

Curriculum Overview

Year 1

Year 1 at William Law CE Primary School

This document will cover:

- Foundation curriculum overview
- Maths - Autumn overview
- Book spine for Autumn
- Writing & SPAG progression for the year
- Reading skills for Autumn
- Phonics
- History overview for Autumn 1
- Geography for Autumn 2
- Science overview for Autumn
- Computing overview for Autumn
- PSHRE overview for Autumn
- Art overview for Autumn
- DT overview for Autumn
- Music overview for Autumn
- RE overview for Autumn
- PE overview for Autumn

The Curriculum in Year 1

The Foundation
curriculum for
Year 1

	Autumn 1 (1)		Autumn 2 (2)		Spring 1 (3)		Spring 2 (4)		Summer 1 (5)		Summer 2 (6)	
Y1	History Changes within living memory: Toys	Science Everyday materials: identify and name Science 2.2 Science 4.3 Science 5.3	Geography UK Countries	Science Plants – Trees and plants - naming	History Significant People: Florence Nightingale	Science Humans: Body parts Science 2.3, 3.3, 4.1, 6.6	History Significant People: Mary Anning	Science Animals - groupings Science 4.4, 5.5, 6.4	Geography Local study: Our School	Science Seasonal changes – four seasons Science 1.2; 1.5; 2.1; 2.5, 3.4, 5.5	History Significant Event in own locality: Local Transport in Peterborough Railway Perkins Henry Royce	Science Everyday materials – properties Science 1.1 Science 4.3 Science 5.3
	DT Mechanisms – Moving Story Book	PE Fundamentals Team building	Art Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	PE Ball Skills Gymnastics	DT Cooking and Nutrition- Smoothies	PE Sending and Receiving Dance	ART Simple Printmaking Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.	PE Striking and Fielding Dance	DT Constructing Windmills	PE Target Games Net and Wall	Art Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.	PE Athletics Invasion
	PSHRE Introduction lesson Family and relationships	Computing Computing systems and networks Improving mouse skills	PSHRE Family and relationships Health and wellbeing	Computing Programming 1 Algorithms unplugged	PSHRE Health and wellbeing Safety and the changing body	Computing Skills Showcase Rocket to the moon	PSHRE Safety and the changing body Citizenship	Computing Programming Bee-Bots	PSHRE Citizenship Economic wellbeing	Computing Creating Media Digital imagery	PSHRE Economic wellbeing Transition lesson	Computing Data Handling Introduction to data
	RE What do Christians believe God is like?	Music Story time - exploring sounds Seasons - exploring pitch	RE Exploring religious stories	Music Number - exploring beats Weather - exploring sounds PRODUCTION	RE What can we learn from other religions?	Music Animals - exploring pitch Machines - exploring beat	RE Why does Easter matter to Christians?	Music Ourselves - exploring sound Our bodies -exploring beats	RE Weddings	Music Our school -exploring sound Water - exploring pitch	RE What is the good news Jesus brings?	Music Travel - performance Pattern - exploring beat

Maths coverage in Year 1 Autumn term

Number and Place Value	Number – Addition and Subtraction	Geometry
<ul style="list-style-type: none"> Count to 100, forwards and backwards beginning with 0 or 1 or any given number. Count, read and write numbers to 100 in numerals. Given a number identify one more and one less. Identify and represent numbers using different representations including the number line. Read and write numbers from 1 – 20 in words. Use the language of equal to, more than, less than (fewer) most and least. <p><u>Ready to progress objectives</u></p> <p>1NPV-1 Count within 100, forwards and backwards, starting with any number.</p> <p>1NPV-2 Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$</p> <p><u>Mastering Number</u></p> <ul style="list-style-type: none"> -Subitise within 5, including when using a rekenrek, and re-cap the composition of 5 -Develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure -Compare numbers within 10 and use precise mathematical language when doing so -Re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number -Explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) -Explore the structure of the odd numbers as being composed of 2s and 1 more -Explore the composition of each of the numbers 6, 8, and 10 -Explore number tracks and number lines and identify the differences between them 	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Solve 1 step problems that involve addition and subtraction using concrete objects and pictorial representations including those involving numbers, quantities and measures. Use the addition, subtraction and equals sign. <p><u>Ready to progress objectives</u></p> <p>1NF-1 Develop fluency in addition and subtraction facts within 10.</p> <p>1AS-1 Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p> <p>1AS-2 Read, write and interpret equations containing addition (), subtraction () and equals () symbols, and relate additive expressions and equations to real-life contexts.</p>	<ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes. <p><u>Ready to progress objectives</u></p> <p>1G-1 Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p> <p>1G-2 Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p>

The Book Spine in Year 1 for Autumn term

<u>Year 1</u>	Autumn Term 1	Autumn Term 2
Core text for Reading	<p>How to Catch a Star - Oliver Jeffers</p> <p>Poetry- The Puffin book of Fantastic poems</p>	
Genre (model text, purpose)	<p>Narrative (fairytale) - Focus on sentence structure - T4W model - How to Catch a Star</p>	<p>Instructions T4W model - How to Catch a Fairy</p> <p>Poetry</p>
Short burst writing ideas.	<p>Instructions - e.g. on how to make a potion to send you to space Fictional - Non chronological report description on stars/moon/sun or/and mythical creatures Postcard from space. Various setting descriptions Star/Moon or and mythical creatures poems acrostic/shape Character description of the man on the moon/astronaut or/and mythical creatures</p>	

Class book (daily read aloud)

The three wolves and the big bad pig- Eugene Trivizas
 Where the wild things are- Maurice Sendak
 Dave and the tooth fairy- Verno Wilkins
 Poems out loud! - Ladybird
 Beegu by Alexis Deacon

Anita and the dragons- Hannah Carrmona & Anna Cunha
 Molly Rogers to the rescue- Cornelia Funke
 The man on the moon- Simon Bartran
 The book with no pictures- B.J. Novak

Within Autumn term one, we will be learning about 'How to Catch a Star' by Oliver Jeffers

Within Autumn term two, we will be learning about poetry from 'The Puffin Book of Fantastic First Poems.'



Writing and SPAG in Year 1

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To say first and then write to tell others about ideas. To independently write sentences to form a short narrative. 	<ul style="list-style-type: none"> Independently end sentences with a full stop Independently start sentences with a capital letter Leave spaces between words Use 'and' to join sentences 	<ul style="list-style-type: none"> Form most lower-case letters in the right direction and of a consistent size. Use capital letters for names and places. Suffix 'ing' and 'ed' Form digits 0-9 and ensure they are a consistent size. Learn some new ways to represent phonemes.

Year 1	<ul style="list-style-type: none"> Simple sentences - capital letter and full stops Write a compound sentence using the the coordinating conjunctions 'and', 'so' and 'but'. 	<ul style="list-style-type: none"> Using 'and' to join sentences Use 'so' and 'but' to join sentences.. To use capital letters for proper nouns. Use exclamation marks in a simple sentence. Use question marks within a simple sentence. Capitalise the pronoun I <p>** Explicit teaching of prefix 'un' and the suffix 'es' within a simple sentence</p>	<ul style="list-style-type: none"> To use adventurous adjectives.
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We teach SPAG at the beginning of our writing lessons. We use the form of a flashback to recap previously learnt knowledge.

Phonics coverage for Autumn

Year 1 Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	
Week 5	review longer words	

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Reading skills coverage for Autumn

Word Reading

- I can sound out most phonemes and I am able to identify common digraphs.
- I am beginning to blend simple CVC, CVCC words.
- I am learning new GPCs.
- I can read most Common Exception Words (CEW) from EYFS.

Making Inferences

- I can use stories I have already read to support my predictions.
- I can understand what the main characters are doing.

Comprehension

- I know a few familiar stories and I can recall some events.
- I can use pictures and texts to identify meaning.
- I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking.
- I understand the features of a book and use these to help me understand what it is about. E.g Title, blurb...
- I can join in with group reading of familiar stories.
- I can ask what unfamiliar words mean and remember them the next time I come across them.
- I recognise what a poem is and understand some sounds rhyme.
- I am familiar with some traditional tales and I know some of the features
- I can say what I like about a story.

We focus on these skills through our guided reading sessions and one to one reads with the children.






































































History for Autumn 1 Term - Toys

How does this link to our existing knowledge?

What will we be learning next.

<p>What we already know:</p> <ul style="list-style-type: none">Children played with a variety of toys throughout their childhood.Different toys are made for different ages.There was a time before my grandparents were born.		<p>Year 1 History: Toys</p>				<p>What's next?</p> <ul style="list-style-type: none">To know what life was like when Edith Cavell and Mary Seacole were alive.		
<p>Timeline</p>								
	<p>Ancient History</p>			<p>1 CE</p>	<p>Modern History</p>			<p>Present</p>
<p>Stone Age</p>	<p>Bronze Age</p>	<p>Iron Age</p>		<p>Roman Britain</p>	<p>Tudors</p>	<p>Victorian Era</p>	<p>2023</p>	
<p>800,000 BCE Used stones tools, Nomadic</p>	<p>2,100 BCE Metal was used for the first time</p>	<p>750 BCE Large organised tribes Used Iron for tools</p>				<p>1805 Mary Seacole 1820 Florence Nightingale 1865 Edith Cavell</p>	<p>Yr1</p>	

History for Autumn 1 Term - Toys

<p>The Story of Britain</p> <p>I know that children today often have more toys than children in the past.</p> <p>I know that many of the toys from the past are different from the toys we have today.</p> <table border="1"> <thead> <tr> <th>Now</th> <th>In the past</th> </tr> </thead> <tbody> <tr> <td>Made of plastic. </td> <td>Made of wood. </td> </tr> <tr> <td>Made by machines. </td> <td>Handmade. </td> </tr> <tr> <td>Need batteries. </td> <td>Moved by hand. </td> </tr> </tbody> </table> <p>I know that there are some toys which are almost the same as they were in the past.   </p> <p>I know that Lego is a toy which has changed over time. Lego was made from wood but now it is made from plastic. </p>	Now	In the past	Made of plastic. 	Made of wood. 	Made by machines. 	Handmade. 	Need batteries. 	Moved by hand. 	<p>Economy/Trade</p> <p>I know that money is needed in shops to buy things.</p> <p>I know that not everyone has the same amount of money. </p> <p>Rich and poor</p> <p>People who had a lot of money were rich.  </p> <p>They could buy more toys for their children from shops.</p> <p>People who did not have a lot of money were poor. </p> <p>Their children only had a few toys. They often made toys for their children.  </p>	<p>Society and Government</p> <p>I know a President is a leader of a country that doesn't have a King or Queen. </p> <p>I know that Theodore Roosevelt was president of the USA. </p> <p>The teddy bear is named after him.</p> <p>I know that Queen Victoria was queen of Britain many years ago before my grandparents and great grandparents were born. </p> <p>Toys from this time are Victorian.  </p>	<p>Tier One</p> <table border="1"> <tr> <td> plastic</td> <td> wood</td> </tr> <tr> <td> batteries</td> <td> hand made</td> </tr> <tr> <td> now</td> <td> in the past</td> </tr> </table> <p>Tier Two</p> <table border="1"> <tr> <td> Victorian</td> <td> disposable</td> </tr> <tr> <td> repaired</td> <td> treasured</td> </tr> </table> <p>Tier Three</p> <table border="1"> <tr> <td> invented</td> <td> mechanical</td> </tr> </table>	 plastic	 wood	 batteries	 hand made	 now	 in the past	 Victorian	 disposable	 repaired	 treasured	 invented	 mechanical
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Geography for Autumn 2 Term - UK Countries

How does this link to our existing knowledge?

What will we be learning next.

Year 1 Geography – UK Countries

















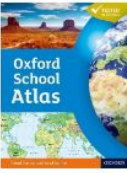








What we already know:

- The country I live in is called England.
- I live in Peterborough.

What's next?

- Where the world's countries are in relation to the UK.
- The name of major cities in the UK.

Geography for Autumn 2 Term - UK Countries

United Kingdom of Great Britain and Northern Ireland	Environment and Sustainability	Being a Geographer	Vocab																				
<p>I know about land and sea</p>  <p>I know the UK countries</p>  <p>I know all about the UK countries</p> <table border="1"> <thead> <tr> <th>Country</th><th>Capital City</th><th>Flag</th><th>National Flower</th></tr> </thead> <tbody> <tr> <td>England</td><td>London</td><td></td><td>rose</td></tr> <tr> <td>Scotland</td><td>Edinburgh</td><td></td><td>thistle</td></tr> <tr> <td>Wales</td><td>Cardiff</td><td></td><td>daffodil</td></tr> <tr> <td>Northern Ireland</td><td>Belfast</td><td></td><td>shamrock</td></tr> </tbody> </table>	Country	Capital City	Flag	National Flower	England	London		rose	Scotland	Edinburgh		thistle	Wales	Cardiff		daffodil	Northern Ireland	Belfast		shamrock	<p>I know about the weather</p>  <p>I know human and physical features</p> <p>Physical</p>  <p>beach</p>  <p>cliff</p> <p>Human</p>  <p>city</p>  <p>town</p>	<p>I know how to use a:</p> <p>Globe</p>  <p>Atlas</p>  <p>Map</p> 	<p>Tier One</p>  <p>Tier Two</p>  <p>Tier Three</p> 
Country	Capital City	Flag	National Flower																				
England	London		rose																				
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Science For Autumn 1 - Everyday Materials

How does this link
to our existing
knowledge?

What will we be
learning next.

Year 1 Science: Autumn 1

Everyday materials











What we already know:

- I know that everyday objects are used for many different jobs
- I know that objects are made from one or more materials.

What's next?

- I can describe the uses of different materials based on their properties.
- I can describe how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.

Science For Autumn 1 - Everyday Materials

What are everyday materials?	What are the physical properties of everyday materials?	Vocabulary
<p>I know that an object is something you can touch.</p>  <p>I know that a material is what the object is made from.</p> <p>I can name these materials and some objects made from them.</p> <div> <div>wood</div> <div>metal</div> <div>glass</div> </div> <div> <div>plastic</div> <div>paper</div> <div>elastic</div> </div> <div> <div>foil</div> <div>rock</div> <div>brick</div> </div> <div> <div>fabric</div> <div>wool</div> <div>clay</div> </div> <p>I know that some objects are made from more than one material.</p> <p>A school table is made from metal and wood.</p> 	<p>I know that materials have different properties so they can be used for different jobs.</p> <div> <div>Hard</div> <div>Soft</div> </div> <div> <div>rock</div> <div>brick</div> <div>glass</div> <div>fabric</div> <div>wool</div> </div>  <p>Clothes are made from soft materials like wool and fabric so they don't hurt our skin.</p> <p>Houses are made from hard materials like brick and stone so they are strong.</p>  <p>Some objects feel  or .</p> <p>I know that flexible or bendy objects can change shape.</p>   <p>I know that waterproof objects keep the water out.</p> <div> <div>welly boots</div> <div>umbrella</div> </div> <p>I know that we can see through transparent materials like glass.</p>  	<p>Tier One</p> <div> <div>hard</div> <div>soft</div> <div>rough</div> <div>smooth</div> </div> <p>Tier Two</p> <div> <div>flexible</div> <div>waterproof</div> <div>absorbent</div> <div>shiny</div> <div>dull</div> </div> <p>Tier Three</p> <div> <div>transparent</div> <div>opaque</div> </div>

Science For Autumn 2 - Plants

How does this link
to our existing
knowledge?

What will we be
learning next.

Year 1 Science: Autumn 2

Biology : Growing Plants




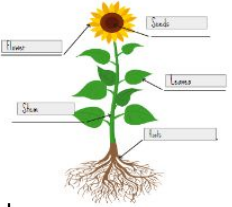























What we already know:

- Plants can grow.
- Deciduous trees lose their leaves in the autumn and winter.

What's next?

- I know that plants need water, light and the correct temperature to grow and stay healthy.
- I know the different types and parts of plants we can eat.
- I know that plants can move, grow, react to their surroundings, absorb nutrients and reproduce

Science For Autumn 2 - Plants

What do plants need to grow well?	What are the parts of a plant?	What are the names of common plants?	What are the names of common trees?	Vocabulary
<p>Plants grow from seeds.</p>   <p>Dandelion Sunflower</p> <p>To grow well plants need</p> <ul style="list-style-type: none"> water sunlight <p>Plants die if they have too much water or sun.</p>  <p>Plants die if they have too little water.</p>	 <p>The roots grow in the soil. They take up water and nutrients.</p>  <p>The stem supports the plant.</p>  <p>The leaves use sunlight to make food for the plant.</p>  <p>The flower makes seeds.</p> 	<p>Garden plants</p> <p>Plants grown in gardens are looked after by people. They are garden plants.</p>   <p>Pansies</p>  <p>Lavender</p> <p>Vegetables are also garden plants.</p>  <p>Wild plants</p> <p>Some plants grow where the seeds fall. They have not been planted by people. They are wild plants.</p>  <p>Dandelions</p>  <p>Daisies</p>	<p>Evergreen trees</p> <p>These trees keep their leaves all year round.</p>   <p>holly</p> <p>Deciduous trees</p> <p>These trees lose their leaves in autumn.</p>   <p>oak</p>	<p>Tier One</p>  <p>seed</p>  <p>stem</p>  <p>leaf</p>  <p>roots</p>  <p>flower</p> <p>Tier Two</p>  <p>deciduous</p>  <p>evergreen</p>  <p>wild plant</p>  <p>garden plant</p> <p>Tier Three</p> <p>nutrients</p>

Year 1 Computing - Autumn 1 Improving Mouse Skills

Improving mouse skills

Account	Somewhere our information can be stored and seen safely using a username and password.
Clipart	A collection of images that can be used on the computer.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Log on	To put in a username and password unique to you, to access your personal account.
Log off	To lock your account.
Mouse	A handheld device that is used to move things around on the computer screen.
Password	A secret word made up of letters, numbers and symbols.
Resize	To change the height and width of an object.
Screen (monitor)	A device that shows what is happening on the computer, such as videos, pictures and words.
Software	A series of instructions written for a computer to follow. Also known as apps.
Tool	An object that helps us with a particular task. For example, a ruler helps us measure.
Username	A unique name or email address for your account.

Can you find all the letters of your name on the keyboard?



Key facts

Kapow Primary

Computer menu:

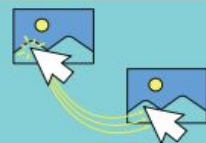
File
Open
Save
Close

Computer window:

Folder



Computer mouse skills:



Click and drag



Drag and drop



Year 1 Computing - Autumn 2 Algorithms Unplugged

Algorithms unplugged

Algorithm	A clear set of instructions to carry out a task.
Bug	An error or mistake in computer code.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Debug	To fix the error in code.
Decompose	To break something down into smaller chunks.
Device	Equipment created for a certain purpose or job.
Input	A way of telling the computer what you want it to do.
Instructions	A list of commands and directions on how to do something.
Output	Information or data that is sent by the computer to an output device such as a printer or speakers.
Solution	The method to solve a problem.

Full picture:



Decomposition:

Shape:	How many?	Body part
	One	Eye
	One	Head
	One	Beak
	One	Wing
	One	Body
	Two	Legs
	Two	Feet

Key facts

Kapow Primary

An algorithm for brushing your teeth:

1. Brush your front teeth
2. Add some toothpaste
3. Get your toothbrush
4. Brush your back teeth
5. Rinse your mouth
6. Smile!

There is a bug in the algorithm!

1. Get your toothbrush
2. Add some toothpaste
3. Brush your front teeth

Year 1 PSHRE - Family & Relationships and Health & Wellbeing

Authority	A person with high status and decision making power.
Conflict	A disagreement or argument.
Earn	To gain something like respect by showing others that you are a good, trustworthy person.
Conflict	Anticipating that something will happen a certain way.
Authority	Feelings of sadness experienced after someone's death.
Grieving	A period of sadness that someone experiences when someone close to them dies.
Resolve	To find a solution to a problem.
Respect	Being thoughtful and polite towards other people.
Stereotype	A view or idea about something, often someone, which is often untrue.



Getting help

Talk to an adult you trust, this could be:

- someone at school e.g. teacher
- someone at home e.g. parent or older siblings
- another relative e.g. grandparent or aunty/uncle
- someone at a club or organisation you attend e.g. sports coach

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Sometimes people might lose your respect but this can be returned if they change their behaviours.



Respect is an important part of relationships and we need to show others respect if we want them to respect us.

Stereotyping can happen when people have limited information about a person or group of people.



Stereotypes can have negative consequences but they can be challenged.

Conflicts can happen between people but there are strategies we can use to overcome these.



Growth mindset	Believing that we can achieve things if we work hard. 'I can't do it YET!'
Habit	A repeated action.
Qualities	The personality traits that make someone who they are.
Responsibility	Being in charge of our own actions.
Skill	The ability to do something well.
Vaccination	An injection that gives us a very mild form of the disease and allows our bodies to develop antibodies to protect us from that disease.

Health tips



Decide which relaxation methods work best for you.



If you notice changes in your body or you feel unwell, talk to an adult you trust or the doctor.



Using a tracker might help to start a good habit.

Getting help

If you are worried about your health, talk to an adult you trust.

As a child it is best to see a doctor with your parent and carer but you can go on your own if you are really worried about something.

Contact: Childline
www.childline.org | 0800 1111
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We can decide what type of person we want to be and we can develop skills and qualities to achieve this.



Meditation and mindfulness can help us to relax.



Lots of things contribute to keeping our bodies healthy including diet, exercise and sleep.

As we get older, we will make our own choices and have responsibility for our health.

There are strategies we can use to improve our resilience.



Vaccinations prevent us from getting diseases which can make us very ill or could kill us.



We can have good and bad habits. It can be hard to start good habits and to stop bad habits.

Year 1 Design & Technology (Autumn 1) and Art (Autumn 2)

Mechanisms - Making a moving story book

Assemble	To fix all parts together.
Design	To make, draw or write plans for something.
Design criteria	A set of rules to help you with your ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Mechanism	A system of parts working together.
Model	A practise version, often on a smaller scale, that lets you test out your idea and see how it will look and work.
Sliders	Something that can move from side to side or up and down.
Stencil	A shape which you can draw around.
Target audience	A person or particular group of people at whom a product is aimed.
Template	A stencil which you use to help you draw a shape more easily on to different materials.
Test	To find out whether something works as it should.

Page orientation. Which way around is your page?

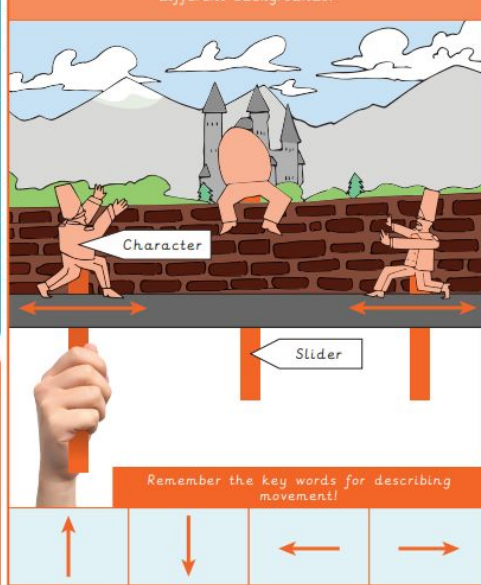
Landscape

Portrait

Key facts

Kapow Primary

Moving story books allow you to move characters across different backgrounds.



Year 1

Spirals

Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.

Artist: Molly Haskund

Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Spirals

Use colour (pastels, chalks) intuitively to develop spiral drawings. Spirals

Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration. Spirals

Make a simple elastic band sketchbook. Personalise it. Spirals



LEARNING AND
FLOURISHING
TOGETHER

PROUD TO
BE PART OF
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PDET

Year 1 PE - Fundamentals

LESSON 1	To explore balance, stability and landing safely.
LESSON 2	To explore how the body moves differently when running at different speeds.
LESSON 3	To explore changing direction and dodging.
LESSON 4	To explore jumping, hopping and skipping actions.
LESSON 5	To explore co-ordination and combination jumps.
LESSON 6	To explore combination jumping and skipping in an individual rope.

Year 1 PE - Gymnastics

LESSON 1	To explore travelling movements.
LESSON 2	To develop and combine travelling movements.
LESSON 3	To develop quality when performing and linking shapes.
LESSON 4	To develop quality when linking shapes.
LESSON 5	To develop stability and control when performing balances.
LESSON 6	To develop stability and control when performing balances.
LESSON 7	To develop technique and control when performing shape jumps.

LESSON 8	To develop technique and control when performing shape jumps.
LESSON 9	To develop technique in the barrel, straight and forward roll.
LESSON 10	To develop rolls and use them in a sequence.
LESSON 11	To link gymnastic actions to create a sequence.
LESSON 12	To develop quality in gymnastics sequences.

Year 1 Music



Year 1 Music Autumn

Topic: Storytime

Focus of unit: Exploring sounds
Play and identify musical contrasts (fast/slow loud/quiet)
Create music that matches an event in a story
Understand how music can tell a story
Rehearse and perform with concentration
Sing songs and chants



Topic: Seasons

Focus of unit: Exploring pitch
Sink and link pitch changes to graphic symbols
Listen and respond to pitch changes with movement
Listen and respond to falling pitch signal
Identify pitched and unpitched percussion sounds
Listen in detail to orchestral music



Topic: Number

Focus of unit: Exploring beat
Recognize and develop a sense of steady beat
Use voices and body percussion
Identify and respond to changes in tempo
Learn to play percussion with control
Keep steady beat using dynamics for effects



Topic: Weather

Focus of unit: Further sounds
Improvise descriptive music
Control duration and dynamics using voices, body percussion and instruments
Identify a sequence of sounds (structure)
Respond to music through movement



Class assembly rehearsals
Class 4



Listening focus: Musical Instruments

Listening to a variety of musical instruments. Discussing how they are played, what they sound like and classification

Year 1 R.E.

	AUTUMN	SPRING	SUMMER
Year 1 ALL rel	Understanding Christianity : God - What do Christians believe God is like?	What can we learn from other religions? (Books & stories and places of worship) SACRE <i>Children from different faiths: What can we learn from Mary, Ruth, Ahmed, Gurpal, Arun and Nita?</i>	Special times/Weddings: How are weddings celebrated in Christianity, Islam and Hinduism? SACRE
	How are babies welcomed into the world? Why is it important to recognise the birth of a baby? SACRE	Understanding Christianity: Salvation . Why does Easter matter to Christians?	Understanding Christianity: Gospel . What is the good news that Jesus brings?

