

YEAR 1	AUTUMN	SPRING	SUMMER
History	<p>Significant People Nationally</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. Who was Walter Tull and when did he live? 2. Did Walter have a happy or terrible childhood? 3. Using historical sources, can we spot the differences between Walter's life and the lives of footballers today? 4. What was it like for Walter when he played football at a match in Bristol? 5. How did Walter help our country during WWI? 6. What is special about Walter Tull and Nicola Adams? 7. to develop an awareness of the past. 8. to use parts of stories and other sources to show understanding of significance. 9. to use parts of stories and other sources to show understanding of similarity and difference. 10. to talk about who was important in a simple historical account. 	<p>Significant Events Nationally</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. What was Stuart London like? 2. Could anyone have stopped what happened on 2 September 1666? 3. What did people do first? 4. What was it like at the height of the fire? 5. What was left of London? 6. What did the King do to make London better? 7. a vocabulary of everyday historical terms. 8. to use parts of stories and other sources to show understanding of cause and consequence. 9. to recognise why events happened and what happened as a result. 10. to make simple observations about different types of people, events, beliefs within a society. 	<p>How have shops and shopping changed?</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. What was the High Street like before? 2. How has the High Street changed? 3. What was in these shops before? 4. What was it like to shop for food? 5. How were my goods packaged or stored? 6. How did I pay for my purchases? 7. common words and phrases relating to the passing of time. 8. to ask questions. 9. to use parts of stories and other sources to show understanding of continuity and change.
Geography	<p>Spatial Sense - My World and Me</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. where the seven continents and five oceans of the world are located on a world map. 2. where the UK is located on a world map. 3. about the equator and the poles, and start to identify that countries near the equator are hot countries and those by the poles are cold countries. 4. Know the location of the UK and Ecuador, and compare examples of these features in Ecuador and the UK. They will use photos to 	<p>Weather Patterns and the Seasons</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. about differences between seasonal weather and daily weather in the UK so they can describe typical UK weather during a given month. 2. how weather data how weather differs between different regions of the UK, especially inland and coastal areas. They may then either complete weather pictograms or draw and describe weather conditions in one or more UK regions. 	<p>Animals Around the World</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. about the continents through the identification of where different animals are found all over the world. After learning the names of the continents the children are challenged to place animals or label animals based on their native continent. 2. the differences between an ocean and a sea and use the vocabulary to describe environments around the coast and the

	<p>help them identify a variety of physical features and compare examples of these features in Ecuador and the UK.</p> <ol style="list-style-type: none"> that Quito is the capital of Ecuador and London is the capital of the UK and ways in which the two cities are similar to and different from each other in terms of buildings, jobs, schools, food and more. where the equator and poles are on a globe and world map. about a variety of wild animals and identify where in the world they live and whether they are found in a hot or a cold climate. about a variety of geographical features, such as cliffs, valleys, mountains, rivers and lakes. They will use aerial photos of different cities around the world to identify geographical features and landmarks about the importance of using a key and will create a map of their own to show their journey to school or to show a given journey. 	<ol style="list-style-type: none"> ways in which weather affects the clothes we wear and the things we do and how weather forecasts help us. They may either add weather symbols to a map or prepare and preform a weather forecast basic differences between UK, polar and equatorial climates. They may either draw and describe weather in different given locations or talk to a visitor about weather in another part of the world. how the weather in equatorial regions, like Singapore, may not only be hotter than the UK, but wetter, too. They will undertake a range of quick activities where they consider how the weather in Singapore affects human behaviour. how the weather in polar regions, like Tromsø, Norway, including that they experience periods of constant darkness/daylight. They may either draw diaries describing a typical day in a polar region or create polar region art showing winter weather activities. 	<p>animals they would find in each of these environments.</p> <ol style="list-style-type: none"> about the imaginary line around the centre of the world: the equator and the temperature of different locations which various animals live in based on their distance from the equator. Children are challenged to use what they know about places and their relation to the equator to place animals in their preferred temperature environment. about the four seasons and what kind of activities, clothing and food they would do/wear/eat in summer and winter. how animal behaviours change during the seasons and how these seasonal behaviours are triggered by the shortening days and cold weather, such as hibernation, migration and winter coats. about the four countries within the UK the flags of each country and then their national animals, as well as national animals of the world's countries. about animals native to the UK, including the differences between wild animals, livestock and pets. to investigate their local area or school grounds to see which animals they can spot and record their observations in different ways. 		
<p>Science</p>	<p>Identifying Animals Children will learn:</p> <ol style="list-style-type: none"> to identify, name and describe a variety of common animals kept as pets. to identify a variety of mammals and 	<p>My Body Children will learn:</p> <ol style="list-style-type: none"> to identify and name several body parts and identify their location on their own bodies. They will then label 	<p>Seasonal Changes Children will learn:</p> <ol style="list-style-type: none"> to describe the weather they can directly observe and other types of weather they know of. 	<p>Identifying Plants Children will learn:</p> <ol style="list-style-type: none"> about what a plant is and either go plant hunting or plant seeds. a variety of common garden plants, identify 	<p>Everyday Materials Children will learn:</p> <ol style="list-style-type: none"> what materials are, identify some common materials, and describe some of their uses. some of the materials a variety of objects are made from to show what they have understood, children may write lists, match objects to labels, or sort objects and materials.

	<p>compare and describe some of their features.</p> <ol style="list-style-type: none"> to compare the characteristics of a variety of birds and reptiles, then answer questions or describe animals in their own words. to consider similarities and differences between some fish and amphibians. They will also learn about some fish/amphibian life cycles and describe what they have learned in their own words. to describe what a variety of different animals eat, then sort animals using Venn diagrams or tables. to consider the needs of a variety of animals, and explain how best to care for them. to collect, present and interpret data about pets mini beasts 	<p>and/or draw diagrams.</p> <ol style="list-style-type: none"> to consider which parts of their body are used during a variety of different activities. to describe how body parts are used, or how they move. to consider why sight is an important sense, and conduct tasks where they will have to use their own sense of sight. To consider that their whole bodies can sense touch, but that we mostly use our hands to feel things. They will then feel and describe a variety of objects. to think about the different tastes of foods and use a range of vocabulary to describe taste. to sort and describe given images of foods, or conduct a taste investigation. 	<ol style="list-style-type: none"> to describe what the weather is normally like during different seasons, and what people might wear in different weather conditions. to study images, looking for clues as to which season it is including weather conditions and plant growth. to consider ways in which the changing conditions of the seasons affect the lives of animals, focussing on the behaviour of robins during each season. how the length of day and night, and the times at which they occur, change throughout the year. to complete given pictograms using given sets of data to show changes in weather, or frequency of different types of clothes worn, during each season. 	<p>some of their features, and consider why they are appealing to people, e.g. easy to grow, or attracts insects.</p> <ol style="list-style-type: none"> some wild plants, and begin to consider how their seeds — which they grew from — came to be there. to identify and name trees, then learn some differences between deciduous and evergreen trees. They may either sort trees into groups or go on a tree hunt. the main parts of a variety of plants and describe their functions. Either examine plants and identify features or draw and label plant diagrams ways in which plants change over time. They many study and describe plants grown 	<ol style="list-style-type: none"> to use words such as 'soft', 'smooth', 'hard', or 'bendy' to describe and/or sort a variety of materials and objects. why the properties of materials make them suitable for certain uses. They will then select appropriate materials for use in a range of objects. methods for testing materials to determine whether or not they are waterproof. They may either test materials or produce a model of a water proof product. to show what they have understood by making model or matching objects to labels and descriptions .
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		8. to explore ways in which we use our sense of sound. They may then either produce information text to show what they have learned during this, and previous lessons, or conduct a sound investigation.		themselves, or identify ways in which plants around school have changed over time.	
Art	<p style="text-align: center;">Colour Creations</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. about different colours to express their views on their favourite colour and represent this in objects that are of the same colour. 2. about and to identify the primary colours and explore works of art by artists that use primary colours, such as Piet Mondrian and create their own versions in this artistic style. 3. about mixing the primary colours together to create a secondary colour. 4. about colour wheels and how to create different shades of one secondary colour. 5. about creating light and dark shades of a colour, using these techniques to create their own artwork using one colour but different shade variations. 6. about Wassily Kandinsky and his different works of art, creating their own interpretations influenced by Kandinsky's style. 	<p style="text-align: center;">Sparks and Flames</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. about light and dark in art, using chalk to create flames. 2. what a silhouette is. 3. to develop their fine motor skills by using scissors to cut out silhouettes of buildings. 4. to use the language of foreground and background to describe different areas of a picture. 5. to use collage to create flames and learn about the shapes and colours they can see in the flames in the painting by Rita Greer. 	<p style="text-align: center;">Super Sculptures</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to use simple shapes to make sculptures of the human form by looking at Anthony Gormley's 'human' sculptures. 2. to make simple mannequins and pose them, or use found materials to create 'human' sculptures. 3. about Henry Moore's inspired clay sculptures and make a whole-class work of art featuring human silhouettes. 4. about sculptures by Barbara Hepworth and Anish Kapoor, looking at the 	<p style="text-align: center;">Yayoi Kusama</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. about Yayoi Kusama and her artwork and the similarities and differences between each of her pieces, identifying the key theme throughout her work. 2. different ways that they can create dots using different mediums and techniques. 3. about Kusama's 'The Obliteration Room', how it was made and about its installations in various galleries. 4. to use collage to recreate the artwork in different ways. 5. about Kusama's pumpkin sculptures and their form, discussing the shape of the pumpkin sculptures. 6. create from clay using the rolling technique. 7. to recreate Kusama's pumpkins by decorating sculptures or creating a painting using their chosen dot techniques. 	

		<p>6. how to use a description of a fire as inspiration when creating their own representations of The Great Fire of London using tissue paper.</p> <p>7. to evaluate their own work, thinking about how they can improve it.</p> <p>8. to use a variety of materials and techniques to create 3-D pictures of a London landmark that was destroyed in The Great Fire. They will make their buildings before adding 3-D flames to them.</p> <p>9. to create layered 3D scenes through the arches of a bridge and think about the foreground, middle ground and background of the paintings.</p> <p>10. to use mixed media to create scenes and create dioramas of fire scenes. They can</p>	<p>structure of some natural objects and exploring sculptures with 'inside' and 'outside' spaces.</p> <p>5. to make sculptures using a range of materials and large sheets or tarpaulins.</p> <p>6. about kinetic sculptures by Alexander Calder and make mobile sculptures or windpowered spinning sculptures.</p> <p>7. about sculptures by Dale Chihuly to create Chihuly-inspired sculptures using clear plastic containers, paints, marker pens and other clear/shiny art materials or found objects.</p>	
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			use their imagination to create buildings, people and flames to depict events and scenarios.			
Design Technology	Eat More Fruit and Vegetables Children will learn: 1. fruits and vegetables. 2. to describe the different features of fruits and vegetables. 3. about food preparation using different tools safely and using the appropriate associated language. 4. about the importance of eating more fruit and vegetables than certain other groups of foods. 5. to evaluate what they have learnt about fruits and vegetables and their recipe designs.		Homes Children will learn: 1. about the various types of houses people live in around the world, as well as the shapes you find in houses. 2. to join and combine shapes to make a house. 3. how they can create the interior features of a house. 4. to design a house using their previously learnt knowledge. 5. to create their houses using the knowledge they have previously learnt. 6. to evaluate their work.		Moving Pictures Children will learn: 1. what a moving mechanism is and how to create one. 2. what levers and pivots are and how to create this mechanism. 3. what a wheel mechanism is and how to create one. 4. to design a moving picture that has one of the previously learnt moving mechanisms. 5. to follow their designs to create their moving picture. 6. to evaluate their own moving pictures.	
PE	Dodgeball and Football Children will learn: 1. to use different ways of travelling in different directions or pathways. 2. to run at different speeds. 3. to use space in a game. 4. to combine travelling movements with simple defensive skills such as marking a player	Gymnastics Children will learn: 1. the basic shapes on different body parts on the floor, e.g. on back, side, front, bottom and feet, exploring different levels 2. how to demonstrate ways of traveling on the floor on small and large body parts including step, jump and hop, hopscotch, skipping and galloping.	Dance Children will learn: 1. to demonstrate travelling actions, such as walking, stepping running skipping, galloping, creeping, rolling, sliding and hopping, at different speeds 2. to demonstrate jumping actions such as springing, bounding, leaping and pouncing in different ways 3. to demonstrate turning actions such as spinning,	Danish Longball Children will learn: 1. to send a ball along the ground and through the air for a partner to catch or receive. 2. to play safely with a partner in running games and when using equipment. 3. to send a ball in various ways. 4. to play individual target games or target games with a partner. 5. to aim consistently between, into, at or	Tennis Children will learn: 1. to steer a ball along the ground with a bat in a controlled way using different directions and weaving through slaloms. 2. to balance a ball on a bat when standing still or walking. 3. to hit a ball with a bat, upwards and downwards with some control. 4. to send a ball along the ground and	Athletics Children will learn: 1. specific basic skills for running focusing on the technique needed for different speeds. 2. to run with a basic technique over different distances. 3. to change speeds in a safe and controlled way. 4. to develop their spatial awareness when running and control their movement.

	<p>or defending a space.</p> <ol style="list-style-type: none"> 5. to combine travelling movements with simple attacking skills such as dodging to get past a defender. 6. to combine travelling movements with travelling with equipment in different directions (side to side, forwards and backwards) with control and fluency. 7. to demonstrate coordination when passing a ball around different parts of the body. 8. to bounce and pat bounce a ball with a degree of control. 9. to dribble a ball with control. 10. to follow simple rules to play games, including team games. 11. to play safely with a partner in 	<ol style="list-style-type: none"> 3. a variety of ways of travelling in a curled-up shape 4. to make a simple shape for a partner to step over or travel underneath. 5. the safety implications and show a tucked jump, straight jump, half turn jump on the floor. 6. high and low level and link two jumps with a low-level movement. 7. which small parts of the body can safely take weight. 8. to show high and low balanced positions using different combinations on the floor. 9. the safety implications involved in various types of rolling (egg roll, log roll, teddy bear roll). 10. different combinations of shapes, linked by a travelling movement on the floor, on low 	<p>twirling, pivoting, rolling and spiralling</p> <ol style="list-style-type: none"> 4. to demonstrate gesturing actions such as punching, stamping, stretching, leaning and reaching 5. to demonstrate stillness such as go and stop, freezing, holding, pausing 6. to demonstrate the ability to hold clear body shapes both in movement and stillness. 7. to change and vary actions – demonstrate using contrasting levels, directions, speeds and weights (dynamic elements). 8. simple choreographic devices such as unison, canon and mirroring. 9. to remember and repeat short dance phrases and simple routines. <p>Health and Fitness Children will learn:</p>	<p>over a variety of targets using a range of small equipment.</p> <ol style="list-style-type: none"> 6. to play aiming games cooperatively with a partner and 'keep the score'. 7. to practise and develop their sending and receiving skills in cooperative games with a partner. 8. to use steering, hitting along the ground and hitting through the air to play individual and cooperative target games. 9. to understand the concept of simple games and how to make their games harder. 	<p>through the air for a partner to catch or receive.</p> <ol style="list-style-type: none"> 5. to bounce and pat bounce a ball with a degree of control. 6. to dribble a ball with control. 7. to aim consistently between, into, at or over a variety of targets using a range of small equipment. 8. to use steering, hitting along the ground and hitting through the air to play individual and cooperative target games. 	<ol style="list-style-type: none"> 5. to complete an underarm throw with accuracy. 6. the difference between a push throw (underarm throwing) and a pull throw (overarm throwing). 7. to show a variety of jumping techniques: jumping for distance, jumping for height. 8. to perform a simple jumping sequence, e.g. hop and jump.
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	<p>running games and when using equipment.</p> <p>12. to send a ball in various ways to play individual target games or target games with a partner.</p> <p>13. to aim consistently between, into, at or over a variety of targets using a range of small equipment.</p> <p>14. to throw and catch individually and in pairs using a variety of apparatus including hoops.</p> <p>15. to send a ball, beanbag or quoit using under arm throw, roll or kick</p> <p>16. to receive a ball, beanbag or quoit with control.</p>	<p>apparatus and high apparatus.</p> <p>11. about the beginning, middle and end of a sequence.</p>	<p>1. about changes in our body when we exercise.</p> <p>2. what cardio is and what its intention is.</p> <p>3. ways of doing cardio.</p>			
Computing	<p>Just Paint and Write – Part 1 - All about Me Children will learn:</p> <ol style="list-style-type: none"> to create a number of drawings and text files. to save their drawings. to use their drawings in a Jit5 'Write' and 'Paint' software. to produce pieces of work entitled 'All about Me'. 	<p>Collect Photographs and Paint Pictures Part 2 Children will learn:</p> <ol style="list-style-type: none"> to create a digital album using photographs, Jit5 'Write, 'Paint' and 'Mix' tools 	<p>Gathering Data and Creating Charts Children will learn:</p> <ol style="list-style-type: none"> to create charts using Jit 'Chart' and 'Pictogram' tools. to develop an understanding of interpreting data 	<p>Simple Algorithms and Programs - Part 1 Children will learn:</p> <ol style="list-style-type: none"> to demonstrate logical thinking to support algorithmic thinking, prediction and debugging. 	<p>Create Simple Programs - Part 2 Children will learn:</p> <ol style="list-style-type: none"> to use logical thinking to evaluate algorithms and route-based programs to improve outcomes. 	

				from a chart using JIT 'Mix' to present work.	2. to encode algorithms to a program to control a floor turtle using a mixture of unplugged and physical computing activity types.	
Music	<p>Hey You Children will learn:</p> <ol style="list-style-type: none"> 1. a song by heart. 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. to the sound and the names of some of the instruments they use. 5. that music has a steady pulse, like a heartbeat. 6. the names of the notes in their instrumental part from memory or when written down. 7. that improvisation is making up your own tunes on the spot. 8. that composing is like writing a story. 9. that everyone can compose. 	<p>Rhythm In The Way We Walk and The Banana Rap Children will learn:</p> <ol style="list-style-type: none"> 1. a song by heart. 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. that we can create rhythms from words, our names, favourite food, colours, animals. 5. the names of the instruments they are playing. 6. to treat instruments carefully with respect. 7. that when someone improvises, they make up their own tune that belongs to them that has not been heard or 	<p>In The Groove Children will learn:</p> <ol style="list-style-type: none"> 1. a song by heart. 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. how they can enjoy moving to music by dancing, marching, being animals or pop stars. 5. to play a tuned instrumental part with the song they perform. 6. how the notes of the composition can be written down and changed if necessary. 	<p>Round and Round Children will learn:</p> <ol style="list-style-type: none"> 1. a song by heart. 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. about voices, singing notes of different pitches (high and low). 5. that they can make different types of sounds with their voices – they can rap or say words with rhythm). 6. to perform a song they have chosen and learned. 	<p>Your Imagination Children will learn:</p> <ol style="list-style-type: none"> 1. a song by heart. 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. to start and stop singing when following a leader a leader. 5. to listen to and follow musical instructions from a leader. 	<p>Reflect, Rewind and Replay Children will learn:</p> <ol style="list-style-type: none"> 1. to play an instrumental part using one of the differentiated parts (a one-note part, a simple part, medium part). 2. that everyone can improvise. 3. to add their ideas to the performance. 4. to record the performance and say how they were feeling about it.

	10. that performing is sharing music with other people, called an audience.	8. written down before. to help create a simple melody using one, two or three notes.				
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