



<u>Year group: 1</u>	<u>Term: 1</u>		<u>Enquiry Question: What is special about our area?</u>
	<u>Essential knowledge:</u>	<u>Essential vocabulary</u>	<u>Skills:</u>
Creative development	<p><u>Art</u> <u>Drawing - Buildings</u></p> <ul style="list-style-type: none"> - Know how to create different effects. - Know that different media will create different effects. - Know which materials to use to make different products. <p><u>Music</u></p> <p><u>Hey You</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To be able to use voice to expressively and creatively to sing or rap five songs and sing them in unison. <p><u>Playing</u></p> <ul style="list-style-type: none"> - To learn the names of the notes in their instrumental part when written down - To learn the names of the instruments they are playing 	<p>Shape Colour Pattern Texture Line Blend Collage</p> <p>Pulse Rhythm Pitch Rap Improvise Compose Melody Bass Guitar, Drums, Decks Perform, Glockenspiel Recorder</p>	<p><u>Art</u> <u>Drawing - Buildings</u></p> <ul style="list-style-type: none"> - Record and explore ideas from first-hand observation, experience and imagination. - Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other media - Use a variety of tools and techniques including the use of different brush sizes and types. <p><u>Music</u></p> <p><u>Hey You</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To learn about voices, singing notes of different pitches (high and low) - To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm - To learn to start and stop singing when following a leader <p><u>Playing</u></p> <ul style="list-style-type: none"> - To treat instruments carefully - To play a tuned instrumental part with the song they perform. To learn to play an instrumental part using one of the differentiated parts - To listen to and follow musical instructions from a leader



<p>Knowledge and understanding of the world</p>	<p><u>Geography</u></p> <p><u>What is special about our area?</u></p> <ul style="list-style-type: none"> - Developing knowledge of their own immediate locality (localities) and any associated human and physical features: <ul style="list-style-type: none"> • Hedon • Our school • Their journey to school – where their home is in comparison to school. What roads or landmarks (human features) do they pass on this journey? - Learn the names of some places around the UK e.g. Hedon, nearest city is Hull, nearby villages, country of England. - How to read a simple map and draw a picture map of an imagined or real place e.g. the classroom with their own symbols on. 	<p>Directions East, west, south, north Map Place Symbol Town City Country Village House Shop Office Relative vocabulary (scale/distance) e.g. bigger/smaller</p>	<p><u>Geography</u></p> <p><u>What is special about our area?</u></p> <ul style="list-style-type: none"> - Children use Geographical enquiry to ask and respond to simple closed questions through teacher led enquiries, e.g. how many classrooms are there in our school? Which room is the biggest? - Use first-hand observation skills to enhance their locational awareness and investigate their surroundings, e.g. of their journey to school, routes and places within school. - Use information books, pictures, picture maps and globes as sources of information. - Develop direction and location skills by following directions (up, down, left/right, forwards/backwards) - Use a simple picture map to move around school and recognise that it is about a place. - Draw around objects to make a plan. - Find answers to simple questions about the past e.g. How has our school changed in recent years (new building) from sources of information? E.g. artefacts, photographs, observation and first-hand recount/interview.
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	<p><u>RE</u></p> <p><u>Looking at me, looking at you: What makes me special?</u></p> <ul style="list-style-type: none"> - Know what it means to be 'unique' - Look at examples of faith stories. - Know different ceremonies that are associated with important life events. 	<p>Unique Special Ceremony Caring</p>	<p><u>RE</u></p> <p><u>Looking at me, looking at you: What makes me special?</u></p> <ul style="list-style-type: none"> - Recognise what makes a person unique - Retell a faith story about caring for others. - Name ceremonies associated with important life events.
<p>SMSC</p>	<p><u>Being Me</u></p> <p>Covering the rights and responsibilities as a child. What it means to be safe and looking how my actions can lead to consequences. We will achieve this whilst learning:</p> <ul style="list-style-type: none"> - How to use my Jigsaw Journal Why I am special and safe in my class - Know that I belong to my class - Understand the rights and responsibilities of being a member of my class - To reflect on my views are valued and can contribute to the Learning Charter - To recognise how it feels to be proud of an achievement 	<p>Belonging Special Rights Responsibilities Learning charter Rewards Proud Consequences Upset Disappointed Illustration</p>	<p><u>Being Me</u></p> <ul style="list-style-type: none"> - I can communicate a feeling - I can review my rights and responsibilities as a member of my class - I can establish why school is a safe place to learn - I can reflect on an achievement - I can specify a consequence to an action - I can tell you some ways I am different from my friends - I can understand that these differences make us special - I can tell you one thing that is special about me
<p>Scientific & technological understanding</p>	<p><u>Science</u></p> <p><u>Everyday Materials</u></p> <p>Distinguish between an object and the material from which it is made Identify and name a variety of everyday</p>	<p>Identify Classify Naming Sorting Properties</p>	<p><u>Science</u></p> <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> - Use observations and ideas to suggest simple predictions - Design and run simple tests on materials



	<p>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.</p> <p><u>Computing (Unit 1.9)</u></p> <p><u>Technology Outside School</u></p> <ul style="list-style-type: none"> - To walk around the local community and find examples of where technology is used. - To know how to record examples of technology. - To understand what is meant by 'technology'. - To consider types of technology used in school and out of school. - To record four examples of where technology is used away from school. <p><u>Basic skills</u></p> <ul style="list-style-type: none"> - To know how to login safely - Find saved work, teacher comments and Search for resources on Purple Mash - Add pictures and text to a digital document - Explore tools on Purple Mash - Explore Games on Purple Mash 	<p><u>Technology Outside School</u> Local community Technology</p> <p><u>Basic Skills</u> Online safety Avatar Template Website Icon Log in Log Out Save, print,</p>	<ul style="list-style-type: none"> - Name materials <p><u>Computing (Unit 1.9)</u></p> <p><u>Technology Outside School</u> Children can:</p> <ul style="list-style-type: none"> - Recognise common uses of information technology outside of school - Name a range of technologies and devices within the home - Explain how these make life easier <p><u>Basic Skills</u></p> <ul style="list-style-type: none"> - Login safely - Create an avatar - Save work - Understand privacy - Use templates - Use save, print, open and new icons - Log out successfully
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	<ul style="list-style-type: none"> - Learn to log out when finished and understand the importance. 	open, new.	
Physical development	<p><u>Physical Development</u></p> <p><u>Multi Skills (Unit 1.1)</u></p> <ul style="list-style-type: none"> - To explore static balancing and understand the concept of bases - Understand how to use timing - Understand what is meant by co-ordination 	<p><u>Multi Skills (Unit 1.1)</u></p> <p>Balance</p> <p>Base</p> <p>Push</p> <p>Agility</p> <p>Co-ordination</p> <p>Accuracy</p> <p>Timing</p> <p>Aim</p> <p>Guide</p> <p>Target</p> <p>Rotate Balance</p> <p>Agility</p> <p>Movements</p> <p>Technique</p> <p>Travel</p> <p>Transitions</p> <p>Control</p> <p>Fluency</p> <p>Movements</p> <p>Travel</p>	<p><u>Physical Development</u></p> <p><u>Multi Skills (Unit 1.1)</u></p> <ul style="list-style-type: none"> - Perform balances using a number of different parts of the body. - To combine a number of co-ordination drills, using upper and lower body movements. - Run on the balls of the feet, concentrating on coordination, not speed. - Co-ordinate the upper and lower body together. - Move with greater precision and control. - To aim a variety of balls and equipment accurately. - To time running to stop or intercept the path of a ball. - Aim a variety of balls and equipment accurately. - To travel in different ways, showing clear transitions between movements. - Use controlled movement to travel in different ways. - To travel in different directions (side to side, up and down) with control and fluency. - Quickly change direction whilst running, with control and fluency - To practise ABC (agility, balance and co-ordination) at circuit stations. - Use agility, balance and co-ordination when performing activities.

Autumn 1



	<p><u>Bootcamp (Unit 1.1)</u></p> <ul style="list-style-type: none"> - Understand how to prepare the body for exercise. - Understand what fitness means. - Understand the reason for doing circuit activities - Know what happens to the heart rate during exercise. 	<p><u>Bootcamp (Unit 1.1)</u></p> <p>Exercise Fitness Heart rate Co-ordination Circuit Technique Exercise</p>	<p><u>Bootcamp (Unit 1.1)</u></p> <ul style="list-style-type: none"> - Experience some of the changes that occur during exercise. - To complete a circuit that includes a range of activities learnt. - Demonstrate the correct technique for activities. - Develop agility and co-ordination. - Perform simple patterns of movement.
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<u>Guided Reading and other Linked Texts</u>	<u>Previous Learning Links</u>	<u>Adaptations to the curriculum for SEND</u>	<u>Key questions:</u>
<p>Peace at Last The Three Little Pigs</p>	<ul style="list-style-type: none"> - Ourselves (EYFS) 	<p>Visual stimulus used in all subjects to engage and remove barriers of reading ability Tangible materials for investigations about what things are made from Accessible reading and comprehension materials for English sessions – still linked to the topic where possible. Accessing EYFS style planning for ongoing provision area connected to construction. Phonic threads through all areas of the curriculum – supporting pupils progress from starting points.</p>	<p>Where do you live? What is a local area? What different shops and buildings are in our local area?</p>