

Religious Education *British Values link

Christianity Jesus

- know a simple version of the nativity story
- talk about why Christians would say that Jesus is a special baby
- talk about how different characters in the nativity welcome the baby Jesus
- identify religious aspects of Christmas celebrations
- talk about why Christmas is a special time for Christians
- consider how and why babies might be special – and why they need love and care
- talk about the importance of looking after those who cannot help themselves *

- talk about their own beginnings and how they were welcomed into the family
- reflect on who has helped them in life so far*

Hindu Dharma (Hist & PSHE)

- know that Hindus believe in one God in many forms
- know that Hindus believe that God is present in all living things
- suggest what Hindus might learn about God from the story of the blind men and the elephant
- talk about how and why Hindus might use statues and images (murtis) in their worship
- suggest symbolic meanings expressed in the images
- talk about the different ways that people can be seen and described
- consider how people might have multiple roles
- reflect on how others might see them
- talk about the different roles that they might have (friend, child, brother/sister etc.) *



Year 1 Festivals of Colour

Attitudes to Learning:

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

History

- Make some simple observations about different people, events, beliefs and communities. (RE & PSHE & History)

Art & Design

- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.
- Take simple prints e.g. mono-printing.
- Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.
- Build repeating patterns and recognise pattern in the environment.
- Create simple printing blocks with press print.
- **Colours** -Experiment with overprinting motifs and colour.
- 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.
- Identify what they might change in their current work.

Geography

- Used images to find out about everyday life in the wider world (India)
 - Use information books, picture maps and globes to identify places in a non-European country.
 - Identify the location of hot and cold areas of the world describing some similarities and differences when studying places and features (links to India)
 - **Sustainability – What can be done about the problem of litter (in India & Bacup)?**
- Use basic Geographical vocabulary to describe human features including city, town, village, factory, farm, house, office, port, harbour, shop

Modern Languages

Storysack - L'ours qui se grattait

- Recognise and name some French body parts
- Understand main points in a French Story
- Order events in a French story
- Follow simple French instructions
- Recognise and name some French colours
- Begin to link French body part names with French colours (music – find and internalise the pulse/clap the rhythm)
- Recognise and name some French animals
- 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

Intercultural Understanding

- Learn about the Festival 'Noel'
- Experience 'French Christmas' through role-play
- Compare French/English Christmas traditions (RE)

Design and Technology

- Develop a food vocabulary using taste, smell, texture and feel
- Explain where food comes from
- Cut, peel, grate and chop a range of ingredients
- Work safely and hygienically
- Measure and weigh food items using non- statutory measures e.g. spoons and cups.
- Link to India food – naan bread, poppadum's, pickles, yoghurt, samosas and onion bhajis (History)
- Use pictures and words to convey what they want to design/make
- Use drawings to record ideas as they are developed.
- 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.
- Select appropriate tools and equipment for the purpose
- Explain what they are making

PSHE-& RHE
Diversity – What makes us different?
Self-Confidence, Esteem & Curiosity

Same of different?

Identify the differences and similarities between people;
 Empathise with those who are different from them;
 Begin to appreciate the positive aspects of these differences

Me and My Relationships & Valuing Differences
Respect & Communication

Good friends

Identify simple qualities of friendship;
 Suggest simple strategies for making up.
 How are you listening?
 Demonstrate attentive listening skills;
 Suggest simple strategies for resolving conflict situations;
 Give and receive positive feedback, and experience how this makes them feel.

Thinking about feelings?

Recognise how others might be feeling by reading body language/facial expressions;
 Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)

Our feelings

Identify a range of feelings;
 Identify how feelings might make us behave:
 Suggest strategies for someone experiencing 'not so good' feelings to manage these.

Anti-Bullying

Unkind, tease or bully?

Explain the difference between unkindness, teasing and bullying;
 Understand that bullying is usually quite rare.

Who can help [2]

Explain the difference between teasing and bullying;
 Give examples of what they can do if they experience or witness bullying;
 Say who they could get help from in a bullying situation.

Music

- Begin to understand working together as part of a group or ensemble.
- Begin to understand the importance of warming up their voices and establish a good singing position.
- Start to consider that words mean something and how they work together with the music.
- March, clap, tap knees, move to find and internalise the pulse.
- Clap the rhythm of their name, favourite food, colour etc.
- Stop and start as appropriate, begin to follow a leader/conductor.
- Begin to find and internalise the pulse with support.
- Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse.
- Begin to recognise styles e.g. Reggae, Hip Hop, Rock, Classical.
- Recognise different instruments in music.

Computing

Programming

- Understand that programs and devices work by following clear and accurate commands (algorithms).
- When using a simulation on a computer, predict what will happen once the next command is entered (logical reasoning).
- Follow and create a series of simple commands to move around a course.
- Explore outcomes when individual buttons are pressed on a programmable device.
- Explore outcomes when icons/objects are clicked on a computer screen.

Digital Literacy

- Save and reopen work.
- Know how to minimise a screen.
- Understand what is meant by 'technology and recognise common uses and benefits beyond school.
- Use a mouse or touchscreen to follow the appropriate buttons to navigate websites or saved information.
- Follow links to find the information that I require.
- Online Safety
- Follow instructions to log-in e.g. to Purple Mash and find a given page/area.
- Know the SMART rules
- Use own login to access the school system.

Physical Education

Games

- Baseline assessment – Penguins, Possums & Pigs
- Catch a beanbag or ball with some consistency
- Use an underarm throw and roll with some control and consistency
- Use an overarm throw with some control and consistency
- Use a basic kicking action with some consistency.
- Aim at various targets using different equipment and ways of sending.
- Retrieve and stop a medium-sized ball with some consistency.
- Begin to intercept a ball.
- Show awareness of space
- Engage in simple co-operative and competitive games
- Use a simple tactic

Gymnastics

- Show basic control when walking forwards and backwards on floor and low apparatus.
- Travel in different ways using hands and feet.
- Show contrasting tall, thin, wide and tuck shapes.
- Perform pencil roll, egg roll and rock on back with basic control.
- Explore different ways of jumping and landing.
- Repeat a simple movement phrase.
- Carry apparatus safely.
- Begin to record sequences using symbols they can understand and explain.

Dance – Toy Story

- Copy simple body actions.
- Explore movement ideas from action words and visual stimulus.
- Choose movements to create a dance phrase with a clear beginning, middle and end.
- Remember and repeat a short dance phrase with control.
- Begin to show sense of rhythm when performing dance actions.

Science

Humans Knowledge

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Skills

- **Observe** closely using their senses
- use senses to **compare** different textures, sounds and smells (Maths link)
- Communicate their ideas to a range of audiences in a variety of ways

Seasonal Changes Knowledge (seasons week)

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