

Year: 1	Term 1
<p><u>What does it mean to be alive?</u> Immersion: Animal visitors, Walk in Woolley Woods Outcome: Picture book with pop-ups</p>	<p>Builds on: FS2 - How does your garden grow? Leads to: Y2 - What makes a perfect home? Y3 - Does what you eat really matter? Y6 - How did it all start?</p>
<p>Key concepts: The child understands the term alive and can identify and describe a wide range of examples of living organisms.</p>	<p>Key vocabulary: Animals including humans Fish, Reptiles, Mammals, Birds, Amphibians (and examples of each) Herbivore, Omnivore, Carnivore, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak Plants Deciduous, Evergreen trees, Leaves, Flowers, Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem Mechanism, pop-up, slider, lever</p>
<p>Books to support this unit: https://www.booksfortopics.com/growing-ks1</p>	<p>Resources to support this unit:</p>
<p>Assessment activities: Science: Identify and Classify - animals Evaluate - Human body parts Observing closely - Leaf looking</p>	<p>Assessment activities: Art/ DT??: Outcome</p>

Subject	Working towards	Expected	Greater Depth
Science Animals Identify and classify Evaluate	Names some common animals. Needs support to sort or limited to common mammals, birds and fish. When prompted can name some body parts but does not suggest what these parts might do.	Name a variety of common animals including fish /amphibians /reptiles / birds/mammals. Uses observations to classify into given scientific groupings including animal groups or omnivore/herbivore/carnivore and can explain how they are similar, <i>e.g. birds have feathers, frogs go in the water and out of water, they are all mammals because they are hairy.</i> <i>Can name a range of body parts. Can link body parts to senses, e.g. I can smell things with my nose.</i>	Can classify according to a range of features and give reasons for their choices, <i>e.g. some mammals live underwater, including other insect groups.</i> Names and classifies other animals which are not pictured. Can talk about differences and similarities of body parts. Can name some internal organs, <i>e.g. heart, brain, lungs, stomach.</i>
Science Plants Observing closely	Children draw a leaf but shape may not be accurate or features are missing	Children can draw a leaf outline accurately and show hairs/veins when present.	Children compare the features of different leaves.
DT Mechanisms			
Art			

Year: 1	Term: 2
<u>Where can the sea take us?</u>	Builds on:

<p>Immersion: Bridlington harbour/ beach Outcome: Design a boat for a specific journey</p>	<p>FS2 - Who can help me get there? Leads to: Y2 - Why travel the world? Y3 - What is the power of water? Y4 - What makes a building iconic? Y5 - How is the world connected? Y6 - Are Humans good for the planet?</p>
<p>Key concepts: An awareness of world geography including the ability to identify the continents and seas. An ability to explain the properties of a range of everyday materials, sort these accordingly and apply this knowledge to design and make a boat.</p>	<p>Key vocabulary: program, debug, information, online, internet, private, mouse, monitor, keyboard Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth Float, sink, buoyant Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark, colour, sketchbook, pattern, line, artist, paint, primary colour, secondary colour, Impressionist sea, ocean, map, beach, cliff, coast, port, harbour British Isles, country, continent direction, north, east, south, west</p>
<p>Books to support this unit: Great Explorers, Alastair Humphreys The Snail and the Whale, Julia Donaldson The Storm Whale, Benji Davies The Night Pirates, Peter Harris Dougal's Deep Sea Diary, Simon Bartram</p>	<p>Resources to support this unit: https://www.geography.org.uk/teaching-resources/investigating-coasts https://www.geography.org.uk/teaching-resources/teaching-about-oceans https://www.nsead.org/resources/units-of-work/uow-colour-mixing-with-paing/ https://www.history.org.uk/primary/categories/177/resource/7484</p>
<p>Assessment activities: Science: Ask Qs and plan enquiry - materials reflection Set up enquiry - materials floating and sinking</p>	<p>Assessment activities: Geography: Quiz - Identify 7 continents and 5 oceans, 4 compass points Describe (draw) - features of coastal locations DT: Outcome</p>

Science

- The child will be able to distinguish between an object and the material it came from. Using this knowledge, they will be able to identify a range of everyday materials and sort and group these according to their properties such as hard, soft, bendy, dull, shiny etc. The child will ask and answer questions about different materials.
- The child will be able to investigate whether an object floats or sinks considering the properties of the material and begin to develop a basic understanding of buoyancy. They will understand that scientific experiments can help us to find things out about the world.
- The child will have a secure knowledge of the four seasons being able to describe weather across all seasons and how the day length changes.

Geography and History

- The child uses maps, atlases and globes to name and locate the 7 continents and 5 oceans of the world. They use this knowledge to describe the sea voyages of significant explorers e.g. Captain James Cook – Pacific and Australia, Ellen MacArthur, Christopher Columbus – America.
- They can use the four compass directions (north, east, south, west) to direct others and to describe different voyages and locations on a map. E.g. Russia is West of the UK.
- They can recognise the features of coastal locations and identify harbours, cliffs, beaches on maps and photos.
- The child understands the purpose of travel around the world and can explain where they could go in the world. They describe different voyages and travel routes through a travel agent role play area.

Design Technology

- The child researches existing rafts, boats and flotation devices testing them in class and considering the material they are made from.
- The child designs a functioning product (boat) considering their audience and purpose. This must be able to float in water. They will apply their understanding of floating and sinking from science lessons.
- The child uses their design to construct several versions of their boat using appropriate tools and materials considering what they've learnt in science.
- After construction the child will test and evaluate their product deciding if it meets the design brief.

Art - skills focus

- Paint colour mixing
- Paint brush style - impressionism
- Cold and hot colours

PE**Throwing and Catching –**

- Can run showing balance over short distances.

- Can catch objects when thrown directly at them.
- Can find space on the court / pitch.
- Cheers for and encourages others in the class.
- Can play as part of a team.

Gymnastics – Apparatus –

- Can create a range of basic balances using point and patch body parts.
- Can use apparatus to travel.
- Can hold a simple balance on a number of body parts still for 5 seconds.
- Can climb to a small height.
- Can discuss what a balance should look like.
- Can discuss how to use apparatus safely.
- Cheers for and encourages others in the class.

Music

Computing

- Creating a program using BeeBots/Purple Mash and directional commands
 - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
 - Create and debug a simple programs; use logical reasoning to predict the behaviour of simple programs
- Algorithms – Understanding sequences and coding
 - Recognise common uses of information technology beyond school; understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
 - Create and debug simple programs; use logical reasoning to predict the behaviour of simple programs

Year: 1	Term: 3
<p>What happened once upon a time? Immersion: Visit Conisbrough Castle, Medieval banquet Outcome: eBook</p>	<p>Builds on: FS2 - What's your story? Leads to: Y2 - What will my great achievement be? Y3 - How have humans survived and thrived? Y4 - Why were Romans powerful? Y5 - Does change lead to progress? Y6 - Who decides?</p>
<p>Key concepts: An understanding that we know about things that happened in the past from sources of evidence. How to use sources of evidence to tell stories about Medieval times and compare these with our own.</p>	<p>Key vocabulary: after, before, past, then, now, present, future, artefact, source, castle, moat, drawbridge, banquet, feast, lord, lady, king, queen knight old, new, Medieval hill, river, mountain, map British Isles, country, England, Scotland, Northern Ireland , Wales, United Kingdom running stitch, design, idea, embroider, tool, material, product, textile, tapestry</p>
<p>Books to support this unit: The knight who wouldn't fight, Helen Docherty King Arthur and hte knights of the round table, Marcia Williams Zog, Julia Donaldson The Paperbag Princess, Robert Munsch The knight and the dragon, Tomie de Paola Traditional stories - Rapunzel, The Princess and the Pea</p>	<p>Resources to support this unit: https://www.history.org.uk/primary/categories/306/resource/9458/castles-distinguishing-fact-and-fiction-in-the-ea https://www.history.org.uk/primary/categories/765/module/4735/the-normans https://www.bayeuxmuseum.com/en/the-bayeux-tapestry/discover-the-bayeux-tapestry/ https://www.youtube.com/watch?v=LtGoBZ4D4_E</p>
<p>Assessment activities: Science: Record - Seasonal change Observe and measure - Day length</p>	<p>Assessment activities: History: Quiz - Skills - Using source to describe the past?</p>

<p>History and Geography:</p> <ul style="list-style-type: none"> ● The child can describe a range of sources which tell us about the past. These might include remains of buildings, pictures of people, artifacts and stories. ● They are able to retell a range of fairy stories and legends. They are beginning to understand that some sources of evidence are more reliable than others and that stories may not always be true. ● The child knows that these are sources of evidence from the Medieval period of British history (1066-1485AD) and that this a very long time ago. ● They are able to describe some differences between life in this period compared to their own lives such as where people lived, what jobs they did, what they ate and how they entertained themselves. ● The child can describe the features of a castle such as moat, turrets and a drawbridge and understands that these features were to protect those living in the castle. ● They can describe the physical features of the land on which castles were built and explain why hills and rivers were necessary. ● The child recognises a map of the British Isles and can label the current countries of English, Scotland, Northern Ireland and Wales but understands that these countries are united as one 'United Kingdom'. ● The child understands that in Medieval times these countries were not united and sometimes there were battles about who should be King. ● They recognise that Medieval times were more dangerous and can name outlaws such as Robin Hood. 	
<p>Art/Design Technology:</p> <ul style="list-style-type: none"> ● Bayeux tapestry ● 	
<p>PE Games –</p> <ul style="list-style-type: none"> ● Can run showing balance over short distances. ● Can catch objects when thrown directly at them. ● Can strike a ball on the floor with their feet or equipment e.g. tennis racket ● Can find space on the court / pitch. ● Cheers for and encourages others in the class. ● Can play as part of a team. 	

Gymnastics – Floor –

- Can create a range of basic balances using point and patch body parts.
- Can hold a simple balance on a number of body parts still for 5 seconds.
- Can discuss what a balance should look like.
- Cheers for and encourages others in the class.

Music

- Keep a steady pulse in a group and be able to pick out two different tempos in music
- Repeat back short basic rhythms and perform rhythmic ostinatos
- Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids
- Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard
- Improvise simple rhythms based on a given stimuli (e.g. rhythm grids)
- Play basic rhythms on untuned percussion instruments and using body percussion
- Sing simple folk tunes in unison both with and without accompaniment or backing tracks

Computing

How do I record sounds and pictures

- o taking a photograph, and create simple digital content. They are aware that information can be public or private,
- o no the difference between a traditional book and a ebook, adding text pictures and sound to a page, changing the colour font and size.
- o Creating own sounds and recording adding using iPads

How do I use technology independently

- o Creating simple digital content
- o Editing and changing digital content
- o Pupils can change font, colour of text or a purpose

Retrieve digital content from files/QR codes/Display Board (in purple mash)