

Y1 Term 1

English	Jack and the Beanstalk, Whatever Next, How to Catch a Star, The Lumberjack's Beard	Maths	Place value, and addition and subtraction
Science/History/Geography: Come Outside			
Children will be taught to: NC objectives from curriculum progressions <u>Scientific Knowledge</u> *identify and name a variety of common wild and garden plants, including deciduous and evergreen trees growing in and around the school grounds *observe changes across the four seasons *observe and describe weather associated with the seasons and how day length varies *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. <u>Scientific skills</u> *ask, with prompting, simple questions that can be tested, e.g. about plants growing in their habitat. *offer ways of gathering the evidence to answer the question, e.g. by suggesting how to group everyday materials *conduct, with support, simple tests, e.g. comparing the properties of different materials. *examine objects to note key features, e.g. observe properties of materials. *identify, with support, what needs to be recorded, e.g. recording changing day length. *collect data, e.g. comparing and contrasting familiar plants. *identify key findings from an enquiry, e.g. noting weather common to the different seasons. *suggest answers to enquiry questions using data, e.g. describe how to group plants. <u>Notes and guidance (non-statutory)</u> <i>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</i> <i>Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.</i> <i>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</i> <u>Pupils might work scientifically by:</u> -observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants -making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change. -performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?' <u>Historical Knowledge</u> *identify recent changes in the local environment, for example, the changes to the KS1 playground during the summer holidays; the local pub being knocked down *sequence seaside photographs of Margate through the ages, possibly including photographs of themselves at the beach at different ages *be taught words and phrases relating to the passing of time, such as, now, then, yesterday, week, month, year, nowadays, old, new, before, in the past			

*learn about the story of the Gunpowder Plot

Historical concepts

*identify similarities and differences between now and Margate in the recent (and more distant) past

*identify some of the causes for change, for example, why Dreamland was shut and then re-opened; why we have new equipment in the KS1 playground; why did Guy Fawkes want to blow up parliament

*find out about the past in different ways: making observations about changes, studying photographs, talking to adults, particularly family members, reading texts

Historical Enquiry

*be encouraged to ask and answer questions about the past and suggest how they could answer them

Geographical Knowledge

*name and locate the four countries of the UK and London

Geographical Understanding

*identify seasonal and daily weather patterns in the UK by observing changes from summer, through autumn to winter

*use basic geographical vocabulary to refer to local key physical features, including: beach, cliff, coast, forest, hill, sea, river, soil, vegetation, season and weather

*use basic geographical vocabulary to refer to local key human features, including: city, town, village, house, office, harbour and shop

*use maps, atlases and globes to identify the United Kingdom and its countries

*use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a maps of the classroom and school

Geographical Enquiry

*use aerial photographs and Google Earth to recognise landmarks and basic human and physical features starting from the school and moving out to the UK

*devise a simple map; and use and construct basic symbols in a key (around school)

*use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Descriptions and explanations	Data collection	Much use of the school environment for investigating materials, plants, weather, seasons, changes around school, mapping routes and using directional language Fieldwork: What are the different parts of the school used for?

Art/DT: Art - Leaf rubbing, tree models, leaf colour strips, clothes collage from scrap materials, clay magpie nests

Children will:

Appreciate and Gain Knowledge

*learn about simple features of prints, collage and 3D models

*learn the names of materials and tools: cardboard, clay, different types of paper, wool, buttons, scissors, glue, sellotape

Research and Design

*talk about what they are going to make and explain their choices

*use a range of materials and tools to try out different ideas

Experiment and Create

*talk about and compare different materials and processes, for example, comparing tree 'junk' models to clay nest models

*begin to select materials carefully to create effects

Evaluate

*talk about their own and others work: similarities, differences, what has worked well, what could be changed/improved

ICT: We are treasure hunters: use programmable toys - Beebots

Children will be taught:

Computer Science

*that algorithms are sequences of instructions in everyday contexts. *to take real-world problems and then plan a sequence of steps to solve these: giving directions to move a partner around the classroom, moving a Bee Bot from one point to another. *to create a Bee Bot program using a sequence of instructions before running it using the Go button. Digital Literacy E-safety – Online Relationships: 2, 3 & 4 Online Bullying: 1 (Project Evolve)
PHSE: Our Class and Being Friends
Children will be taught: L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
PE
Indoor PE Gymnastics (Multi-Ability Focus: Social) Outdoor PE Real PE and Outdoor/Adventurous (Multi-Ability Focus: Personal)
Music
Music Express: Exploring sound and duration Weather song https://www.youtube.com/watch?v=RmSKsyJ15yg
RE: Who is a Christian and what do they believe?
This unit will enable children to: *talk about the fact that Christians believe in God and follow the example of Jesus (A1). *talk about some simple ideas about Christian beliefs about God and Jesus (A1). *re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). *recognise some Christian symbols and images used to express ideas about God (A3). *ask some questions about believing in God and offer some ideas of their own (C1) *talk about issues of good and bad, right and wrong arising from the stories (C3).