

Unit title: OURSELVES YEAR ONE Duration: 7 WEEKS AUTUMN 1	LITERACY GENRES Traditional Tales - <i>Goldilocks and the Three Bears, Usborne</i> (3 weeks) Recounts- <i>Beegu, Alexis Deacon</i> (2 weeks) Non-Fiction- Wanted posters /labels/captions (2 weeks)	READING ENHANCEMENT <i>Funny Bones, Allan Alhberg</i>
PROGRAMMES OF STUDY		
SCIENCE	HISTORY	ART
BIOLOGY - ANIMALS INCLUDING HUMANS - Know parts of the human body beyond the basic features. - Name, draw and label body parts. - Know parts of the human body link to our senses and name the senses.	FAMILY - Know that some family members are called parents and grandparents and that some have aunts, uncles and cousins - Explore the concept of time by placing family members into chronological order on a family tree - Analyse how things have changed since our parents and grandparents were children - Know that some family members are part of our living memory	ILLUSTRATORS / PORTRAITS - Use sketching to show proportion and position for facial features - Explore line shape and space using two grades of pencils and pastels for facial features - Add white and black to alter tints and shades for skin colour - Use poster paints to create a portrait.
RELATIONSHIPS & HEALTH	COMPUTING	RELIGION
NSPCC PANTS PROGRAMME - Name body parts and know which parts should be private - Know the difference between appropriate & inappropriate touch - Understand they have a right to say 'no' to unwanted touch - Know who they can trust and who they can ask for help from *PANTS programme	USING TECHNOLOGY-CAMERAS - Know that there is a wide range of technology used for different purposes - Name the features of a camera - Use the basic functions of a camera - Use a range of different technology and talk about its use? - Know how to operate a piece of equipment safely and appropriately? - Capture and download images from a camera	CHRISTIANITY- BELIEFS ABOUT GOD - Identify what a parable is - Know the story of the Lost Son from the Bible simply and identify a link with the Christian idea of God as a forgiving Father. - Explore the meaning of the story and give clear simple accounts of what the story means to Christians - Explore how Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) - Identify how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Unit title: TOYS YEAR ONE Duration: 7 WEEKS AUTUMN 2	LITERACY GENRES		READING ENHANCEMENT
	Stories by the same author: Lost and Found, Oliver Jeffers (3 weeks) Non-fiction: Invitations (2 weeks) Traditional stories: The Christmas Story, Ian Beck (2 weeks)		Naughty Bus, Jan and Jake Oke
PROGRAMMES OF STUDY			
SCIENCE	HISTORY	DESIGN TECHNOLOGY	
CHEMISTRY - MATERIALS - Name and identify common materials (wood, plastic, glass, metal, water and rock) - Know the physical properties of materials. - Compare and classify materials based on their simple physical properties.	TOYS (and other aspects of daily life-since 1930) - Understand the use of toys in modern and historical times. - Create a timeline of popular toys - Identify the similarities and differences of toys from the present and the past using primary sources (e.g wooden/plastic , electronic) - Give a plausible explanation about how the toys were used in the past - Know that the age of objects can be shown by using a timeline , place toys into chronological order using a timeline - Compare how toys in the past and those from our living memory are used differently. - Explore why toys from our living memory are different from those from the past (e.g why they have evolved)	DESIGN TECHNOLOGY- MECHANISMS - Explore a range of moving products and know that a mechanism is a device used to create movement - Know that a slider is a rigid bar which moves backwards and forwards - Know that a lever is a rigid bar that moves around a pivot (split pin) - Know the term 'prototype' and use prototypes to explore the movement of sliders and levers - Create a design idea based on the effectiveness of prototypes - Use a range of methods and tools, including cutting and joining techniques to make a moving product - Evaluate the effectiveness of the product in relation to the design criteria and purpose	
COMPUTING		RELATIONSHIPS & HEALTH	RELIGION
USING TECHNOLOGY-KEYBOARDS - Use the cursor keys or mouse to move across the screen - Practice the relative position of keys on the keyboard - Identify and use letter and number keys in typing - Begin to type words and sentences - Practice typing from specific rows of the keyboard - Delete, amend and print - Change text, font and size - Understand the use of the insertion point and the use of the curser - Use caps lock and shift and the arrow keys		E-SAFETY - Know that everything on the internet is not true - Know that the majority of technology devices have access to the internet NSPCC Speak Out Be Safe Assembly - Know children can speak out if they're worried or unhappy. - Know they have a right to be safe and to get help when they need it. - Know that there are different ways that they can be hurt. - Know who they can talk to inside and outside school - Know about Childline	CHRISTIANITY- CHRISTMAS - Recognise that stories of Jesus' life come from the Gospels - Know of the story of Jesus' birth and explore why Jesus is important for Christians - Explore how Christians use the story of the nativity to guide their beliefs and actions at Christmas and give examples - Reflect and decide on what they personally have to be thankful for, giving a reason for their ideas.

Unit title: DISASTERS YEAR ONE Duration: 5 WEEKS SPRING 1	LITERACY GENRES		READING ENHANCEMENT
	Poems -Traditional Rhymes/Learning by Heart: <i>London's Burning</i> (3 weeks) Recounts – Diaries: <i>Toby and The Great Fire of London, Margaret Nash</i> (2 weeks)		<i>The Great Fairy Tale Disaster, David Conway</i>
PROGRAMMES OF STUDY			
DESIGN TECHNOLOGY		HISTORY	GEOGRAPHY
STRUCTURES- HOUSE • Know that structures are used in various ways & that a freestanding structure stands on its own foundation without attachment to anything else • Know that a structure has a frame made from thin components • Explore how forces can cause structures to fall over and that stability makes them stronger • Explore how frames can be constructed (using straws) • Assemble 6 even faces and explore joining techniques, including the use of tape. • Know that stability varies through using different materials (paper and card) • Use finishing touches to add key features to a structure • Start to identify the strengths of their structure and possible changes against the original design ideas		GREAT FIRE OF LONDON 1666 • To know the Great Fire of London is a key historical event that happened in 1666 and that it is beyond our living memory • Understand the sequence of key events during The Great Plague (drought / oven / baker's shop' / pudding lane / other buildings). Place in chronological order on a timeline. • Know who Samuel Pepys (1633-1703)was and why his diary was famous during this period of time. • Talk about the key factors that brought about the historical event, including how and why the fire spread so quickly • Explore the negative impact on the lives of others (loss of housing, possessions, injury) • Inquire about the life of Christopher Wren (1632-1723) and how he helped to rebuild London. • Explore why it was a significant event nationally	LOCAL & FAMILIAR PHYSICAL FEATURES • Use basic geographical vocabulary to refer to local and familiar features • Understand geographical similarities and differences through studying the human and physical features of an area • Ask and answer questions about the local environment • Recognise how the environment can be adapted and improved • Know where they live and what their address is.
COMPUTING	RELATIONSHIPS & HEALTH		RELIGION
COMMUNICATING AND PRESENTING • Record a sound and play it back • Record videos • Record people's voices as a voice over <i>*Linked to English</i>	FIRE & ROAD SAFETY • Know how to make a clear call to emergency services • Understand that there are dangers in society • Understand the rules of keeping themselves safe outside of school (Green, Cross, Code) • Know how to raise the alarm when they are in danger • Know the basic facts of fire safety, including that there are fire hazards that increase fire risks and there are fire precautions that reduce risks		ISLAM- MUSLIM BELIEFS AND HOW THEY LIVE • Become familiar with the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs expressed in the 5 Pillars of Islam • Explore how Muslims use the Shahadah to show what matters to them and give examples • Identify how Muslims put their beliefs about prayer and about Allah into action (e.g by daily prayer, fasting or pilgrimage). • Explore what they think is good for Muslims about prayer, respect, celebration and self- control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Unit title: GLORIOUS FOOD YEAR ONE Duration: 5 WEEKS SPRING 2		LITERACY GENRES		READING ENHANCEMENT	
		Stories form other cultures: <i>Lima's Red Hot Chilli, David Mills</i> (3 weeks) Non-Fiction: Instructions/Menus/Recipes: (2 weeks)		<i>Oliver's Vegetables, Vivian French</i>	
PROGRAMMES OF STUDY					
SCIENCE		DESIGN TECHNOLOGY		GEOGRAPHY	
BIOLOGY - PLANTS - Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. - Identify and describe the basic structure of common flowering plants including trees (leaves, flowers, blossom, petal, fruits, roots, bulb, seed, trunk, branches, stem).		FOOD TECHNOLOGY – COLD DISH - Name and sorts foods based on their characteristics - Know that foods give us energy and that eating 5 portions of fruit & vegetables a day will keep us healthy - Know what a fruit salad is and identify fruits for their own salad - Know that hygiene is important when preparing food - Prepare food using chopping, cutting, slicing and peeling to create a fruit salad - Use their senses to evaluate the taste and texture of their dish		ATLAS AND GLOBES - Use maps, atlases and globes to locate places - Identify the four countries that make up the United Kingdom - Name some of the towns and cities in the United Kingdom, including those that are north and south - Locate the north and south pole and the equator on a globe - Ask and answer questions about the location of places - Make observations about where things are located	
COMPUTING		ART		RELATIONSHIP & HEALTH EDUCATION	RELIGION
DATA - Enter information into a template to make a graph and pictogram. - Store and use data in a template. - Collect, organsise, present and interpret data in a graph - Answer questions relating to a graph and pictogram.		COLLAGE THROUGH DIGITAL MULTI MEDIA - Analyse how Arcimboldo created art images using food - Use fruit & vegetables to explore shape and space - Make comparisons between the artwork of Goldsworthy & Archimboldo - Capture designs and images using a digital media - Use an assemblage of their digital media to create forms and shapes using paper in the style of Arcimboldo. - Use cutting, layering and shaping to create an image in the style of Arcimboldo.		PERSONAL HYGIENE - HANDWASHING - Maintain personal hygiene - Understand why it is important to wash your hands - Know about the spread of germs - Know why, when and how often to wash hands.	ISLAM – STORIES OF THE PROPHET - Explore how stories about the Prophet show what Muslims believe about Muhammad. - Identify how Muslims use stories about the Prophet to guide their beliefs and actions and give examples (e.g. care for animals, treat people equally) - Identify how Muslims put their beliefs about prayer and about Allah into action (e.g by daily prayer, by using subha beads). - Explore what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas

Unit title: CHANGES YEAR ONE Duration: 7 WEEKS SUMMER 1	LITERACY GENRES		READING ENHANCEMENT
	Narratives- stories with repeating patterns: <i>We're Going on a Bear Hunt, Michael Rosen (3 wks)</i> Poems on a theme – seasons: <i>Dreaming of Summer, Kenn Nesbitt (1 weeks)</i> Non-fiction – Postcards: <i>Meerkat Mail, Emily Gravett (2 weeks)</i>		<i>The Rabbit Problem, Emily Gravett</i>
PROGRAMMES OF STUDY			
SCIENCE	ART	GEOGRAPHY	
PHYSICS - SEASONAL CHANGE - Identify the four seasons and when they occur & observe associated weather changes. - Know how day length varies.	SCULPTURE - Analyse and investigate how Andy Goldsworthy created images using natural materials related to a specific season - Explore how shape and space can be used large scale in sculptures. - Create a sculpture in the style of Andy Goldsworthy. - Use natural materials to create a sculpture.	SEASONAL AND DAILY WEATHER PATTERNS - Ask and answer questions about the weather - Make plausible predictions about the weather - Identify the location of hot and cold areas of the world in relation to the equator and the north and south poles	
COMPUTING	RELIGION	RELATIONSHIPS & HEALTH	
CODING - Understand what algorithms are - Know how algorithms are implemented as programs on digital devices - Know that programs execute by following precise and unambiguous instructions - Create simple programs, debug simple programs - Use logical reasoning to predict the simple behaviour of a program	CHRISTIANITY & ISLAM - BELONGING - Recognise and name some symbols of belonging from their own experience, for Christians and for Muslims suggesting what these might mean and why they matter to believers - Give clear, simple accounts of stories that bring people together - Explore how stories and shared community activities help people to feel they belong to their religion - Express their ideas about belonging to a religion, school, family, community etc.	FEELINGS - Know that there are a normal range of emotions - Know that emotions change in relation to experiences and situations - Know how to recognise and talk about emotions including having a varied vocabulary - Know how to judge whether what they are feeling and behaving is appropriate	

Unit title: WILD THINGS YEAR ONE Duration: 7 WEEKS SUMMER 2	LITERACY GENRES		READING ENHANCEMENT
	Narratives- fantasy: Daisy Doodles, Michelle Robinson and Irene Dickson (3 weeks) Non-chronological reports: Penguins, Emily Bone (3 weeks)		Where The Wild Things Are, Maurice Sendak
PROGRAMMES OF STUDY			
SCIENCE		ART	GEOGRAPHY
BIOLOGY - ANIMALS INCLUDING HUMANS - Identify, name and compare the structure of animals including fish, amphibians, reptiles, birds and mammals. - Identify, name and compare animals that are carnivores, herbivores and omnivores. - Sort animals according to their features on a branching database.		PRINTING -BLOCK - Know what block printing is and how it can be used - Explore and create animal print designs on paper - Cut paper to match a printing block (polystyrene tile) - Use a fine object to etch a design onto a printing block - Use 1 printing colour and a brayer to transfer block patterns onto paper (could be coloured paper) *use block printing inks	DIRECTION (COMPASS POINTS) - Use simple compass direction – north, east south and west - Use locational and directional language – near / far, to describe the location of features and routes on a map.
COMPUTING		RELATIONSHIPS AND HEALTH	RELIGION
ALGORITHMS - Switch devices on and off - Sequence instructions, including forward, backward, left and right, with a partner - Use a programmable toy (e.g. Roamer, Beebot) with forward and backward commands; experiment with turn command - Use CLEAR, CM, FORWARD, BACKWARD, BACKWARD, RIGHT, LEFT and GO , wait and repeat commands; record commands and begin to redraft - Link a variety of commands; understand that commands can be repeated - Use four quarter turns to make a full turn - Estimate distance with a programmable toy - Draw simple shapes with a screen turtle / use a screen turtle to follow an on screen route.		RELATIONSHIPS - Know the characteristics of healthy family life - Know the importance of spending time together and sharing each others lives - Explore protection & care for family members and oneself - Know how important friendships are in making us feel happy and secure and how people choose and make friends	CHRISTIANITY & ISLAM- SACRED BOOKS - Identify some beliefs about holy writings for Muslims and Christians - Re-tell stories from Muslim and Christian sources, suggest the meaning of these stories - Explore how stories show what people believe and give examples (e.g. the meaning behind a festival) - Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books - Investigate how people use stories, texts and teachings to guide their beliefs and actions - Recognise that sacred texts contain stories which are special to many people and should be treated with respect - Express their understanding about stories from sacred texts and give reasons for their own ideas

