

		Autumn	Spring	Summer
Topics		People Who Help Us	Transport	Stripy Goes on Holiday
Year 1	Science	<p>Animals</p> <ul style="list-style-type: none"> Identify and name common animals including carnivores, herbivores and omnivores. Describe and compare the structure of common animals. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe, compare and group the simple properties of everyday materials. <p>Plants</p> <ul style="list-style-type: none"> Identify and name common plants, including trees. Identify and describe the structure of common plants, including trees. 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe and describe weather changes associated with the seasons and how day length varies.
		<p>Working Scientifically</p> <ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use observations and ideas to suggest answers to questions gather and record data to help in answering questions 		

	<p>Geography & History</p>	<p>People Who Help Us</p> <ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms to compare aspects of life in different periods. • Research the past and identify different ways it is represented. • Talk about a changes within and beyond living memory and in national and international life. • Research a significant individual who has contributed to national achievements. • Compare aspects of life in different periods. 	<p>Transport</p> <ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms to compare aspects of life in different periods. • Research the past and identify different ways it is represented. • Talk about a changes within and beyond living memory and in national and international life. • Use basic vocabulary related to human and physical geography. • Use simple fieldwork and observational skills to study the geography of the school and its surrounding area. • Use world maps, atlases or a globe to identify locations. 	<p>Stripy Goes on Holiday</p> <ul style="list-style-type: none"> • Name and locate the four countries of the UK and their capital cities. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. • Identify seasonal and daily weather patterns in the UK. • Use world maps, atlases and a globe to identify the UK. • Use simple compass directions and directional language to describe locations and features on a map before devising a simple map. • Use aerial photographs to recognise landmarks and basic human and physical features.
	<p>Computing</p>	<p>Online Safety</p> <ul style="list-style-type: none"> • Passwords • Use the internet safely <p>Programming</p> <ul style="list-style-type: none"> • Learn about algorithms by programming a toy to move around a room/map. Predict how the toy will move and debug their programs. 	<p>Create Content</p> <ul style="list-style-type: none"> • Create multi-media content (a talking book, greeting card, presentation) and share this with others. • Use the internet safely. <p>Organise Content</p> <ul style="list-style-type: none"> • Create multi-media content (a talking book, greeting card, presentation) and share this with others. 	<p>Programming</p> <ul style="list-style-type: none"> • Learn about different types of algorithms by directing an online avatar to complete tasks. • Use the internet safely. <p>Create Content</p> <ul style="list-style-type: none"> • Create a simple animation according to specific criteria.

			<ul style="list-style-type: none"> • Use the internet safely. 	
	<p>Physical Education (PE)</p>	<p>Ball Skills</p> <ul style="list-style-type: none"> • Move fluently, changing direction and speed easily and avoiding collisions. • Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. • Understand the concept of tracking, and get in line with the ball to receive it. <p>Gymnastics</p> <ul style="list-style-type: none"> • Plan and repeat simple sequences of actions. <p>Dance</p> <ul style="list-style-type: none"> • Perform body actions with control and coordination. • Link actions; remember and repeat dance phrases; perform short dances. 	<p>Games</p> <ul style="list-style-type: none"> • Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming. • Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's action. • Recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents. <p>Gymnastics</p> <ul style="list-style-type: none"> • Show contrasts in shape. <p>Dance</p> <ul style="list-style-type: none"> • Choose movements with different dynamic qualities to make a dance phrase. 	<p>Athletics</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds, changing speed and direction. • Link running and jumping activities with some fluency, control and consistency. • Make up and repeat a short sequence of linked jumps. • Take part in a relay activity remembering when to run and what to do. • Throw a variety of objects, changing their action for accuracy and distance. <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform the basic gymnastic actions with coordination, control and variety. <p>Dance</p> <ul style="list-style-type: none"> • Describe the mood, feelings and expressive qualities of dance.

	<p>Art</p>	<p>Drawing</p> <ul style="list-style-type: none"> To investigate the possibilities of a range of different mark makers to explore mark making. To look closely at natural objects and make careful observational drawings and draw from the imagination. <p>Painting</p> <ul style="list-style-type: none"> To explore the use of thick and thin paint developing painting techniques using different brush strokes, visual elements of line, shape and colour. To develop an understanding of and make responses to the work of artist Jasper Johns. 	<p>3D</p> <ul style="list-style-type: none"> To respond to the work of Andy Goldsworthy and Richard Long and their use of pattern and line using natural objects. To investigate the possibilities of working with clay - manipulate clay to produce balls and coils and use clay to make a mould for a plaster cast. <p>Printing</p> <ul style="list-style-type: none"> To explore direct printmaking with a variety of objects and primary colours and make, and print with, negative stencils. To make a clay slab relief block and a collograph block for printmaking. 	<p>Textiles</p> <ul style="list-style-type: none"> To investigate materials, wrapping and knotting techniques and processes to produce a weaving. To try out tools and techniques in producing a fabric piece of work. <p>Collage</p> <ul style="list-style-type: none"> To respond to the work of Andy Goldsworthy and Richard Long - tearing, overlapping and sticking materials. To respond to the work of the artist Patrick Heron, identifying hot and cold colours.
	<p>Design & Technology (D&T)</p>	<p>Mechanisms</p> <ul style="list-style-type: none"> Explore and use sliders and levers and understand that different mechanisms produce different types of movement. Select and use tools appropriate for the task – e.g. For cutting, shaping and joining card and paper. 	<p>Structures</p> <ul style="list-style-type: none"> Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Know how to make freestanding structures stronger, stiffer and more stable. 	<p>Food</p> <ul style="list-style-type: none"> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.

	<p>Religious Education (RE)</p>	<p>Living the Faith</p> <ul style="list-style-type: none"> • Reflect on their own uniqueness • Explore the roles and responsibilities of special people within a faith; • Explore aspects of identity of the faith studied; • Learn why journeys to sacred places are important • Observe religious rituals and ceremonies. 	<p>Buildings and Places</p> <ul style="list-style-type: none"> • Explore the concept of special places; • Consider the respect shown to symbols and artefacts in their usual surroundings; • Consider local places of worship; and • Develop an understanding that special places should be treated with respect. 	<p>Important times and days</p> <ul style="list-style-type: none"> • Share the experience of celebrating; • Join in and experience religious celebrations; • Appreciate the special nature of religious and other festivals; and • Explore symbols and artefacts used in religious festivals and celebrations. <p>Sacred books</p> <ul style="list-style-type: none"> • Understand the effect of religious and important books in their own lives; • Experience a wide range of stories and writings used to communicate beliefs; • Learn to associate particular texts with religious festivals; • Observe the use of religious writings in worship and in the home; and • Consider the respect that should be shown to sacred texts.
	<p>Relationships & Sex Education (RSE)</p>	<p>Myself and Others and Body Parts</p> <ul style="list-style-type: none"> • Describe and value individuality. • Know the different groups to which they belong. • Recognise similarities and 	<p>Family and Friendships</p> <ul style="list-style-type: none"> • Describe our families and say why they are special. • Identify different ways of how families care for each other. • Describe who a friend is and what a friend does. 	<p>Choices</p> <ul style="list-style-type: none"> • Recognise that everyone can make choices. • Recognise that choices and responses will be affected by different factors. • Recognise that some choices will be right and some will be wrong.

		<p>differences between themselves and their peers.</p> <ul style="list-style-type: none">• Identify similarities and differences between themselves and the opposite gender.• Recognise and name, using the proper terminology, parts of the body and what those parts do.	<ul style="list-style-type: none">• Demonstrate some skills needed make and maintain friendships.	<ul style="list-style-type: none">• Identify simple ways for decision making.
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