



## Year 1- Year Plan

Year 1	Computing	Science	History/ Geography	RE	Creative Arts	Performing Arts	Suggested curriculum enhancement
<b>Autumn 1</b>	<p>Can they answer questions using a weather chart? Can they make plausible predictions about what the weather may be like later in the day or tomorrow? <b>Data Retrieving and Organising.</b> Can they enter information into a template to make a graph? Can they talk about the results shown on a graph?</p>	<p>Why does it get darker earlier in winter? <b>Seasonal Changes</b> Features of day and night including temperature. Weather associated with seasons.</p>	<p>Why can't a Meerkat live in the North Pole? <b>Geography</b> Identify seasonal and daily weather and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>What is important to you? Pupils should be taught to explore questions about belonging, meaning and truth so that they can express their own idea and opinions in response using words, music, art or poetry. C1</p>	<p>Mixing different paints to create hot and cold paintings. <b>Painting-</b> Can they name the colours they use including shades? Can they create moods in their paintings? Can they use thick and thin brushes? Can they name the primary and secondary colours?</p>	<p>Movement work focussing on the way Meerkats move. <b>Dance</b> Can they explore basic body actions? Do they use different parts of the body, singularly and in combination? Do they show some sense of dynamic expressive and rhythmic qualities? Do they choose appropriate movements? Can they remember and repeat short dance phrases? Do they move with control? Do they vary the way they use space?</p>	<p>Visit the Meerkats at Twycross Zoo.</p>



<p><b>Autumn 2</b></p>	<p>Can they use a teacher prepared Photo Story to create a slideshow of photos?  <b>Data Retrieving and Organising</b>          Can they capture images with a camera?          Can they print out a photograph from a camera with help?          Can they record a sound and play it back?</p>	<p>Which birds and plants will Little Red Riding Hood find in different times of the year in our school grounds?  <b>Plants</b>          Identification and labelling including trees.          Structure of plants including roots, stem, flower etc.          Animals:          Identification and labelling a variety of common animals (fish, amphibians, reptiles, birds and mammals).          Know carnivores, herbivores and omnivores.          How to care for pets.          Name parts of the human body.</p>	<p>Where do the leaves go in winter?  <b>Geography</b>          Identify seasonal and daily weather patterns in the UK</p>	<p>Why do Christians celebrate Christmas?          Pupils should be taught to name different beliefs and practises including festivals, worship, rituals and ways of life in order to find out about the meanings behind them.A1</p>	<p>Having looked at the work of William Morris, children should be invited to create their own prints and drawings based on the leaves they have found.  <b>Drawing</b>          Can they draw lines of different thickness and shapes?  <b>Collage</b>          Can they cut and tear paper and card for their collages?          Can they gather and sort the materials they will need?</p>	<p>Acquiring and developing skills  <b>Gymnastics</b>          Can they make their body tense, relaxed, curled, and stretched?          Can they control their body whilst travelling?          Can they control their body whilst balancing?          Can they copy sequences and repeat them?          Can they roll in different ways?          Can they travel in different ways?          Can they balance in different ways?          Can they climb safely?          Can they curl in different ways?          Can they stretch in different ways?  <b>Listen to and appreciate classical music. Children will create their own music based on different elements of weather</b>  <b>Music</b>          Pupils taught to: Use their voices expressively by singing songs and speaking chants and rhymes.          Play tuned and untuned instruments musically.          Listen with concentration and understanding to a range of high quality live and recorded music.          Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	
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<p><b>Spring 1</b></p>	<p>During the reflection children should be encouraged to put together a presentation using ICT.</p> <p><b>Data Retrieving and Organising.</b>          Can they capture images with a camera?          Can they print out a photograph from a camera with help?          Can they record a sound and play it back?</p>	<p>Which materials should the 3 Little Pigs use to build their house and a car to get from house to house?</p> <p><b>Everyday materials:</b>          Identify and name a range of materials (wood, plastic, glass, metal, water and rock).          Classifying and grouping according to a range of physical properties.</p>	<p>Where do/did the wheels on the bus go?</p> <p><b>Geography</b>          Use world map, atlas and globe to identify the UK and its countries.</p> <p><b>History</b>          Children to begin to develop an awareness of the past and the ways in which it is similar to and different to the present.</p>	<p>How do I know I'm being good?          Pupils should be taught to find out about questions of right and wrong and begin to express their ideas and opinions in response. C3</p>	<p>Children will be provided with opportunities to design and make a vehicle.</p> <p><b>Developing, planning and communication ideas</b>          Can they think of some ideas of their own?          Can they explain what they want to do? Can they use pictures and words to plan?  <b>Working with tools, equipment, materials and components to make quality products</b>          Can they explain what they are making and which tools they are using?  <b>Evaluation processes and products</b>          Can they describe how it works?</p>	<p>Acquiring and developing skills-  <b>Gymnastics</b>          Can they make their body tense, relaxed, curled, and stretched?          Can they control their body whilst travelling?          Can they control their body whilst balancing?          Can they copy sequences and repeat them?          Can they roll in different ways?          Can they travel in different ways?          Can they balance in different ways?          Can they climb safely?          Can they curl in different ways?          Can they stretch in different ways?</p>	<p>Bus trip to the local area including village/town or city comparison.</p>
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<p><b>Spring 2</b></p>	<p><b>Algorithms &amp; programmes.</b>          Can they create a simple series of instructions?          Example left and right.          Can they record their routes?          Do they understand forwards, backwards, up and down?          Can they put two instructions together to control a programmable toy?          Can they begin to plan and test a Beebot journey?</p>	<p><b>What do Aliens think of life on Planet Earth?</b>  <b>Everyday materials</b>          Identify and name a range of materials (wood, plastic, glass, metal, water and rock).          Classifying and grouping according to a range of physical properties.</p>	<p><b>Why is the Wii more fun than Grandma and Granddads' old toys?</b>  <b>History</b>          Changes within living memory – revealing aspects of change in national life.</p>	<p><b>What do Christians and Jews believe about creation?</b>          Pupils should be taught to retell and suggest meanings to some religious and moral stories exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.          A2</p>	<p><b>Children are to design and make a moving toy.</b>  <b>Developing, planning and communication ideas</b>          Can they think of some ideas of their own?          Can they explain what they want to do?          Can they use pictures and words to plan?  <b>Working with tools, equipment, materials and components to make quality products</b>          Can they explain what they are making and which tools they are using?  <b>Evaluation processes and products</b>          Can they describe how it works?</p>	<p><b>Dance</b>  <b>Children are to perform dances related to toys coming to life.</b>  <b>Dance</b>          Can they explore basic body actions?          Do they use different parts of the body, singularly and in combination?          Do they show some sense of dynamic expressive and rhythmic qualities?          Do they choose appropriate movements?          Can they remember and repeat short dance phrases?          Do they move with control?          Do they vary the way they use space?</p>	<p><b>Visit to the Childhood Museum at Sudbury Hall</b></p>
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<p><b>Summer 1</b></p>	<p><b>Communicating</b> Do they recognise what an email address looks like? Have they joined in sending a class email? Can they use the @ key and type in an email address?</p>	<p><b>Why are humans not like tigers?</b> <b>Animals</b> Identification and labelling a variety of common animals (fish, amphibians, reptiles, birds and mammals). Know carnivores, herbivores and omnivores. How to care for pets. Name parts of the human body.</p>	<p><b>Would the Beatles have won 'X-Factor'?</b> <b>History</b> The lives of significant individuals in Britain's past who have contributed to our nations achievements</p>	<p><b>How do religions welcome new members?</b> Pupils should be taught to observe and recount different ways of expressing identity and belonging responding sensitively for themselves. B2</p>	<p><b>Children are to use different drawing technique to design a poster for their favourite band.</b> <b>Drawing</b> Can they draw lines of different thickness and shapes?</p>	<p><b>Games</b> Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands? Can they throw and kick in different ways? <b>Music</b> <b>Children are to discuss different musical genre and discuss their preference and appreciation.</b> <b>Music</b> Pupils taught to: Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	
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<p><b>Summer 2</b></p>	<p><b>Communicating</b>          Can they word process ideas using a keyboard?          Can they use the spacebar, back space, enter, shift and arrow keys?          Can they print out a page from the Internet?</p>	<p><b>How do the seasons impact on what we do?</b>  <b>Seasonal Changes</b>          Features of day and night including temperature.          Weather associated with seasons.</p>	<p><b>Who was famous when my mum and dad were little?</b>  <b>History</b>          The lives of significant individuals in the past who have contributed to national achievements and international achievements.</p>	<p><b>How do religions welcome new members?</b>          Pupils should be taught to observe and recount different ways of expressing identity and belonging responding sensitively for themselves. B2</p>	<p><b>Children are to research other artists and create their own self portrait using a chosen media.</b>  <b>Painting</b>          Can they name the colours they use including shades?          Can they create moods in their paintings?          Can they use thick and thin brushes?          Can they name the primary and secondary colours?  <b>Drawing</b>          Can they draw lines of different thickness and shapes?  <b>Collage</b>          Can they cut and tear paper and card for their collages?          Can they gather and sort the materials they will need?</p>	<p><b>Health and fitness linked to games</b>  <b>Health and fitness</b>          Can they describe how their body feels before, during and after exercise?  <b>Games</b>          Can they throw underarm?          Can they roll a piece of equipment?          Can they hit a ball with a bat?          Can they move and stop safely?          Can they catch with both hands?          Can they throw and kick in different ways?</p>	
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