

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>Computing</u> – Technology around us Connected World – Online Reputation <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>Computing</u> – Digital painting <u>Connected World</u> – Self Image and Identity <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.	<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>Computing</u> - Digital writing <u>Connected World</u> – Health, Well-being and Lifestyle <u>History</u> – taught through other subjects <u>Geography</u> – <u>Geography</u> - Key Question: What is the geography of where I live?	<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>Computing</u> – Programming animations <u>Connected World</u> – Online Relationships <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

<u>Human and physical geography</u> - Identify daily and seasonal weather patterns in the United Kingdom - Use basic geographical vocabulary to refer to key physical and human features. <u>Geographical skills and fieldwork</u> - Use map of United Kingdom. - Use simple fieldwork and observational skills to study key human and physical features of environments. <u>Art</u> – collage - Matisse to use a range of materials creatively to design and make products - 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,	- Recognise, observe and suggest reasons for the challenges of explorers venturing to Mars and the personal qualities they will need to complete the expedition successfully. <u>Geography- Taught through other subjects</u> <u>Art</u> – sculpture - Goldsworthy to use a range of materials creatively to design and make products - 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. <u>Music</u> – LSMS SoW Year 1 Unit 4 – Pitch	and, where appropriate, information and communication technology Make - 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 Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria Technical knowledge - 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.	communication technology Make - 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 Evaluate - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria Technical knowledge - 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. <u>Computing</u> – Grouping data	<u>Human and Physical Geography</u> - Use basic geographical vocabulary to refer to key human features including city, town, house, shop etc <u>Geographical skills and fieldwork</u> - 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. <u>Art</u> - Taught through other subjects	Leicester and Skegness? Locational knowledge - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. <u>Human and physical geography</u> - Use basic geographical knowledge to refer to key physical features including beach, cliff, coast, sea, ocean. Refer to key human features including city, tow, house, shop etc. <u>Geographical skills and fieldwork</u> - Use map of United Kingdom. - Use aerial photos to recognise landmarks and basic human and physical features. <u>Art</u> – painting – Van Gogh
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line, shape, form and space - 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 Experiment with, create, select and combine sounds using the inter-related dimensions of music. practices and disciplines, and making links to their own work. <u>Music</u> – LSMS SoW Year 1 Unit 4 – Pitch <u>PSHE</u> - My healthy self <u>RE</u> – What do stories from religious traditions teach about God? What can we learn from other stories?	<u>PSHE</u> – Connecting with others <u>RE</u> - How are stories and celebrations linked? <u>PE</u> – Ball skills	<u>Computing</u> – Moving a robot <u>Connected World</u> - Privacy and Security <u>History</u> – Toys Key Question – How do our favourite toys and games compare with those of children in the 1960s? - 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,	<u>Connected World</u> – Managing Online Information <u>Geography</u> – Taught through other subjects <u>History</u> – Titanic Key Question – Why did Delia buy a new hat? - 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.	<u>Music</u> – LSMS SoW Year 1 - Unit 3 - Rhythm <u>PE</u> – Gymnastics <u>PSHE</u> –Health protection <u>RE</u> – What do people learn from stories and festivals?	to use a range of materials creatively to design and make products - 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. <u>Music</u> - LSMS SoW Year 1 - Unit 3 - Rhythm <u>PE</u> – Target games <u>PSHE</u> – Staying safe <u>RE</u> – What do people learn from stories and festivals?

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PE - Fundamentals		identifying and describing similarities and differences. ▪ 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.	▪ Create a simple timeline using equidistant intervals of time to identify, describe and explain the temporal order of the events of the final day of the Titanic April 15 th 1912. ▪ Sequence the events that occurred during the voyage of the Titanic and provides reasons for why things unfolded as they did.		
		Geography- taught through other subjects Art - taught through other subjects Music – LSMS SoW Year 1 – Unit 5 - Technology – Structure and Form PSHE – The online world	Art - taught through other subjects Music– LSMS SoW Year 1 – Unit 5 -Technology – Structure and Form PSHE – Citizenship RE - What do creation stories teach people about God and human nature? PE- Gymnastics		

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				<u>RE</u> – What do creation stories teach people about God and human nature? <u>PE</u> – Dance					
Science	DT	Computing	History	Geography	Art	Music	PE	PSHE	RE