

YEAR 1					
Weather and seasons	We are amazing	Toys	Animals	Plants	Seaside Holidays
Science- asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions.					
<u>Science</u> Observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies. <u>DT</u> – taught through other subjects <u>ICT</u> – we are painters <u>History</u> – taught through other subjects <u>Geography</u> – Key Question: How does the weather affect our lives? ▪ Describe how the weather changes across the seasons. ▪ Make predictions about the weather. ▪ Recognise weather symbols. ▪ Explain how the daily weather changes in the UK? (weather diary)	<u>Science</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>DT</u> – Taught through other subjects. <u>ICT</u> – We are celebrating <u>History</u> – Key Question: What does it take to be a great explorer? ▪ The achievements and the qualities of Ranulph Fiennes. ▪ Accomplishments of Amy Johnson in the context of the role of women in society at that time. ▪ Motives and achievements of Christopher Columbus. ▪ Significance of the achievements of Neil Armstrong. ▪ Recognise, observe and suggest reasons for the challenges of explorers	<u>Science</u> 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>DT</u> – Making a free standing structure for a park. ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups	<u>Science</u> 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) <u>DT</u> – Sliding pictures ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and	<u>Science</u> 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. <u>DT</u> – Where does our food come from? Use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. <u>ICT</u> – we are TV Chefs <u>History</u> – taught through other subjects <u>Geography</u> – <u>Geography</u> – Key Question: What is the geography of where I live? <u>Human and Physical Geography</u> • Use basic geographical vocabulary to refer to	<u>Science</u> Observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies. <u>DT</u> – taught through other subjects <u>ICT</u> – we are storytellers <u>History</u> Taught through other subjects <u>Geography</u> – Key Question: Why do we love being beside the sea so much? • What are the key features of a coast? • Can we identify which features are human and physical? • Can I observe aerial photos of coastal locations? • What are the similarities and differences between Leicester and Skegness? Locational knowledge

<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Identify daily and seasonal weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical and human features. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use map of United Kingdom. Use simple fieldwork and observational skills to study key human and physical features of environments. <p><u>Art</u> – collage - Matisse to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, 	<p>venturing to Mars and the personal qualities they will need to complete the expedition successfully.</p> <p><u>Geography- Taught through other subjects</u></p> <p><u>Art</u> – sculpture - Goldsworthy to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Music</u> – LSMS SoW Year 1 Unit 4 – Pitch</p> <p><u>PSHE</u> –Being Me in the World</p>	<p>and, where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<p>communication technology</p> <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p><u>ICT</u> – we are collectors</p>	<p>key human features including city, town, house, shop etc</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use simple directional language to describe the location of features and routes on a map. Use aerial photos and planned perspectives to recognise land marks. To devise a simple map and use and construct basic symbols and a key. Use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features and surrounding environment. <p><u>Art</u> - Taught through other subjects</p> <p><u>Music</u> – LSMS SoW Year 1 - Unit 3 - Rhythm</p> <p><u>PE</u> – Games – Invasion Master basic movements including running, jumping, throwing and catching, as well as</p>	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Use basic geographical knowledge to refer to key physical features including beach, cliff, coast, sea, ocean. Refer to key human features including city, town, house, shop etc. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use map of United Kingdom. Use aerial photos to recognise landmarks and basic human and physical features. <p><u>Art</u> – painting – Van Gogh to use a range of materials creatively to design and make products</p>
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<p>line, shape, form and space</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>practices and disciplines, and making links to their own work.</p> <p><u>Music</u> – LSMS SoW Year 1 Unit 4 – Pitch</p> <p><u>PSHE</u> - Dreams and Goals</p> <p><u>RE</u> Where do I belong and what do I believe? (see Leicester agreed syllabus for objectives)</p> <p><u>PE</u> - Games</p>	<p><u>RE</u> – Who celebrates what and why? (see Leicester agreed syllabus for objectives)</p> <p><u>PE</u> – Gym - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p><u>ICT</u>– We are treasure hunters</p> <p><u>History</u> – Toys</p> <p>Key Question – How do our favourite toys and games compare with those of children in the 1960s?</p> <ul style="list-style-type: none"> Identify and describe some of the ways in which historians divide up time. Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date. Identify through observation and discussion some of the most memorable events of the 1960s and suggest reasons for their significance. Compare and contrast toys and games of the 1960s with those of today, identifying and describing 	<p><u>Geography</u> – Taught through other subjects</p> <p><u>History</u> – Titanic</p> <p>Key Question – Why did Delia buy a new hat?</p> <ul style="list-style-type: none"> Compare and contrast a number of historical sources to recognise and describe the stark contrast that existed in living conditions amongst the population of Britain in 1912. Describe and offer reasons why so many migrants left Ireland in the 1900s to start new lives in other countries such as the USA. Describe and explain the difference between primary sources and secondary sources of historical evidence. Create a simple timeline using equidistant intervals of time to identify, 	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p> <p><u>PSHE</u> –Healthy Me</p> <p><u>RE</u> – Who inspires me? Who is an inspiring person? (see Leicester agreed syllabus for objectives)</p>	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Music</u> - LSMS SoW Year 1 - Unit 3 - Rhythm</p> <p><u>PE</u> – Games – Bat and Ball</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>

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<p>Throwing and catching Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p>		<p>similarities and differences.</p> <ul style="list-style-type: none"> Describe and explain the cause of the major change to toys and games since 1960s. Describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this change affected toys and games and other aspects of life since then. Recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely. <p>Geography- taught though other subjects</p> <p>Art - taught through other subjects</p> <p>Music – LSMS SoW Year 1 – Unit 5 - Technology – Structure and Form</p> <p>PSHE – Celebrating Difference</p>	<p>describe and explain the temporal order of the events of the final day of the Titanic April 15th 1912.</p> <ul style="list-style-type: none"> Sequence the events that occurred during the voyage of the Titanic and provides reasons for why things unfolded as they did. <p>Art - taught through other subjects</p> <p>Music– LSMS SoW Year 1 – Unit 5 -Technology – Structure and Form</p> <p>PSHE – Changing Me</p> <p>RE - Beginning to learn from Hindu people (see Leicester agreed syllabus for objectives)</p> <p>Dance – Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to</p>		<p>participate in team games, developing simple tactics for attacking and defending</p> <p>PSHE –Relationships</p> <p>RE – Who is a Christian? What do they believe? (see Leicester agreed syllabus).</p>

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				<p><u>RE</u> – What can stories teach us about life? (see Leicester agreed syllabus for objectives)</p> <p><u>PE</u> – Gym Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>		<p>apply these in a range of activities</p> <p>Perform dances using simple movement patterns.</p>					
Science	DT	ICT	History	Geography	Art	Music	PE	PSHE	RE		