

Religious Education *British Values link

Christianity Church

- know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies
- talk about what it might mean to belong to the Church family
- identify features of baptism – eg. the font, candles, godparents
- talk about why parents might want to have their child baptised
- talk about what it means to belong to a family*
- talk about the role of families in raising children*
- talk about their own identity as part of a family and part of the school community* (PSHE)

Christianity God

- know that Christians refer to God as 'Father'
- talk about why Christians might compare God to a loving parent
- talk about how and why Christians might want to talk to God (prayer)
- suggest symbolic meanings of rituals and items used in Christian prayer
- talk about the importance of love in families*
- talk about the ways in which they are cared for and supported by family members*
- reflect on their own role within the family*
- discuss who they can talk to when they are happy/sad/worried

Modern Languages

Madame Arc-En-Ciel

- Say which colours they like.
- Begin to spell some colour names.
- Begin to identify and name some rooms in the house.
- Begin to identify and name some places in the town.
- 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

Inspirational People

Nature

(Attenborough, Goodall, Gylls, Backshall)

Attitudes to Learning:

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

History

- Give reasons why someone might be significant
- Sequence pictures from different periods of a significant person's life.
- Uses words and phrases: old, new, oldest, newest, past, present (to sort objects).
- Describe memories and changes that have happened in their own lives.
- Tell the difference between past and present in own and other people's lives.
- Use simple historical terms - old, new, oldest, newest, past, present, young, days, months, years, now, before, then, famous, remember

Geography

- Use simple field work and observational skills when studying the geography of the school and its grounds and the key human and physical features of its surrounding environment. (science)
- To recognise where they live and know their own address.
- Use basic Geographical vocabulary to describe human features including city, town, village, factory, farm, house, office, port, harbour, shop.

Art & Design

- **Clay** -Manipulate, explore and sculpture, malleable materials in a variety of ways
Manipulate malleable materials for a purpose, e.g. pot, tile.
- Understand the safety and basic care of materials and tools.
- **Form**-Experiment with constructing and joining recycles, natural and manmade materials.
- **Texture**-Change the surface of a malleable material e.g. build a textured tiles.
- 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.

PSHE & RHE

Money & Enterprise

Independence/ teamwork & Co-operation

Harold's money

Explain where people get money from;

List some of the things that money may be spent on in a family home

How should we look after our money?

Recognise that different notes and coins have different monetary value;

Explain the importance of keeping money safe;

Identify safe places to keep money;

Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).

Growing & Changing

Resilience & Perseverance

Pass on the Praise

Demonstrate attentive listening skills;

Suggest simple strategies for resolving conflict situations;

Give and receive positive feedback, and experience how this makes them feel.

Physical Education

Outdoor & Adventurous (Forest School Link)

- Begin to recognise known objects as symbols.
- Observe and move around an area using a simple plan.
- Begin to follow simple trails and instructions, recording what they have found. (link with Computing – use ICT to sort objects) (Link with Geography – know what symbols mean on a map)

Dance/Athletics – Robots

- Copy and explore basic body actions using Robots as stimuli and Michael Jackson as inspiration.
- Choose movements to make own simple 'Robotic' dance phrase with beginning, middle and end.
- Remember and repeat a short dance phrase with control.
- Begin to show sense of rhythm when performing dance actions.
- Develop travelling skills of running, hopping, skipping and galloping.
- Explore aiming, throwing and jumping.
- Complete an obstacle course.
- Complete run, throw and jump challenges.

Music

- Understand that composition is written down or recorded music.
- Create compositions using one or two notes.
- Record composition appropriately (pictorial notation, video, ICT).
- Make different sounds (high and low–pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound–smooth, crisp, scratchy, rattling, tinkling etc.– timbre).
- Begin to recognise styles e.g. Reggae, Hip Hop, Rock, Classical.
- Recognise different instruments in music.

Computing

Programming – NB Repetition essential to ensure skill is embedded

- 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.

Data Handling (science)

- Discuss and explore how we use ICT to sort, organise and classify objects based on their properties (graphs).
- Use a pictogram to help create and answer questions.
- Recognise that information presented on screen represents data that has been collected.
- Can use ICT to sort objects according to given criteria

Online Safety

- How much time do I spend online and what do I do?
- What is gossip?

Science

Plants & Animals

- Identify basic plants: wild and garden including evergreen and deciduous (Geog)
- Identify basic plant parts of common plants including trees (roots, leaves, flowers, etc)
- Identify, name and compare common animals and their structure (fish, amphibians, reptiles, birds, mammals)
- Identify and name common animals that are carnivores, herbivores and omnivores (Maths link)

Skills

- Ask people questions (e.g. an expert or hot-seating)
- With help, decide how to sort and **group** living things
- **Compare** and contrast simple observable features / characteristics of living things
- Observe closely, using simple **equipment** (hand lenses, egg timers)
- Use simple primary and secondary sources (such as objects, books and photographs) to find things out
- Look / **observe** closely and communicate the features or properties of things in the real world
- **Name**/identify common examples and some common features
- 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 (Geog)

Skills

- Complete a pre-constructed table / chart using picture records or simple words (computing)
- 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