g., searching the Internet for images by a specific artist. 3. Save, print, retrieve and amend their work. | <ol style="list-style-type: none"> 1. Use a range of digital devices to capture and save both still and moving images. 2. These could include digital cameras, video cameras, microscopes and webcams. 3. Upload images or movies from cameras and other digital devices to a computer, with support if needed. | <ol style="list-style-type: none"> 1. Explore a range of electronic music and sound devices and software. 2. Be able to select and listen to a sound from a bank of pre-recorded sounds. 3. Use sound recorders, both at and away from the computer, to record and playback sounds, e.g., voices, instruments, environmental sounds. 4. Use software to explore and create sound and musical phrases for a purpose |
| | <p>Electronic Communication</p> | <p>Digital Research</p> | <p>Data Handling</p> | |
| | <ol style="list-style-type: none"> 1. Contribute ideas to class and group emails. 2. Send an email, using a subject heading, to a known member of the school community, e.g., another class, teacher, bursar. 3. Open and reply to an email from a known person. | <ol style="list-style-type: none"> 1. Use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected web sites, VLE (Moodle), CD ROMs and other sources of stored information. 2. Using key words search a specific resource for information, e.g., Espresso and other websites, under the guidance and supervision of an adult. 3. Locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser. | <ol style="list-style-type: none"> 1. Develop classification skills by carrying out sorting activities (practically and on the IWB) which may include the use of online Carroll or Venn diagrams. 2. Use simple graphing software to produce pictograms and other basic tables or graphs. 3. Use graphing software to enter data and change a graph type, e.g., pictogram to bar chart. 4. Interpret and draw conclusions from graphs, discuss information contained and answer simple questions. | |