

Religious Education *British Values link

Islam

- know that Muslims believe in one God (Allah)
- know that Muslims believe the world was created by God
- talk about why Muslims might value the natural world
- know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet
- suggest how Muslims might show respect for God by caring for the natural world
- talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it (PSHE) *
- reflect on how they treat the natural world – and if they have a duty to look after it (PSHE)*

Judaism

- Listen to the creation story and identify the link to the Jewish teaching of resting on the seventh day.
- Know that Shabbat is a Jewish holy day
- Listen to the Passover story and know that Jews believe that God protected His people providing sustenance on his journey to the Promised Land
- Know the objects used in Shabbat .
- Discuss the symbolism of each object.
- Identify the symbolism of each food on a Seder plate
- Brainstorm celebrations within the children's knowledge
- Discuss how rooms are 'set-up' for different celebrations
- Reflect on who they would plan a meal for or for what special occasion and what it would be like.
- Identify similarities between their special meal and the Sabbath and Passover meals

Modern Languages

Je Vois des Bêtes Partout

- Identify and say animal names.
- Match animal names to animal pictures.
- Begin to understand prepositions, on, under and behind.
- Understand the main points in a French story.
- Use animal finger puppets to take part in a simple conversation with a partner.
- Use simple French greetings
- *Link French words with actions
- Identify sounds in French words
- Recognise and say numbers to 20
- Begin to write some words from memory
- Begin to identify syllables in French words and number names.



Year 1 Ancient Worlds Castles

Attitudes to Learning:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
 - Motivation and Curiosity
- Self-confidence and Esteem
 - Independence

Design and Technology

- Make vehicles with construction kits which contain free running wheels. (Castle attack towers)
- Use a range of materials to create models with wheels and axels e.g. tubes, dowels, cotton reels (Science)
- Test different axel fixings and their strengths and weaknesses
- Fold, tear and cut paper/card
- Cut along line straight and curved
- Experiment with levers and sliders to find different ways to make things move on a drawer bridge/ catapult sling.
- Use pictures and words to convey what they want to design/make
- Model ideas with kits/reclaimed materials
- Use drawings to record ideas as they are developed
- Select materials from a limited range that will meet the design criteria
- Select appropriate tools and equipment for the purpose
- Explain what they are making
- Explore existing products and investigate how they have been made
- Say what they like and do not like about items they have made and attempt to say why

History

- Match objects from people of different ages or times.
- Uses words and phrases: old, new , oldest, newest, past, present (to sort objects).
- Recognise and discuss how castles have changed over time.
- Sequence 3 or 4 objects from different periods of time.
- Recognise the jobs and roles in a castle and compare these to different jobs nowadays
- Compare objects to those that are used nowadays
- Use images and stories to identify objects that are used within a castle.
- Use simple historical terms old, new, oldest, newest, past, present, young, days, months, years, now, before, then, famous, remember
- Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)
- Write about or draw pictures to show special celebrations in the past and compare to how we may celebrate now.

Art & Design

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
 - Draw on different surfaces with a range of media. (link to castle materials)
 - Control the types of marks made with the range of media.
 - **Lines and Marks**-Name, match and draw lines/marks from observations. (e.g. straight line, curve line, cross hatching)
 - **Form and shape** -Observe and draw shapes from observations. (outcome)
 - Record ideas from first hand observations.
- Answer questions about the starting points for their work.
Explore the works of a sculptor (e.g. Wedgewood)
- Review what they think and feel about their work.

Geography

- Give and follow simple instructions to get from one place to another (around the school) using locational and directional language (eg, near and far, left and right)
- Know what symbols mean on a map
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas (castle link)
- Use information books, picture maps and globes to identify the UK.
- Use basic Geographical vocabulary to describe human features including city, town, village, factory, farm, house, office, port, harbour,

PSHE-& RHE

Keeping Myself Safe

Self-Confidence & Esteem

Who can help?(1)

Recognise emotions and physical feelings associated with feeling unsafe;
Identify people who can help them when they feel unsafe.

Good or bad touches

Understand and learn the PANTS rules;
Name and know which parts should be private;
Explain the difference between appropriate and inappropriate touch;
Understand that they have the right to say “no” to unwanted touch;
Start thinking about who they trust and who they can ask for help.
NSPCC Letter Home

Then and now

Identify things they could do as a baby, a toddler and can do now;
Identify the people who help/helped them at those different stages.

Taking care of a baby

Understand some of the tasks required to look after a baby;
Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

Music

- Begin to play a classroom instrument as part of a group with a sound – before- symbol (by ear) approach.
- Start to perform own rhythms and melodies using one or two notes.
- Understand that improvisation is making up own tunes (or rhythm) using one or two notes and improvise using simple patterns on instrument or using voice.
- Create own simple rhythmic patterns that lead to melodies in a group or solo situation.
- Start to use correct basic musical language to describe the music being listened to and feelings towards it.
- Discuss simple dimensions of music and how they fit into the music being listened to:
- Pulse, rhythm, pitch
- Begin to recognise styles e.g. Reggae, Hip Hop, Rock, Classical.
- Recognise different instruments in music.

Computing

Online Safety

- Know what a password is, and why it needs to be kept private.
- Know what personal information is and that it shouldn't be shared online.
- Know what to do if I find something inappropriate online (tell a trusted adult). PSHE

Multi-Media

- Can capture an image to share, store and retrieve.
- Use a recording device to take a picture or record work.
- Aware of the health and safety issues of shooting into the sun or bright light sources.
- Know that sound can be recorded, stored and played back using ICT (link to Music).
- Locate, listen to, play and begin to record sounds.
- Understand that devices have stop, record and playback functions.
- Use a paint package to create a picture to communicate ideas

Physical Education

Games - Family Album

- Roll a ball with accuracy towards a target.
- Apply rolling skills to different challenges.
- Understand the concept of aiming.
- Aim at various targets using different equipment.
- Show awareness of space
- Engage in simple co-operative and competitive games
- Use a simple tactic

Gymnastics - Growth & Green (Jack & the Beanstalk)

- Apply skills of travelling, rolling, jumping and balance, using the apparatus.
- Create and link simple combinations of 2/3 actions.
- Repeat a simple movement phrase.
- Carry apparatus safely.
- Begin to record sequences using symbols they can understand and explain.

Dance – The 3 Little Pigs

- Explore travel, jump, and gesture to convey the feelings of the Wolf and The 3 Little Pigs.
- Work in pairs to link actions in short dance phrase.
- Use actions to retell the story showing beginning, middle and end.
- Remember and repeat a short dance phrase with control.
- Begin to show sense of rhythm when performing dance actions.

Swimming

•

Science

Everyday Materials Knowledge (DT)

- distinguish between an object and the material from which it is made
- 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 (Maths link)

Skills

- With help, decide how to sort and **group** objects, materials
- **Compare** and contrast simple observable features / characteristics of objects, materials
- With help, **carry out** a simple test/comparative test
- With help, make a simple prediction or suggestion about what might happen
- Begin to suggest some ideas e.g. choose which equipment to use, choose which materials to test from a selection
- **Talk** about ways of setting up a test
- **Measure** using non-standard units e.g. how many lolly sticks/cubes/handfuls, etc.
- Use recordings to talk about and describe what happened
- Communicate their ideas to a range of audiences in a variety of ways

Seasonal Changes Knowledge (seasons week)

- Observe changes across the four seasons
- Observe and describe weather associated with changes of season (FS)

Skills

- Complete a pre-constructed table / chart using picture records or simple words
- Add annotations to drawings or photographs
- **Record** simple visual representations of observations made
- Sequence photographs of an event/observation
- Begin to use simple scientific language (from yr1 PoS) to talk about what they have found out or why something happened
- Ask simple questions about what they notice about the world around them
- Use observations to make suggestions and/or ask questions
- Look / **observe** closely and communicate changes over time