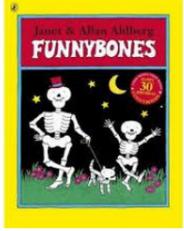
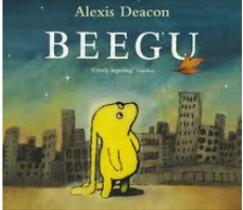
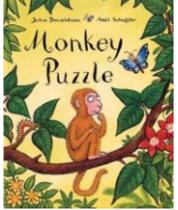




**Year Group Curriculum Plan
Year 1**

2020/2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Community		Peace		Wisdom	
RE Focus	<p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) - Think, talk about and ask questions about Muslim beliefs and ways of living 	<p>Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. - Decide what they personally have to be thankful for at Christmas time. 	<p>Who made the world?</p> <ul style="list-style-type: none"> - Retell the story of creation from Genesis 1:1–2.3 simply. - Think, talk and ask questions about living in an amazing world. 	<p>Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> - Tell stories of Holy Week and Easter from the Bible - Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven. 	<p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> - Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean 	<p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> - Give simple examples of how people worship at a church, mosque or synagogue - Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas - Talk about what makes some places special to people, and what the difference is between religious and non-religious special places
Key P4C Texts						
PSHE	<p>What is the same and different about us?</p> <p>Relationships: Ourselves and others; similarities and differences; individuality; our bodies</p>	<p>Who is special to us?</p> <p>Relationships: Ourselves and others; people who care for us; groups we belong to; families</p>	<p>What helps us stay healthy?</p> <p>Health and wellbeing: Being healthy; hygiene; medicines; people who help us with health</p>	<p>What can we do with money?</p> <p>Living in the wider world Money; making choices; needs and wants</p>	<p>Who helps to keep us safe?</p> <p>Health and wellbeing: Keeping safe; people who help us</p>	<p>How can we look after each other and the world?</p> <p>Living in the wider world: Ourselves and others; the world around us; caring for others; growing and changing</p>
British Values Focus	<p>Democracy</p> <ul style="list-style-type: none"> - Making it 'fair' 	<p>Individual Liberty</p> <ul style="list-style-type: none"> - Only one you 	<p>Rule of Law</p> <ul style="list-style-type: none"> - Living together and getting along (my role and the role of others in society) 		<p>Mutual Respect and Tolerance</p> <ul style="list-style-type: none"> - Everyone is special 	
Core Topic	Where in the world is Sunny?	What's Inside Me?	Did Zog start the Fire of London?	Where do I come from?	Can you keep a monkey as a pet?	What is growing under the ground?

<p>Core Text(s)</p>	<p>Meerkat Mail</p> 	<p>Funnybones</p> 	<p>Zog Non-fiction</p> 	<p>Beegu</p> 	<p>Monkey Puzzle</p> 	<p>The Enormous Turnip</p> 	<p>Bog Baby</p> 
<p>English Focus</p>	<p>We will be looking at:</p> <ul style="list-style-type: none"> - Sentences - full stops - finger spaces - capital letters - adjectives <p>through the reading and writing of:</p> <ul style="list-style-type: none"> - lists - postcards - letters 	<p>Book: Funny Bones</p> <p>Story writing – changing the adjectives & the characters</p> <p>We will be looking at:</p> <ul style="list-style-type: none"> - Sentences - full stops - finger spaces - capital letters - adjectives - question marks 	<p>Book: Zog. non-fiction,</p> <p>Non-chronological reports</p> <ul style="list-style-type: none"> - Fiction/non-fiction <p>We will be looking at:</p> <ul style="list-style-type: none"> - Sentences - full stops - finger spaces - capital letters - use of 'and' - question marks - exclamation marks 	<p>Book: Beegu (Focus Ed unit)</p> <p>Story writing</p> <p>Looking at feelings, settings, character descriptions</p> <p>We will be looking at:</p> <ul style="list-style-type: none"> - Sentences - full stops - finger spaces - capital letters - adjectives - exclamation marks 	<p>Book: Monkey Puzzle</p> <p>Non-fiction – parts of the world, animals fact file</p> <p>We will be looking at:</p> <ul style="list-style-type: none"> - Sentences - full stops - finger spaces - capital letters - adjectives - use of 'and' - question marks - exclamation marks 	<p>Book- Fairy Tales:</p> <p>Jack & the Beanstalk, The Giant Turnip</p> <ul style="list-style-type: none"> - Story writing – change the plot, character or setting - Sentences with 'and' - full stops - finger spaces - capital letters - adjectives 	<p>Book: Bog Baby</p> <p>Story writing</p> <p>Looking at settings, character descriptions</p> <p>We will be looking at:</p> <ul style="list-style-type: none"> - Sentences - full stops - finger spaces - capital letters - adjectives - exclamation marks
<p>Maths Focus</p>	<ul style="list-style-type: none"> - Place Value - Sorting & counting - 1 more/1 less - =<> symbols - part whole model <p>Addition & Subtraction</p> <ul style="list-style-type: none"> - Number bonds - Fact families 	<p>Addition & Subtraction</p> <ul style="list-style-type: none"> - Word problems - Missing numbers <p>Multiplication & division</p> <ul style="list-style-type: none"> - Doubles - Halves - Equal groups <p>Geometry</p> <ul style="list-style-type: none"> - 2D & 3D shape 	<p>Place value & number</p> <ul style="list-style-type: none"> - tens & ones using tens frames, base 10, part whole model and straw bundles <p>Subtraction & addition</p> <ul style="list-style-type: none"> - number lines - number bonds 	<p>Division and Multiplication</p> <ul style="list-style-type: none"> - counting in tens - equal groups - sharing equally <p>Fractions</p> <p>Geometry</p> <p>Money</p>	<p>Time</p> <ul style="list-style-type: none"> - daily routines - o'clock - half past <p>Money</p> <ul style="list-style-type: none"> - coin recognition - adding coins <p>Basic skill recap each week</p>	<p>Measurement</p> <ul style="list-style-type: none"> - length - height - weight - volume <p>Positional language</p> <ul style="list-style-type: none"> - left, right - under, over - in front, behind, <p>Time</p> <ul style="list-style-type: none"> - Recap o'clock & half past <p>Basic skill recap each week</p>	
<p>Science Focus</p>	<p>Animals</p> <ul style="list-style-type: none"> - sort & classify - what is an animal? (mammals, reptiles etc) - herbivores, carnivores, omnivores - nocturnal animals 	<p>Humans</p> <ul style="list-style-type: none"> - body parts - the 5 senses 	<p>Materials</p> <ul style="list-style-type: none"> - identifying & sorting, properties, vocab - Exploring properties of materials 	<p>Materials</p> <ul style="list-style-type: none"> - identifying & sorting, properties, vocab - Best material for a shelter for Beegu - Magnetic materials - absorbent materials 	<p>Animals including humans:</p> <ul style="list-style-type: none"> - Classifying - Identifying - Sorting - Naming - Carnivores/herbivores habitats 	<p>Plants</p> <ul style="list-style-type: none"> - grow plants from seeds - Grouping - Classifying - Drawing diagrams - Parts of plants 	

History Focus		Passing of time – growing older Passing of time – changes within living memory – comparisons with toys of theirs & Grandma's Gunpowder plot – Guy Fawkes	Events beyond living memory, Significant others – Samuel Pepys			Changes - growing Significant others – Beatrix Potter
Geography Focus	Where in the world is sunny? - Places in the UK - Where is the UK - Hot & cold places in the world - Where is East Morton? - Comparing East Morton with other places in the world			Maps – UK, world Plan of local area Features of East Morton Comparing different places	Physical features/habitats where monkeys live Weather What are the continents? Using globes, atlases and maps to locate regions in the world. In which continents do monkeys live? Comparing East Morton with the different places around the world that monkeys live.	
Art Focus	- African art	Self portraits Portraits of others	Artist: Wassily Kandinsky - colours & shapes - history of the artist - colour wheel - plan, create & evaluate			Artist: Andy Goldsworthy - using the natural environment - leaves, stones, sticks
DT Focus	Macmillan Coffee Afternoon - research - design - follow instructions in a recipe - make - evaluate - sell		Enterprise week: cars - research - design - make - evaluate - sell	Build houses out of different materials: lego, wooden bricks etc		
Music Focus	 - Hey You! Is written in an old hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap. To perform, listen and review their music.	 - A focus on two songs: Rhythm In The Way, Reggae style and The Banana Rap, Hip Hop Style. Pulse, rhythm and pitch, rapping, dancing and singing will be explored.	 - In the Groove will be sung in the style of Blues, Baroque, Latin, Bhangra, Folk and Funk. They will use their voices expressively and creatively to be in the groove.	 - Round and Round is a song to learn in a Bossa Nova Latin style. Activities integrating the dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are explored.	 - Your Imagination is performed in the style of Pop. The children will experiment with lyrics of the song, create, and compose sounds using their voices and instruments	 - Reflect, Rewind and Replay is performed in a classical style. This unit looks at the history of music, and looks back and consolidates the children's learning and the language of music.
PE Focus	Spatial Awareness & Movement - To move confidently and safely in their own and general space, using changes of speed, level and direction.	Spatial Awareness & Movement - To move confidently and safely in their own and general space, on and off apparatus. Using hands	Spatial Awareness & Movement - To move confidently and safely in their own and general space, using	Spatial Awareness & Movement - To move confidently and safely in their own and general space with resources (balls etc.). Using	Spatial Awareness & Movement - To move confidently and safely in their own and general space with resources (balls	Spatial Awareness & Movement - To move confidently and safely in their own and general space with resources (bats, rackets &

	<p>Athletics</p> <ul style="list-style-type: none"> - Master the basic movements of running, jumping and throwing. 	<p>and feet (3 points of contact) changes of apparatus, height, and direction.</p> <p>Gymnastics</p> <ul style="list-style-type: none"> - Develop balance, agility and co-ordination. - Different ways of travelling around the room using different body parts. - Making simple body shapes: Straight Stretch, Star, Tuck and Straddle. 	<p>changes of speed, level and direction.</p> <p>Dance</p> <ul style="list-style-type: none"> - Perform dance movements using simple patterns to different types of music. - Movement of body to express emotions and feelings: linked to a class based text. 	<p>hands and feet to change speed, level and direction.</p> <p>Invasion Games Skills</p> <ul style="list-style-type: none"> - Underarm throw, bounce, catch and pass with hands while static. - Kick and control ball using natural foot while static. - How to choose and use appropriate skills effectively for particular invasion games. 	<p>etc.). Using hands and feet to change speed, level, direction, while competing.</p> <p>Invasion Team Games</p> <ul style="list-style-type: none"> - Participate in team games and to choose, use and vary simple tactics for attacking and defending. - To engage in competitive (individually and team) and co-operative physical activities, in a range of increasingly challenging situations. 	<p>balls etc.). Using hands and feet to change speed, level, and direction.</p> <p>Striking & Fielding & Net Wall</p> <ul style="list-style-type: none"> - Learning how to aim and throw objects to a target or catch. - Using hands to balance and control objects on them and then to strike the object. - How to hold a bat to balance an object and then strike the object. - Playing short games that involve control and score points.
Computing Focus	<p>Online Safety & Logins</p> <ul style="list-style-type: none"> - To login in and out safely with their own logins and understand why it is important. Use technology safely and respectfully. Identify where to go for help and support. 	<p>Ownership of Work</p> <ul style="list-style-type: none"> - To understand that they own their online work and that they can create a private saving space. To become familiar with the icons on a computing program such as save, print, open and close. 	<p>Pictograms</p> <ul style="list-style-type: none"> - To understand that data can be represented in picture format. To collect data and record results. - To explore how we can create a piece of art work using computer technology. 	<p>Lego Builders</p> <ul style="list-style-type: none"> - To understand that an algorithm, program, is a precise, step-by-step set of instructions to follow. To create simple programs and that correcting errors in a program is called 'debugging'. 	<p>Animated Story Books</p> <ul style="list-style-type: none"> - To use technology to create, organise, save and manipulate text, pictures and sound. To use other features that will enhance their story book. - To walk around the community and record examples of technology outside of school. 	<p>Coding & Spread sheets</p> <ul style="list-style-type: none"> - To understand what coding means in computing. To use logical reasoning to create a simple program. - To introduce spread sheets and explore navigating around rows, columns and inputting data into cells.
Curriculum Enhancement	<ul style="list-style-type: none"> - Into the Wild bringing exotic animals into school - Visit to Tropical World 	<ul style="list-style-type: none"> - A doctor in school to talk to the children 	<ul style="list-style-type: none"> - Making bread 	<ul style="list-style-type: none"> - A mysterious 'crash' in the playground - A walk around East Morton village 	<ul style="list-style-type: none"> - A trip to the Yorkshire Wildlife Park 	<ul style="list-style-type: none"> - Planting seeds - Outdoor artwork - outdoor mini beast hunt - outdoor learning: identifying types of trees
Home Learning Opportunities	<ul style="list-style-type: none"> - Science – BBC Bitesize (learn & revise) KS1 Science includes short animated clips on Plants (requirements, lifecycle, parts), Human Body (parts, staying healthy, senses), Habitats and the environment (food chains, animal classification, different environments), Materials (properties/practical uses) - Maths: Topmarks website has a range of age appropriate interactive games (including 	<ul style="list-style-type: none"> - Science - Visit Eureka – Science topics including growing & healthy living, environments and the plants and animals living in them. Across all half terms. - RE – BBC Bitesize (learn & revise) Religious Education has 21 video clips on Christianity - Jesus' life, Baptism, Holy week, etc 	<ul style="list-style-type: none"> - Visit York and look at 'The Shambles' as an example of houses built around 1666. Look at how close together the houses are and how near the upstairs are to touching each other. Talk about how these things helped the fire spread quickly in London in 1666. - Build a 3D house in the style of one built in 1666. 	<ul style="list-style-type: none"> - Building rockets using construction equipment e.g.lego, junk modelling etc. - Talking about feelings - English – Beegu - Visit Sky at Night on line for what's in the sky tonight (moon, planets, stars, etc.) 	<ul style="list-style-type: none"> - Trip to a zoo to see the monkeys & other wild animals - Discussing the needs of different animals – do we have the right environment to have a monkey as a pet? - Looking at different habitats - Science / Geography - Visit Tropical World to experience a variety of habitats and their occupants. - Maths – Money - Visit Eureka: Shop and 	<ul style="list-style-type: none"> - Opportunity to grow their own plants/vegetables from seed - Pond dipping - Science (and to complement 'Curriculum Enhancement above): Build a Bug Hotel (many web sites have instructions). RSPB is good https://www.rspb.org.uk/get-involved/activities/give-nature-a-home-in-your-garden/garden-activities/build-a-bug-hotel/ and plant insect- loving

	<p>Hit the Button) covering many Y1 maths topics – money, time, place value, 4 ops, prob solving, fact families, number lines/bonds, time etc. Across all half terms.</p> <ul style="list-style-type: none"> - Maths – BBC Bitesize (learn & revise) KS1 Maths has video clips, games etc for KS1 maths - RE – BBC Bitesize (learn & revise) Religious Education has 6 video clips on Islam – Trip to Mecca, Friday Prayers, Muslim Prayer etc. - RE - Arrange to visit a local Mosque. 				<p>Bank – contextual maths; money, counting, measuring etc</p>	<p>flowers to observe habitats and animal requirements.</p> <ul style="list-style-type: none"> - RE – Visit a synagogue, church and a mosque to look at what happens there and how people worship. -
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