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| **Year 1 (Key Stage One)** | | | | | | | | | |
|  | **Autumn One**  **(7 weeks)** | **Autumn Two**  **(7 weeks)** | | | | **Spring One**  **(6 weeks)** | **Spring Two**  **(5 weeks 3 days)** | **Summer One**  **(6 weeks)** | **Summer Two**  **( weeks)** |
| **Topic Title:** | Memory Box | | Festivals  Bonfire  (Bonfire Night, Remembrance and Christmas around the World) | | | Space | UK/London  193DEEC4 | Great Fire of Nantwich  https://s3-eu-west-2.amazonaws.com/theartonlinegallery-wp/wp-content/uploads/20180629011652/CH1A0081.jpg | Where in the world?  Hot and cold counties |
| **Enquiry Question** | How are my toys different to those that my parents played with? | | How is Christmas celebrated around the world? | | | Did Neil Armstrong land on the moon? | How is London different to Brasilia? | How is the Great Fire of London similar to the Fire of Nantwich? | How have animals adapted to survive in different climates? |
| **Enrichments including trips/visitors** |  | | Pantomime visit | | | Residential to Standon Bowers. |  | Nantwich Museum |  |
| **Maths** | As **Mathematicians,** we will study place value (within 20) and extend our mental skills for addition and subtraction. We will develop our understanding of 2D and 3D shapes.  \*Throughout the year we will develop out reasoning and problem solving skills. | | | | | As **Mathematicians,** we will continue to study addition and subtraction (within 50). We will explore a variety of measurements including length, height, weight and volume. The children will learn to use both non-standard and standard measurements to compare and contrast. | | As **Mathematicians,** we will begin to explore multiplication and division by sharing and grouping different amounts. We continue to build on our understanding of place value by exploring numbers to 100. We will also learn about fractions, position and direction and telling the time to o’clock and half past. | |
| **English** | As **Writers,** we will develop our skills in ‘Talk for Writing’ through a range of genre including: signs, lists and labels, instructions and traditional tales. We will learn to use finger spaces, full stops and capital letters. We will ensure we say a sentence, write and read it back to check it makes sense.  As **Readers,** we will listen to and discussing a wide range of poems, stories and non-fiction at a level beyond what we can read independently. We will become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. We will recognise and joining in with predictable phrases. | | | | | As **Writers,** we will continue to develop our skills in ‘Talk for Writing’ through a range of genre including: a journey story, instructions, a defeat the monster story and a recount. We will learn to use embellished simple sentences using adjectives, compound sentences, run sentences and use simple connectives.  As **Readers,** we will learn to understand both the books we can already read accurately and fluently and those we listen to by: drawing on what we already know or on background information and vocabulary provided by our teacher, checking that the text makes sense to us as I read, and correcting inaccurate reading, discussing the significance of the title and events making inferences on the basis of what is being said and done, predicting what might happen on the basis of what has been read so far. | | As **Writers,** we will continue to develop our skills in ‘Talk for Writing’ through a range of genre including: a magical disaster story, explanation text, finding tale and a letter. We will learn to use capital letters and full stops consistently, simple sentences with adjectives, run sentences, similes and simple connectives.  As **Readers,** we will participate in discussion about what is read to us, taking turns and listening to what others say and explaining clearly our understanding of what is read to us. | |
| **Science** | As **Scientists** we will observe phenomena, looking more closely at the natural and humanly constructed world around us. We will be encouraged to be curious and ask questions about what we notice. We will be helped to develop our understanding of scientific ideas by using different types of scientific enquiry to answer our own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. We will begin to use simple scientific language to talk about what we have found out and communicate our ideas to a range of audiences in a variety of ways. Most of our learning about science will be done through the use of first-hand practical experiences. | | | | | | | | |
| **Science** | As **Scientists** we will study Animals including Humans by learning to:   * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | | | | As **Scientists** we will study Seasonal change by learning to:   * observe changes across the 4 seasons * observe and describe weather associated with the seasons and how day length varies | | As **Scientists** we will study Materials by learning to:   * 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 | As **Scientists** we will study Plants by learning to:   * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * identify and describe the basic structure of a variety of common flowering plants, including trees | As **Scientists** we will study Seasonal change by learning to:   * observe changes across the 4 seasons * observe and describe weather associated with the seasons and how day length varies |
| |  | | --- | | **Geography** | |  | | | As **Geographers,** we will learn use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.  We will also use simple compass directions (north, south, east and west) and locational and directional language, to describe the location of features and routes on a map. |  | | As **Geographers,** we will learn to name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.  We will also understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. | As **Geographers,** we will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | As **Geographers** we will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  We will also learn to name and locate the world’s 7 continents and 5 oceans |
| **History** | As **Historians** we will understand and explain differences between our childhood and that of our parents/grandparents and beyond.  We will use artefacts, pictures, stories, online sources and databases to  find out about the past.  We will use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. | | | As **Historians** we will learn about the lives of significant individuals in the past. We will explore why we celebrate Bonfire night and who Guy Fawkes is.  We will also be learning about Remembrance Sunday and significance for our country. | As **Historians** we will learn about the lives of significant individuals in the past who have contributed to national and international achievements. We will explore the life of Neil Armstrong and how he came to be the first man to land on the moon.  We will also find out about how space travel has changed and developed over time. | |  | As **Historians** we will learn and understand events beyond living memory that are significant nationally or globally.  We delve into the past by exploring the Great Fire of London and comparing the similarities and differences to the Fire of Nantwich. We will also learn about the life of Samuel Pepsy and how his diary led to the understanding of the events. |  |
| As **Historians** we will develop an awareness of the past, using common words and phrases relating to the passing of time. We will know where the people and events we are studying fit within a chronological framework and identify similarities and differences between ways of life in different periods. We will use a wide vocabulary of everyday historical terms. We will ask and answer questions, choosing and using parts of stories and other sources to show that we know and understand key features of events. We will understand some of the ways in which we find out about the past and identify different ways in which it is represented. | | | | | | | | |
| **Art** | As **Artists** we will create a variety of paintings linked to our termly topics including bonfire night and Remembrance Sunday.  We will also continue to develop our drawing skills looking specifically at lines and marks. | | | | | As **Artists** we will develop our printing skills linked to Space and The UK/London.  We will also continue to develop our drawing skills looking specifically at form and shape. | | As **Artists** we will learn to collage through our topics The Great Fire of London/Nantwich and hot and cold countries.  We will also continue to develop our drawing skills looking specifically at tone and texture. | |
| **D.T.** | As **designers,** we will design, make and evaluate a moving picture by exploring the use of sliders and levers. | | | | | As **designers,** we will design, make and evaluate a free standing structure taking inspiration from famous landmarks in London. | | As **designers,** we will design, make and evaluate a fruit salad for a class end of year picnic. | |
| **Music** | As **Musicians** we will listen to and appraise a range of Old-School Hip Hop songs. We will learn to sing and perform ‘Hey You!’ by Joanna Mangona and develop our understanding of pulse and rhythm. | As **Musicians** we will listen to and appraise a range of Reggae and Hip Hop Style. We will learn to sing and perform Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). We will also build on our understanding of pulse and rhythm. | | | | As **Musicians** we will listen to and appraise six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. We will learn to sing and perform ‘In The Groove’ by Joanna Mangona. We will also build on our understanding of pulse and rhythm. | As **Musicians** we will listen to and appraise Latin style songs. We will learn to sing and perform ‘Round And Round’, a Bossa Nova Latin style. We will also build on our understanding of pulse and rhythm. | As **Musicians** we will listen will learn to sing, perform compose ’Your Imagination’ by Joanna Mangona and Pete Readman. We will also build on our understanding of pulse and rhythm. | As **Musicians** we will consolidate the learning that has occurred this year by revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |
| **P.E.** | As **Athletes,** we will learn to attack, defend and shoot through the game of Netball. | As **Athletes,** we will learn to use simple actions and shapes such as turn, twist, spin, rock and roll and link these into movement Gymnastics. | | | | As **Athletes,** we will learn to perform simple movements and patterns through the art of Dance.  As **Swimmers** we will develop and refine our skills of the basic strokes. We will continue to develop our confidence in the water and increase our awareness of water safety. | As **Athletes,** we will learn to hit, catch and run through the game of Cricket.  As **Swimmers** we will develop and refine our skills of the basic strokes. We will continue to develop our confidence in the water and increase our awareness of water safety. | As **Athletes,** we will learn to run, jump and throw through Athletics. | As **Athletes,** we will learn to send and return through the game of Rounders. |
| **RE** | As a **Theologian** we will study Christians and the their beliefs about the Kingdom of God. We will explore the following questions:  What does the Bible say God is like?  Why did Jesus tell the ‘lost’ parables? | As a **Theologian** we will study Christians and the their beliefs about the Kingdom of God. We will explore the following questions:  Harvest focus:  How do Christians show they are thankful for what they have?  Christmas focus:  How & why do Christians celebrate Christmas? | | | | As a **Theologian** we will study Jews and the their beliefs about the Kingdom of God. We will explore the following questions:  What do Jews believe about God? What do Jews believe about creation? | As a **Theologian** we will study Christians and the their beliefs about the Kingdom of God. We will explore the following questions:  How & why do Christians celebrate Easter? | As a **Theologian** we will study Christians and the their beliefs about the Kingdom of God. We will explore the following questions:  What can we find out about Christianity by visiting the local church? How do Christians show they belong? | As a **Theologian** we will study Christians and the their beliefs about the Kingdom of God. We will explore the following questions:  Who do Christians follow? Why is Jesus important to Christians? |
| **PSHE/SMSC themes** | New Beginnings | Getting on and falling out | | | | Going for Goals | Good to be Me | Relationships | Changes |
| **Computing** | As **Computer Scientists** we will learn about the importance of e-safety and keeping safe online. | | | | | As **Computer Scientists** we will begin to learn about Computer Science and Programming through the use of Beebots and Scratch Jnr. | | As **Computer Scientists** we will begin to use the word processing program to create our own digital documents. | |