

St Swithun's CE Primary School: Year One Curriculum Plan 2016 -17

	Autumn		Spring		Summer	
Topic title	Take One Picture: Lagoon view	Dinosaurs: Yabba Dabba Doo	Arts Focus Week	Megastructures	The Enchanted Woodland	
Whizz Bang		Digging for dinosaurs		Team building using spaghetti and marshmallows	Something outdoors!	
English (writing)	Narrative Unit 1 Recounts of museum visit Senses poems	Non-fiction: Labels and captions Narrative Unit 2 Traditional tales	Descriptions Information texts Non-fiction: instructions	Narrative Unit 3 Information texts Non-fiction: reports	Fairy tales Non-fiction: recounts	Rhyming poems
Science	<p>Working scientifically Ask simple questions Observe closely ,using simple equipment Perform simple tests Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions</p>					
	<p>Seasonal Changes <i>To understand the Earth's movement:</i></p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies 	<p>Animals including humans <i>To understand animals and humans:</i></p> <ul style="list-style-type: none"> Identify and name a variety of common animals that re birds, fish, amphibians, reptiles, mammals and invertebrates Identify and name a variety of common animals that are carnivores, herbivores and omnivores 	<p>Everyday materials <i>To investigate materials:</i></p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials Describe the simple physical properties of a variety of everyday materials <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>		<p>Plants <i>To understand plants:</i></p> <ul style="list-style-type: none"> Identify and name a variety of common plants, including those classified as evergreen and deciduous Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers observe and describe how seeds and bulbs grow into mature plants 	

		<ul style="list-style-type: none"> • Describe and compare the structure of a variety of common animals • Identify name draw and label the basic parts of the human body and say which part of the body is associated with each sense 		
History	<p><i>To investigate and interpret the past:</i></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented 	<p><i>To understand chronology:</i></p> <ul style="list-style-type: none"> • Place events and artefacts in order on a timeline • Label timelines with words or phrases such as past, present, older and newer • Recount changes that have occurred in their own lives • Use dates where appropriate <p><i>To build an overview of world history:</i></p> <ul style="list-style-type: none"> • Describe historical events • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did 	<p><i>To communicate historically:</i></p> <ul style="list-style-type: none"> • Use words and phrases such as : a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time • Show an understanding of the concept of nation and a nation's history • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace 	
Geography	<p><i>To investigate places:</i></p> <ul style="list-style-type: none"> • Ask and answer geographical questions. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area <p><i>To investigate patterns:</i></p>		<p><i>To communicate geographically:</i></p> <ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	

	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Identify seasonal and daily weather patterns in the U.K. and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Identify land use around the school 		
Art	<p><i>To develop ideas:</i></p> <ul style="list-style-type: none"> • Respond to ideas and starting points • Explore ideas and collect visual information • Explore different methods and materials <p><i>To master techniques:</i></p> <p>Painting:</p> <ul style="list-style-type: none"> • Use thick and thin brushes • Mix primary colours to make secondary colours • Add white to colours to make tints and black to colours to make tones • Create colour wheels <p><i>To take inspiration from the greats:</i></p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers • Use some of the ideas of artists studied to create pieces 	<p><i>To master techniques:</i></p> <p>Textiles:</p> <ul style="list-style-type: none"> • Use weaving to create a pattern • Join materials using glue and/or a stitch • Use plaiting • Use dip dye techniques 	<p><i>To master techniques:</i></p> <p>Print:</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes • Mimic print from the environment • Use objects to create prints (e.g. fruit, vegetables, sponges) • Press, roll, rub and stamp to make prints
D.T.	<p><i>To master practical skills:</i></p> <p>Food:</p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically • Measure or weigh using measuring cups or electronic scales • Assemble or cook ingredients <p><i>To take inspiration from design throughout history:</i></p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs • Suggest improvements to existing designs • Explore how products have been created 	<p>Materials:</p> <ul style="list-style-type: none"> • Cut materials safely using tools provided • Measure and mark out to the nearest centimetre • Demonstrate a range of cutting and shaping techniques • Demonstrate a range of joining techniques <p>Construction:</p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products <p>To design, make , evaluate and improve:</p>	

			<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended use • Make products, refining the design as work progresses • Refine work and techniques as work progresses, continually evaluating the product design • Use software to design 		
Computing	<p>Beebots/Roamers:</p> <ul style="list-style-type: none"> • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs 		<p>Tizzy's toybox, Revelation Natural Art (graphics):</p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school 	<p>Lee and Kim's Animal Adventure from http://thinkuknow.co.uk</p> <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	
R.E.	<p><i>Christianity:</i> To re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p> <p><i>Judaism:</i> To empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.</p>	<p><i>Christianity:</i> To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p>	<p><i>Christianity:</i> To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult</p>	<p><i>Christianity:</i> To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>	<p><i>Judaism:</i> To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them</p>
P.E.	<p>Dance:</p> <ul style="list-style-type: none"> • Copy and remember dance moves and positions • Move with careful control and coordination • Refine dance movements into sequences, link two or more actions to perform a sequence • Choose movements to communicate a mood, feeling or idea 		<p>Gymnastics:</p> <ul style="list-style-type: none"> • Copy and remember actions • Move with some control and awareness of space • Link two or more actions to make a sequence • Show contrasts • Travel by rolling forwards, backwards and sideways • Hold a position whilst balancing on different points of the body • Climb safely on equipment 	<p>Games:</p> <ul style="list-style-type: none"> • Use the terms opponent and team mate • Use rolling, hitting, running and jumping, catching and kicking skills in combination • Develop tactics • Lead others when appropriate <p>Athletics: Combined with games activities</p>	

			<ul style="list-style-type: none"> • Stretch and curl to develop flexibility • Jump in a variety of ways and land with increasing control and balance 			
PSHE	Jigsaw: Being Me in my World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me
Music	<p>To perform:</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody • Follow instructions on how and when to sing or play an instrument • Maintain a single part within a group make and control long and short sounds, using voice and instruments • Imitate changes in pitch <p>To describe music:</p> <ul style="list-style-type: none"> • Identify the beat of a tune • Recognise changes in timbre, dynamics and pitch 				<p>To compose:</p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds • Clap rhythms • Create a mixture of different sounds • Choose sounds to create an effect • Sequence sounds to create an overall effect • Create short, musical patterns • Create short, rhythmic phrases <p>To transcribe: Use symbols to represent a composition and use them to help with a performance</p>	