

Keresforth Primary School

Year 1

	Autumn Term		Spring Term	Summer Term
	1	2	3&4	5&6
	First 2 weeks – Class name Let's Remember	Recycle, Recycle, Recycle	Wonderful Weather	Great and Ghastly Events (Great Fire of London, Plague, Titanic, Gunpowder Plot)
History	- Look at significant events, people and places in our own locality (what has happened in the local area over time) - Find out about some of the local people who lost their lives during the world wars - Examine the local war memorials and find out the names of soldiers who died - Understand what life was like during this time for the people in the local area (examine diaries, newspaper reports) - Find out remembrance Sunday and why people wear			- To find out about a significant event that happened in the past - To research the following events; the gunpowder plot, great fire of London, the titanic, plague. - To find out why we remember this event - To find out how this event impacted lives then and now. - To place this event in chronological time. Maths – sequencing events in the correct order, shape pictures of rockets/crown, creating a rocket using 3d shape. English – create reports, retelling the story of the event, diary entry based on an individual who was there.

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	poppies at this time of year. Maths – Word problems relating to the 4 operations, sequencing events in order. English – poetry of war, story of a soldier.			
Geography	- To use maps, atlases and globes to locate the battlefields of World War I and find out which country they were in. Maths – word problems relating to the 4 operations, map work (turns), measuring distance. English – instructions relating to finding areas on a map, recount of a soldier taking a journey.	-To identify and describe common materials. -To learn what can be recycled -To understand how recycling benefits the environment. -To understand how they can recycle at school/home. English – diary entry, report, messy magpie story. Maths – data handling, measures, sorting.	- To learn about the amazing weather all around the world (cyclones, tornadoes, hurricane, snow storms and floods) - Name and locate four countries of the U.K – capital cities and understand weather associated with the countries. - Find the locations of the hot and cold areas of the world - Track the weather in some of our favourite places in the world, as well as keeping a weather chart. English – explanation water cycle, poetry, narrative. Maths – measures, data handling.	-to locate the places where the events have occurred and locate these on a map Maths – directional language. English – instructions from one place to another.
Science	Everyday materials • Distinguish between an object and the material from which it is made.	Seasonal changes • Observe seasonal changes and	Plants • Identify and name a variety of common wild and garden	Animals, including humans • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

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- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. English – Non-chronological report about materials and their properties. Poetry linked to changes in shape of solid objects. Similarities/differences between objects and their materials. Detailed description of an everyday material. Maths – Carroll/Venn diagram – compare and group everyday objects. Graph to show which materials can be bent/stretched etc. Tally chart – everyday objects and their materials. 2D shapes – everyday objects. Polar Explorer - Engineering section of PEP Ideas including building, loading and launching the ship. Test materials for suitability as boats. Page 6 - Polar Explorer Programme Activity Pack	the weather associated with each season - Understand how day length varies. - Find out which areas have the same season as us and where in the world things are not the same. - Explore how places in the Southern Hemisphere have the opposite season to us. English – season poem using the senses, report writing all about the seasons, report writing all about another country. Non-chronological report about the seasons. Maths – data handling – count number of plants	plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. English – poem about plants. Fact file on plants around the world. Non-chronological report about flowering plants/trees. Maths - Tally chart – how many different plants we have around school.	- Identify and name a variety of common animals that are carnivores, herbivores and omnivores - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. English – Fact-file on a variety of common animals. Description of a common animal (or made-up one) based on its characteristics. Narrative about common animals. Poetry about common animals. Explanation about what carnivores, herbivores and omnivores are. Story/poem using the five senses. Maths – Chart of the different common animals/carnivores/herbivores/omnivores. Venn/Carroll diagram comparing common animals. Symmetry of animals. Polar Explorer - Presentation includes carnivores etc. from page 34 of Polar Explorer Programme Activity Pack
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			which appear during each season Measuring length of days over a week. Measure rainfall over a week.			
Art	<u>Drawing</u> Experiment with drawing lines and use 2D shapes to draw. Know what tone is and how to apply this to their own work. To use sketchbooks through teacher modelling. Use, express and experiment with line for purpose, then use appropriate language to describe lines Maths – Numbers, 2D shapes, colour number sentences. English – Self and peer evaluations, Fact file on artists.	<u>Painting/mixed media</u> Know the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Develop skill and control when painting. Paint with expression.		<u>Sculpture/3D</u> Know, describe and use shape for purpose. Know about form and space through making sculptures and developing language.	<u>Craft and design</u> Use materials to create textures. Know patterns in nature, design and make patterns in a range of materials. Use sketchbooks to record thoughts and ideas and to experiment with materials. Know a range of materials and techniques such as clay etching, printing and collage.	
DT	Art Focus	DT [Mechanisms]	Art Focus	DT [Cooking and nutrition] Year 1:	Art Focus	DT [Structures] Year 1: Windmills

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		Year 1: wheels and axles - toys • Designing mechanisms. • Adapting mechanisms. • Measuring and cutting accurately. • Following a design brief. • Working to scale. • Identifying materials commonly used for wheels. • Researching and testing mechanisms. • Understanding how an axle works. Maths – Problem solving, positional language, turns, shapes. English - Writing a set of instructions.		Fruit and Vegetable smoothies. • Designing for others. • Chopping fruit and vegetables. • Making a smoothie. • Evaluating and adapting designs. • Describing and grouping fruits by texture and taste. • Understanding the difference between fruit and vegetables. Maths - Measurements, following instructions, problem solving. English – Following a recipe, writing their own recipe.		• Designing for others. • Assembling different components to work together to create motion. • Assembling accurately. • Cutting neatly. • Testing a finished product. • Developing awareness of different structures for different purposes. • Understanding how to turn 2D nets into 3D structures/ • Understanding what mechanisms are. Maths – Following instructions, measurements, shapes, problem solving. English – Writing evaluations, carrying out and writing out an
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						experiment to test the product.
Music	Year 1: Pulse and rhythm (All about me) Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse. Maths- Counting claps, comparing rhythms. English – Evaluating music, writing a song/poem.	Year 1: Classical music, dynamics and tempo (Animals) Observe others and try to play appropriately. Sing in time from memory, with some accuracy. Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus. Maths – Counting English – Writing a review/evaluation of a performance.	Year 1: Musical vocabulary (Under the sea) Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit. Maths – Create music in sets of beats. English – Create and write a chant.	Year 1: Timbre and rhythmic patterns (Fairy tales) Chant the well-known phrase, “I’ll huff...” Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music. Play/chant along with the elements of a story with prompting from the teacher. Maths- Count musical notes on graphic notation. Count the notes in a bar. English – Evaluate a performance.	Year 1: Pitch and tempo (Superheroes) Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work. Maths- Moving body in patterns to music and problem solving.	Year 1: Vocal and body sounds (By the sea) Create movements that match the music, explaining why they are moving in that way. Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. Make more than one sound on their instrument and with their voice. Maths – Patterns in music, positional actions in relation to music.

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					Playing in time to a beat. English – Write an evaluation/Write a song.	English – Evaluations of music.
PE	Fundamental Movement Skills and Ball Skills 1. How to move around a space safely. 2. Balance on one leg and with eyes closed. 3. Balance and squat on one leg, and with eyes closed. 4. Balance and squat on one leg, with our eyes closed on an uneven surface. 5. Roll a large ball around the floor and around our body, with control. Netball skills 1. throw and catch with control. - Perform a shoulder pass 2. mark a player with the ball 3. mark the space between attackers 4. Improve our variety of sending skills.	Fundamental Movement Skills 1. Jump in different directions landing safely. To work sensibly with others. 2. Jump with a quarter turn landing safely. To jump and land on one foot. - To take turns and share equipment. 3. Jump with a half turn landing safely. To praise others. 4. Balance in a seated position. To work sensibly with others. 5. Balance in a seated position and pick up equipment. 6. Balance in a seated position and pass equipment to others. To praise others. 7. Compete fairly in fun competitions based on	Fundamental Movement Skills 1. Jump with a half turn landing safely. Praise others. 2. Balance in a seated position. Work sensibly with others. 3. Balance in a seated position and pick up equipment. Take turns and share equipment. 4. Balance in a seated position with no hands or feet touching the floor. Praise others. 5. Compete fairly in fun competitions based on the learning this half term. Gymnastics 1. Balancing on different body parts. 2. Rocking and rolling. 3. Sliding – pushing and pulling.	Fundamental Movement Skills and Ball Skills 1. Roll a ball, chase and collect it in a balanced position. Understand why exercise is important for good health. 2. Roll and bounce a ball, chase it and let it go through my legs before collecting it in a balanced position. Use equipment appropriately and move and land safely. 3. Maintain balance in a variety of back support positions. Say how our body feels before, during and after exercise. 4. Maintain control of a ball whilst rolling it around different parts of the body. Explore different movements with a ball. 5. Maintain control of a ball in a timed situation.	Fundamental Movement Skills 1. Maintain control of a ball whilst rolling it around different parts of the body. Explore different movements with a ball. 2. Maintain control of a ball with both the left and right hand, whilst rolling it around different parts of the body. Explore and describe different movements with a ball. 3. Maintain control of a ball in a timed situation. Select and link movements together to fit a theme. 4. Maintain seated balance with a partner while completing various challenges. Explore and describe different movements.	Athletics Skills 1. Walk and run with good posture and balance. 2. Use our arms to help us jump far. 3. Find the best way to throw a Foam Javelin. 4. Run and jump over obstacles. 5. Jump in different ways and land safely. 6. Throw a large ball using the overhead throw. Fundamental Movement Skills 1. Understand and follow simple rules. Walking forwards and backwards while balancing on a line. 2. Name something you are good at. - Maintain balance on a line walking with knees up.

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	5. Kicking and receive the ball with control. Perform different types of pass. 6. Mark a player with and without the ball. 7. Compete in football related games. Play fairly with other people. Maths - Responding to instructions involving space. Recognising direction of movement. Counting the number of actions. Remembering sequences of numbers. Understanding simple fractions. English – Describing what they and others are doing. Making comparisons. Explaining their actions, responses and feelings towards performance. Interacting with others, negotiating plans and activities and taking turns in conversations.	the learning this half term. Dance 1. Travel high and low. 2. Long and continuous movements. 3. Narrow and wide body shapes. 4. Sliding and traveling in different ways. 5. Towards and away from. Maths - Responding to instructions involving space. Recognising direction of movement. Counting the number of actions. Remembering sequences of numbers. Understanding simple fractions. English – Describing what they and others are doing. Making comparisons. Explaining their actions, responses and feelings towards performance. Interacting with others, negotiating plans and activities and taking turns in conversations.	4.Small apparatus work. 5.Hanging and swinging. 6.Jumping for height. Maths - Responding to instructions involving space. Recognising direction of movement. Counting the number of actions. Remembering sequences of numbers. Understanding simple fractions. English – Describing what they and others are doing. Making comparisons. Explaining their actions, responses and feelings towards performance. Interacting with others, negotiating plans and activities and taking turns in conversations.	Select and link movements together to fit a theme. Maths - Reciting the number of steps and other actions. Responding to instructions involving space. Recognising direction of movement. Remembering sequences of numbers. Understanding simple fractions. Comparing the number of actions. English – Describing what they and others are doing. Making comparisons. Explaining their actions, responses and feelings towards performance. Interacting with others, negotiating plans and activities and taking turns in conversations.	5. Maintain standing balance with a partner while completing various challenges. Compare my movements and skills with those of others. 6. Maintain standing balance with a partner while completing more complex challenges. Select and link movements together to fit a theme. Tennis Skills 1. Roll a tennis ball, using a forehand roll, accurately to a partner. Push and hit the ball back to our partner using the forehand shot along the ground. 2. Roll a tennis ball, using a backhand roll, accurately to a partner. Push and hit the ball back to our partner using the backhand shot along the ground.	3. Recognise similarities and differences in performance. Maintain balance on a line while marching in different ways. 4. Name something you are good at. Maintain balance throughout, while standing on a line for 10 seconds. Maths - Shape and divisions within a playing area. Measuring out distances. Sending, receiving or collecting objects in a numerical order. Understanding fractions of space. Scoring games. Estimating length. Get into group of varying amounts. English – Describing what they and others are doing. Making comparisons. Explaining their actions, responses and feelings towards performance.
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		activities and taking turns in conversations.			Maths - Reciting the number of steps and other actions. Responding to instructions involving space. Recognising direction of movement. Remembering sequences of numbers. Understanding simple fractions. Comparing the number of actions. English – Describing what they and others are doing. Making comparisons. Explaining their actions, responses and feelings towards performance. Interacting with others, negotiating plans and activities and taking turns in conversations.	Interacting with others, negotiating plans and activities and taking turns in conversations.
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RE	<u>Christianity</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?	<u>Islam</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?	<u>Hinduism</u> 1. Why are some words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are some times special? 5. What can be learnt from the lives of significant people? 6. How do I and others think and feel about the universe?
	<u>Skills for year 1</u> -recall features of religious, spiritual and moral stories and other forms of religious expression -recognise and name features of religions and beliefs. -identify what they find interesting and puzzling in life -recognise symbols and other forms of religious expression -recognise features of religious life and practice. -recognise some religious symbols and words. -identify aspects of own experience and feelings, in religious material studied. -identify things they find interesting or puzzling, in religious materials studied. -identify what is of value and concern to themselves, in religious material studied	<u>Skills for year 1</u> -recall features of religious, spiritual and moral stories and other forms of religious expression -recognise and name features of religions and beliefs. -identify what they find interesting and puzzling in life -recognise symbols and other forms of religious expression -recognise features of religious life and practice. -recognise some religious symbols and words. -identify aspects of own experience and feelings, in religious material studied. -identify things they find interesting or puzzling, in religious materials studied. -identify what is of value and concern to themselves, in religious material studied	<u>Skills for year 1</u> -recall features of religious, spiritual and moral stories and other forms of religious expression -recognise and name features of religions and beliefs. -identify what they find interesting and puzzling in life -recognise symbols and other forms of religious expression -recognise features of religious life and practice. -recognise some religious symbols and words. -identify aspects of own experience and feelings, in religious material studied. -identify things they find interesting or puzzling, in religious materials studied. -identify what is of value and concern to themselves, in religious material studied

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PSHE	<u>Relationships - TEAM</u> 1. Together Everyone Achieves More 2. Listening 3. Being Kind 4. Bullying and Teasing 5. Brilliant Brains 6. Making Good Choices Maths – Sort good and not good choices into table or Venn diagram. English – write a leaflet about bullying. Anti-bullying posters. Speaking and listening to peers. Using drama.	<u>Health and Wellbeing - Think Positive</u> 1. Think Happy, Feel Happy! 2. It's Your Choice 3. Go-Getters 4. Let it Out 5. Be Thankful 6. Be Mindful Maths – timing activities using a stopwatch. English – write a thank you letter or card. Write myself targets and goals for the year. Speaking and listening to peers. Use drama.	<u>Living in the Wider World – Diverse Britain</u> 1. My School 2. My Community 3. My Neighbourhood 4. My Country 5. British People 6. What Makes me Proud of Britain? Maths – make a map of school or the village. Sorting helpful and harmful into table. English – write a letter/diary about what it's like in Britain. Speaking and listening to peers. Using drama.	<u>Relationships - Be Yourself</u> 1. Marvellous Me 2. Feelings 3. Things I like 4. Uncomfortable Feelings 5. Changes 6. Speak Up! Maths – sort feelings into pleasant and unpleasant. English – Speaking and listening to peers. Using drama to act out feelings in different situations.	<u>Health and Wellbeing - It's My Body</u> 1. My Body, My Business 2. Active and Asleep 3. Happy Healthy Food 4. Clean as a Whistle 5. Can I eat it? 6. I can Choose Maths – make a graph/table of favourite foods. Sort foods into healthy and unhealthy in a Venn or caroll diagram. English – write a leaflet about keeping healthy. Design a healthy menu. Speaking and listening to peers. Using drama.	<u>Health and Wellbeing - Aiming High</u> 1. Star Qualities 2. Positive Learners 3. Bright Futures 4. Jobs for All 5. Going for Goals 6. Looking Forward Maths – make a graph/table of jobs we want to do when older. English – write a job advert/poster. Speaking and listening to peers. Using drama to act out jobs and qualities.
Computing <i>All classes to have at least 1 hour of e-safety lessons per half term alongside other topics; this does not have to be full hour sessions. They can be a mixture of discussion-based sessions as well as writing/drawing/iP ad activities. They may be completed within PSHE assemblies where appropriate.</i>	<u>Digital painting</u> - To describe what different freehand tools do - To use the shape tool and the line tools - To make careful choices when painting a digital picture - To explain why I chose the tools I used - To use a computer on my own to paint a picture	<u>Technology around us</u> - To identify technology - To identify a computer and its main parts - To use a mouse in different ways - To use a keyboard to type on a computer - To use the keyboard to edit text - To create rules for using technology responsibly	<u>Moving a robot</u> - To explain what a given command will do - To act out a given word - To combine forwards and backwards commands to make a sequence - To combine four direction commands to make sequences - To plan a simple program	<u>Digital writing</u> - To use a computer to write - To add and remove text on a computer - To identify that the look of text can be changed on a computer - To make careful choices when changing text - To explain why I used the tools that I chose - To compare typing on a computer to writing on paper	<u>Grouping data</u> - To label objects - To identify that objects can be counted - To describe objects in different ways - To count objects with the same properties - To compare groups of objects - To answer questions about groups of objects	<u>Programming animations</u> - To choose a command for a given purpose - To show that a series of commands can be joined together - To identify the effect of changing a value - To explain that each sprite has its own instructions - To design the parts of a project

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	To compare painting a picture on a computer and on paper		To find more than one solution to a problem			To use my algorithm to create a program
Opportunities for Visits	Visit to memorials in the village Poppy art workshops. Visit Chapel and Church in local area for RE topic Visitors to come into school to discuss religions	Visit Chapel and Church in local area for RE topic Visitors to come into school to discuss religions Recycling art workshops Visit to a recycling centre	Visit to the local garden centre Visitor into school to discuss plants, flowers and trees. Green shoots and healthy living workshops.		Visitors in school to show artefacts from these events Visits to local museums Drama workshops to recreate the events Loan boxes that include artefacts from these eras.	
Opportunities for outdoor learning	-Material hunt outdoors -Creating outdoor poppy art -creating trenches outdoors – what was it like for a soldier?.	- Material hunt outdoors -junk modelling art using recycled materials -litter pick outdoors and using the recycle bins -walk around Dodworth to locate recycling facilities.	-growing own plants and observing the changes over time -create own class vegetable garden -testing weather measuring tools in the outdoors (wind vane, etc).		-find animals in school's local environment -create models and own version of the GFOL -Using props in the outdoors, recreate events through drama -outdoor materials recreating life cycles.	