

## Year 1 Unit of Learning –Autumn 1 – Whole School Text: Alice in Wonderland

<h3>Values</h3> <p><b>Responsibility:</b> Cooperation is helping one another; working together with patience and a collective effort to reach a goal.</p>		<h3>Central Idea</h3> <p>People understand the world around them through investigation and exploration.</p> <h2 style="color: red;">Natural Explorers</h2>		<h3>Guiding Questions</h3> <p>How do we find out about the world? How do we use our senses? How do living things adapt?</p>		
<h3>Computing NC Knowledge and Skills</h3> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can use technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;"><b>Specific foci for unit: SEE ICT skills grid</b></p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, <b>Digital Research</b>, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<h3>Core Texts/ Visits</h3> <p>Alice in Wonderland</p> <p style="text-align: center;"><b>Suggested visit:</b> A Local Walk</p>		<h3>Religious Education</h3> <p style="text-align: center;">Greenwich Windows on Faith</p> <p><b>Hinduism 1, Diwali Unit 1</b> <b>Key Questions</b> What understanding do Hindus have about God? What do stories at Diwali explain about God? What is the role of a Hindu temple in a Hindu's life? <b>Hindus believe in one God</b> Represented through different names and forms e.g. Rama Ganesh, Hanuman, Lakshmi God has visited earth at different times in different forms to help people: Rama stories on the theme of good and evil connected to Rama and Sita recalled at Diwali Stories are found in the Ramayana <b>Worship at Diwali</b> The Hindu Mandir, respect shown by sitting on the floor, the shrine, the Aarti ceremony, Puja</p>		<h3>PHSE</h3> <p style="text-align: center;"><b>Link to Values</b></p> <p><i>I can identify things I like about myself and set simple goals linked to this. I agree and follow rules in the classroom I recognise the choices I make and know the difference between right and wrong.</i></p>
<h3>PE NC Knowledge and Skills</h3> <p style="text-align: center;"><b>DANCE</b></p> <p>VS, Unit 4</p> <p style="text-align: center;"><b>ATHLETICS</b></p> <p>Basic skills, Unit</p>	<h3>PE Evaluation, Fitness and Health</h3> <p><i>I can watch copy and describe what myself and others have done I can describe how my body feels when still and when exercising I can watch, copy and describe dance movement I know that being active is good for me and is fun</i></p>	<h3>Writing Genres</h3> <p>Coverage across the year:</p> <p style="text-align: center;"><b>Fiction</b></p> <p>Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p>Labels, lists and captions Recounts Information text Instruction writing</p>		<h3>Singing NC and skills</h3> <p><i>I can use my voice expressively by singing songs and speaking chants and rhymes, I can make sounds that are very different (loud and quiet, high and low). I can make sounds with a small difference I can imitate changes in pitch I enjoy singing</i></p>	<h3>Music NC</h3> <p><i>I can play tuned and un-tuned instruments musically, I can make and combine sounds using the inter-related dimensions of music. I can make and control long and short sounds, using voices and instruments I can make a sequence of long and short sounds with help I can clap rhythms I can listen with concentration and understanding to a range of high-quality live and recorded music, I recognise changes in tempo I know how some sounds are made and changed</i></p>	

<p><b>Science NC Skills</b> <b>Working Scientifically</b></p> <p>I can ask simple questions I can observe closely, using simple equipment such as a hand lens perform simple tests I can identify parts of the human body I can use my observations and ideas to suggest answers to questions I can use senses to compare different textures, sounds and smells. <i>I can draw pictures and talk about what I can hear, see, touch taste or smell.</i> <i>I make some measurements of what I have observed.</i> <i>I can give reasons to say why I think things will happen.</i></p>	<p><b>Science NC Knowledge and skills</b></p> <p><b>Animals including Humans (Yr1)</b> I can identify, name, draw and label the basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of the body is associated with each sense.</p> <p><b>Sound</b> <i>I can observe and name a variety of sources of sound, noticing that we hear with our ears</i> <i>I can recognise that sounds get fainter as the distance from the sound source increases.</i></p>	<p><b>Geography NC Knowledge and Skills</b> <b>Human and Physical Geography</b></p> <p>I can use basic geographical vocabulary to refer to : key human features including city, town, village, factory, farm, house, office, port and shop</p> <p><b>Geographical skills and fieldwork</b></p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; I can use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. I can use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map <i>I can use maps and plans</i> <i>I can show what I know about the local area</i> <i>I can express my own views and feelings about people, places and environments</i> <i>I can draw pictures of my findings.</i></p>	<p><b>Art NC Knowledge and Skills – Textiles, Collage</b></p> <p>I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p><b>Key Skills</b> <i>Refer to KS1 Progression in Art and Design Skills</i></p> <p><b>Drawing: Lines and Marks, Shape, Tone, Texture</b> <i>I can use my sketch book as a starting point for my art work</i></p> <p><b>Specific Media Focus Key Stage Coverage</b> <i>Digital media, Painting, Printing, Textiles, 3D, Collage</i></p>
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<p><b>Year 1 Unit of Learning – Autumn 2</b></p>			
<p style="text-align: center;"><b>Values</b></p> <p><b>Peace:</b> Peace is when we get along; having positive thoughts for myself and others and it begins within each one of us. <b>Tolerance:</b> Tolerance is accepting myself and others, knowing we are all different and being understanding and open-minded.</p>	<p><b>Central Idea</b> <b>Communities are enriched by their members and the different perspectives they bring.</b></p> <p style="color: red; font-size: 1.2em;"><b>African Adventure</b></p>	<p><b>Guiding Questions</b></p> <p>What makes an area unique to its community? How does our community link to people in other places in the world? How does where we live affect our daily routines?</p>	
<p style="text-align: center;"><b>Computing NC Knowledge and Skills</b></p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;"><b>Specific foci for unit: SEE ICT skills grid</b></p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, <b>Digital Research</b>, Data Handling, Data logging, Control, Simulations and Spread sheets</p>	<p><b>Core Texts/ Visits</b></p> <p>Lila and the Secret of the Rain, The Leopard's Drum</p> <p style="text-align: center;"><b>Suggested visit:</b> Woodland's Farm</p>	<p style="text-align: center;"><b>Religious Education</b> <b>Greenwich Windows on Faith</b> <b>Christianity, Jesus' birth and Christmas Unit 1</b></p> <p><b>Key Questions</b> What do Christians remember at Christmas? What do Christians believe about Jesus? Why is the Bible important to Christians?</p> <p><b>Beliefs</b> Christians believe that Jesus is God's Son Christian celebrations: Christmas is the celebration of Jesus' birth which shows he is special for Christians The Bible is a special book: different from other books it contains stories about the birth and life of Jesus</p>	<p><b>PHSE</b> <b>Link to Values</b></p> <p><i>I can recognise what I like and name the feelings attached to these.</i> <i>I recognise the choices I make and know the difference between right and wrong.</i> <i>I agree and follow the rules in the classroom.</i></p>
<p style="text-align: center;"><b>PE NC Knowledge and Skills</b></p> <p style="text-align: center;"><b>GYM</b></p> <p>Flight, bounce, jump, Unit D <b>GAMES</b></p> <p>Throw and catch, Unit 2</p>	<p style="text-align: center;"><b>PE Evaluation, Fitness and Health</b></p> <p><i>I can watch copy and describe what myself and others have done</i> <i>I know how to carry and place equipment</i> <i>I can describe how my body feels when still and when exercising</i></p>	<p><b>Writing Genres</b> Coverage across the year:</p> <p style="text-align: center;"><b>Fiction</b></p> <p>Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;"><b>Non-Fiction</b></p>	

	<i>I can talk about dance ideas inspired by different stimuli I can watch, copy and describe dance movement</i>	Labels, lists and captions Recounts Information text Instruction writing	<i>I can make sounds with a small difference I can imitate changes in pitch I enjoy singing</i>	I can listen with concentration and understanding to a range of high-quality live and recorded music, <i>I can listen out for different types of sound e.g. I can recognise changes in tempo</i>
<b>Science NC Skills Working Scientifically</b> I can ask simple questions and recognise that they can be answered in different ways I can observe closely, using simple equipment I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data to help in answering questions	<b>Science NC Knowledge and skills Seasonal Changes</b> I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies <i>Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change</i> <b>Science NC Knowledge and skills Year 1 Everyday Materials (Focus on strength, waterproofing)</b> I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock – also brick, paper, fabrics, elastic, foil I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	<b>Geography NC Knowledge and Skills</b> <b>Locational knowledge</b> I can name and locate the world's 7 continents <b>Place Knowledge</b> I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country (Africa) <b>Human and Physical Geography</b> I can use basic geographical vocabulary to refer to: key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valet, vegetation and weather <b>Human and Physical Geography</b> I can use basic geographical vocabulary to refer to: key human features including city, town, village, factory, farm, house, office, port, harbour and shop <b>Geographical skills</b> I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <i>I can identify and describe where places are I ask questions about geography and begin to use geographical vocabulary. I can observe and describe physical and human features of places. I can use books, pictures, stories and observations to answer geographical questions. I can express my own views and feelings about people places and environments. I can recognise how places can compare with other places and how they are linked.</i>		<b>Art NC Knowledge and Skills – 3D</b> I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers I can describe the differences and similarities between different practices and disciplines, and make links to my own work. <b>Key Skills</b> <i>Refer to KS1 Progression in Art and Design Skills</i> <b>Drawing: Lines and Marks, Shape, Tone, Texture</b> <i>I can use my sketch book as a starting point for my art work</i> <b>Specific Media Focus Key Stage Coverage</b> <i>Digital media, Painting, Printing, Textiles, 3D, Collage</i>

Year 1 Unit of Learning – Spring 1 – Whole School Painting			
<b>Values</b> <b>Forgiveness:</b> Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment. <b>Trust:</b> Trust is reliance on someone or something; it is to believe and to have confidence and certainty.	<b>Central Idea</b> <b>Journeys across the sea bring discovery and adventure.</b> <b>Adventures at Sea</b>	<b>Guiding Questions</b> What is a good journey? How do journeys affect people's lives? How do people use the sea?	
<b>Computing NC Knowledge and Skills</b> I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school. <b>Specific foci for unit: SEE ICT skills grid</b> Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, <b>Digital Research</b> , Data Handling, Data logging, Control, Simulations and Spread sheets	<b>Core Texts/ Visits</b> <b>Suggested visit:</b> <b>Maritime Museum</b>	<b>Religious Education</b> <b>Greenwich Windows on Faith</b> <b>Who am I? Belonging</b> <b>Key Questions</b> What does it mean to belong? What does it mean to belong to a family? What are the outward signs that a person belongs to a religious family? What happens to a child when they try to join a religious family? How do children belong to a religious family? What have we learnt about the importance of belonging to a religious family?	<b>PHSE</b> <b>Link to Values</b> <i>I can recognise what I like and name the feelings attached to these. I recognise the choices I make and know the difference between right and wrong. I agree and follow the rules in the classroom. I recognise that family and friends should care for each other.</i>

<p><b>PE NC Knowledge and Skills</b></p> <p><b>GYM</b></p> <p>Points and patches, Unit E</p> <p><b>GAMES</b></p> <p>Throwing and catching, Unit 2</p>	<p><b>PE Evaluation, Fitness and Health</b></p> <p><i>I can watch copy and describe what myself and others have done</i></p> <p><i>I know how to carry and place equipment</i></p> <p><i>I can describe how my body feels when still and when exercising</i></p> <p><i>I can watch, copy and describe dance movement</i></p> <p><i>I know that being active is good for me and is fun</i></p>	<p><b>Writing Genres</b></p> <p>Coverage across the year:</p> <p><b>Fiction</b></p> <p>Narrative including fairy tales and fantasy</p> <p>Poetry – pattern, rhymes and themes</p> <p><b>Non-Fiction</b></p> <p>Labels, lists and captions</p> <p>Recounts</p> <p>Information text</p> <p>Instruction writing</p>	<p><b>Singing NC and skills</b></p> <p><i>I can use my voice expressively by singing songs and speaking chants and rhymes.</i></p> <p><i>I can make sounds that are very different (loud and quiet, high and low).</i></p> <p><i>I can make sounds with a small difference</i></p> <p><i>I can imitate changes in pitch</i></p> <p><i>I enjoy singing</i></p>	<p><b>Music NC</b></p> <p><i>I can play tuned and un-tuned instruments musically, I can make and combine sounds using the inter-related dimensions of music.</i></p> <p><i>I can make and control long and short sounds, using voices and instruments</i></p> <p><i>I can make a sequence of long and short sounds with help</i></p> <p><i>I can clap rhythms</i></p> <p><i>I can listen with concentration and understanding to a range of high-quality live and recorded music,</i></p> <p><i>I recognise changes in tempo</i></p> <p><i>I know how some sounds are made and changed</i></p>
<p><b>Science NC Skills</b></p> <p><b>Working Scientifically</b></p> <p><i>I can ask simple questions and recognise that they can be answered in different ways</i></p> <p><i>I can observe closely, using simple equipment</i></p> <p><i>I can perform simple tests</i></p> <p><i>I can identify and classify</i></p> <p><i>I can use my observations and ideas to suggest answers to questions</i></p> <p><i>I can gather and record data to help in answering questions</i></p> <p><i>I might work scientifically by: answering questions such as: What is the best material for a boat?</i></p>	<p><b>Science NC Knowledge and skills</b></p> <p><b>Year 1 Everyday Materials (Focus on floating and sinking)</b></p> <p><i>I can distinguish between an object and the material from which it is made</i></p> <p><i>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, brick, paper, fabrics, elastic, foil and rock.</i></p> <p><i>I can describe the simple physical properties of a variety of everyday materials</i></p> <p><i>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p>	<p><b>History NC Knowledge and Skills</b></p> <p><b>Isambard Kingdom and/or Christopher Columbus</b></p> <p>Children should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Isambard Kingdom Brunel and/or Christopher Columbus</b></p> <p><i>I can use common words and phrases relating to the passing of time.</i></p> <p><i>I can place events, objects and people in the correct time order</i></p> <p><i>I can ask and answer questions about the past using pictures and stories</i></p>	<p><b>DT NC Knowledge and Skills - Textiles</b></p> <p><b>Design</b></p> <p><i>I can design purposeful, functional, appealing products for myself and other users based on design criteria</i></p> <p><i>I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p> <p><b>Make</b></p> <p><i>I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</i></p> <p><i>I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p> <p><b>Evaluate</b></p> <p><i>I can explore and evaluate a range of existing products</i></p> <p><i>I can evaluate their ideas and products against design criteria</i></p> <p><b>Technical knowledge</b></p> <p><i>I can build structures, exploring how they can be made stronger, stiffer and more stable</i></p> <p><i>I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</i></p> <p><b>Refer to KS1 Progression in Design and Technology Skills</b></p>	

## Year 1 Unit of Learning – Spring 2

<p style="text-align: center;"><b>Values</b></p> <p><b>Honesty:</b> Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others</p> <p><b>Kindness:</b> the quality of being friendly, generous, and considerate.</p>		<p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>Human beings share the planet with different living things.</b></p> <p style="text-align: center; color: red; font-size: 1.2em;"><b>Green Fingers</b></p>		<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What impact do humans have on living things? What is a plant? How do green things change over time?</p>	
<p style="text-align: center;"><b>Computing NC Knowledge and Skills</b></p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;"><b>Specific foci for unit: SEE ICT skills grid</b></p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, <b>Digital Research</b>, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<p style="text-align: center;"><b>Core Texts/ Visits</b></p> <p style="text-align: center;"><b>Suggested Texts:</b></p> <p style="text-align: center;">Jack and the Beanstalk</p> <p style="text-align: center; font-weight: bold; font-size: 1.1em;">Suggested visit:</p>		<p style="text-align: center;"><b>Religious Education</b> <b>Greenwich Windows on Faith</b></p> <p><b>Christianity Easter and Symbols Unit 3</b></p> <p><b>Key Questions</b> What do symbols of Easter represent? How do symbols and symbolic actions show the importance of Easter for Christians?</p> <p><b>Key Concepts</b> The story of Jesus' death and resurrection emphasises the idea that Jesus is special for Christians Jesus washing feet and sharing food with his friends – some of whom let him down</p> <p><b>Symbols</b> Cross and egg; Symbols of Easter e.g. palm crosses, Easter gardens, colours of vestments and candles; Symbolic actions: washing feet on Maundy Thursday; Christians share food together to recall Jesus' last meal with his friends</p>	<p><b>PHSE - Link to Values</b></p> <p><i>I recognise the choices I make and know the difference between right and wrong. I agree and follow the rules in the classroom.</i></p> <p><i>I recognise that family and friends should care for each other.</i></p> <p><i>I know that people and other living things have needs and responsibilities.</i></p> <p><i>I know what improves and harms by natural and built environments and some ways people look after them</i></p>
<p style="text-align: center;"><b>PE NC Knowledge and Skills</b></p> <p style="text-align: center;"><b>DANCE</b></p> <p>VS, Jack and the Beanstalk, Unit 1</p> <p style="text-align: center;"><b>GAMES</b></p> <p>Large balls, Unit 1</p>	<p><b>PE Evaluation, Fitness and Health</b></p> <p><i>I know how to carry and place equipment</i></p> <p><i>I can recognise how my body feels when still and when exercising</i></p> <p><i>I can watch copy and describe what myself and others have done</i></p> <p><i>I can describe how my body feels when still and when exercising</i></p> <p><i>I know that being active is good for me and is fun</i></p> <p><i>I can talk about dance ideas inspired by different stimuli</i></p>	<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;"><b>Fiction</b></p> <p style="text-align: center;">Narrative including fairy tales and fantasy</p> <p style="text-align: center;">Poetry – pattern, rhymes and themes</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p style="text-align: center;">Labels, lists and captions</p> <p style="text-align: center;">Recounts</p> <p style="text-align: center;">Information text</p> <p style="text-align: center;">Instruction writing</p>		<p style="text-align: center;"><b>Singing NC and skills</b></p> <p>I can use my voice expressively by singing songs and speaking chants and rhymes, <i>I can make sounds that are very different (loud and quiet, high and low).</i> <i>I can make sounds with a small difference</i> <i>I can imitate changes in pitch</i> <i>I enjoy singing</i></p>	<p style="text-align: center;"><b>Music NC</b></p> <p>I can play tuned and un-tuned instruments musically, I can make and combine sounds using the inter-related dimensions of music. <i>I can make and control long and short sounds, using voices and instruments</i> <i>I can make a sequence of long and short sounds with help</i> <i>I can clap rhythms</i> I can listen with concentration and understanding to a range of high-quality live and recorded music, <i>I recognise changes in tempo</i> <i>I know how some sounds are made and changed</i></p>
<p><b>Science NC Skills</b></p> <p><b>Working Scientifically</b></p> <p>I can ask simple questions and recognise that they can be answered in different ways I can observe closely, using simple equipment I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data to help in answering questions <i>I might work scientifically by: observing closely, perhaps using magnifying glasses, and</i></p>	<p><b>Science NC Knowledge and skills</b></p> <p><b>Year 1 Plants,</b></p> <p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees I can identify and describe the basic structure of a variety of common flowering plants, including trees I can observe and describe how seeds and bulbs grow into mature plants</p> <p><b>Year 2 Plants</b></p>	<p style="text-align: center;"><b>Geography NC Knowledge and Skills</b></p> <p><b>World Vegetation</b></p> <p><b>Locational knowledge</b></p> <p>I can name and locate the world's 7 continents</p> <p><b>Human and physical geography</b></p> <p>I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles I can use basic geographical vocabulary to refer to: key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valet, <b>vegetation</b> and weather <i>I can identify and describe where places are.</i></p>		<p style="text-align: center;"><b>Art NC Knowledge and Skills – Van Gogh and Printing</b></p> <p>I can use a range of materials to design and make products I can use drawing, painting and sculpture to share my ideas, experiences and imagination I can develop techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D I know about the work of a range of artists, craftsmen and designers</p>	

<p>comparing and contrasting familiar plants; describing how I was able to identify and group them, and drawing diagrams showing the parts of different plants including trees. I might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what I have found out about different plants.</p>	<p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. I might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p>	<p>I can ask questions about geography and begin to use geographical vocabulary. I can use books, pictures, stories and observations to answer geographical questions. I can express my own views and feelings about people places and environments.</p>	<p>I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p> <p style="text-align: center;"><b>Key Skills</b> <b>Refer to KS1 Progression in Art and Design Skills</b></p> <p><b>Drawing: Lines and Marks, Shape, Tone, Texture</b> I can use my sketch book as a starting point for my art work</p> <p><b>Specific Media Focus Key Stage Coverage</b> Digital media, Painting, Printing, Textiles, 3D, Collage</p>
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Year 1 Unit of Learning – Summer 1			
<p style="text-align: center;"><b>Values</b></p> <p><b>Resilience:</b> Resilience is strength, being able to overcome difficulties, and adapt to new situations. <b>Honesty:</b> Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others.</p>	<p style="text-align: center;"><b>Central Idea</b> <b>All living things go through a process of change.</b> <b>Circle of Life</b></p>	<p style="text-align: center;"><b>Guiding Questions</b> What is life? How do living things change over time? How do living things grow?</p>	
<p style="text-align: center;"><b>Computing NC Knowledge and Skills</b></p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;"><b>Specific foci for unit: SEE ICT skills grid</b></p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, <b>Digital Research</b>, Data Handling, Data logging, Control, Simulations and Spread sheets</p>	<p style="text-align: center;"><b>Core Texts/ Visits</b> <b>Whole School Film Project: The Maker</b></p> <p style="text-align: center;">The Enormous Crocodile; Fox in the Dark; Amazing Grace</p> <p style="text-align: center;"><b>Suggested visit:</b> Environmental Centre Eltham</p>	<p style="text-align: center;"><b>Religious Education</b> <b>Greenwich Windows on Faith</b> <b>Islam 1 Unit 1 – Prophet Muhammad</b> <b>Key Questions</b> What do Muslims believe? Why is Prophet Muhammad important to Muslims? What is the Qur'an? Stories from the life of the Prophet Muhammad revelation of the Qur'an, The early Muslims migration to Madinah <b>The Qur'an</b> The Qur'an is the holy book of Islam, written in Arabic, The Qur'an must be treated with respect <b>Place of Worship:</b> The Mosque the first call to prayer</p>	<p style="text-align: center;"><b>PHSE - Link to Values</b></p> <p><i>I recognise the choices I make and know the difference between right and wrong. I agree and follow the rules in the classroom. I recognise that family and friends should care for each other. I know that people and other living things have needs and responsibilities. I can identify a responsibility that I have e.g. looking after a pet. I can name parts of the body and maintain personal hygiene. I know that some diseases can spread but they can be controlled. I know that household products, including medicines can be harmful if not used properly.</i></p>
<p style="text-align: center;"><b>PE NC Knowledge and Skills</b></p> <p style="text-align: center;"><b>DANCE</b> VS, Changes and growth, Unit 2</p> <p style="text-align: center;"><b>GAMES</b> Bat and ball, unit 3</p>	<p style="text-align: center;"><b>PE Evaluation, Fitness and Health</b></p> <p><i>I know how to carry and place equipment I can recognise how my body feels when still and when exercising I can watch copy and describe what myself and others have done I can describe how my body feels when still and when exercising I know that being active is good for me and is fun</i></p>	<p style="text-align: center;"><b>Writing Genres</b> Coverage across the year:</p> <p style="text-align: center;"><b>Fiction</b> Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;"><b>Non-Fiction</b> Labels, lists and captions Recounts Information text Instruction writing</p>	
		<p><b>Singing</b> I can use my voice expressively by singing songs and speaking chants and rhymes I can listen with concentration and understanding to a range of high-quality live and recorded music <i>I can make sounds that are loud and quiet, high and low I can make sounds with a small difference I can imitate changes in pitch I enjoy singing I can clap short rhythms I perform with others I can follow instructions</i></p>	

<p><b>Science NC Skills</b> <b>Working Scientifically</b></p> <p>I can ask simple questions and recognise that they can be answered in different ways I can observe closely, using simple equipment I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data to help in answering questions <i>I might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells</i></p>	<p><b>Science NC Knowledge and skills</b> <b>Year 1 Animals Including Humans</b></p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals I can 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) I can 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>	<p><b>History NC Knowledge and Skills</b></p> <p>Children should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements. <b>Florence Nightingale and /or Mary Seacole</b></p> <p><i>I understand the difference between things that happened in the past and present. I know how to put a few events or objects in the order in which they happened. I have found out some facts about people long ago. I can say why people may have acted as they did. I have looked at books to help me find out about the past. I have listened to stories about the past. I can ask questions about events using 'before' and 'after'.</i></p>	<p><b>DT NC Knowledge and Skills - Food</b></p> <p><b>Design</b> I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p><b>Refer to KS1 Progression in Design and Technology Skills</b></p>
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## Year 1 Unit of Learning – Summer 2 - Whole School Visit: Tower Bridge

<p style="text-align: center;"><b>Values</b></p> <p><b>Responsibility:</b> Responsibility is being fair; doing my share of the work and taking care of myself and others.</p> <p><b>Respect:</b> due regard for the feelings, wishes, or rights of others.</p>		<p style="text-align: center;"><b>Central Idea</b></p> <p style="text-align: center;"><b>Homes reflect personal identity and local culture.</b></p> <p style="text-align: center;"><b>Houses and Homes</b></p>		<p style="text-align: center;"><b>Guiding Questions</b></p> <p style="text-align: center;">What is a good home? How are homes made? How have homes changed?</p>	
<p style="text-align: center;"><b>Computing NC Knowledge and Skills</b></p> <p>I understand what algorithms are, I know how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs I can use technology creatively to store, manipulate and retrieve digital content I can technology safely and respectfully, keeping personal information private, I can recognise common uses of information technology beyond school.</p> <p style="text-align: center;"><b>Specific foci for unit: See Computing Curriculum</b></p> <p>Text and Multimedia, Images, Video and Animation, Sound, Electronic Communication, <b>Digital Research</b>, Data Handling, Data logging, Control, Simulations and Spread sheets</p>		<p style="text-align: center;"><b>Whole School Text/ Visits</b></p> <p style="text-align: center;"><b>The Lion, The Witch and the Wardrobe</b></p> <p style="text-align: center;"><b>Suggested visit:</b></p> <p style="text-align: center;">A Walk in Oxleas Woods</p>		<p style="text-align: center;"><b>Religious Education</b></p> <p style="text-align: center;"><b>Greenwich Windows on Faith</b></p> <p><b>Islam 1 unit 2: Five Pillars</b></p> <p><b>Key Questions</b></p> <p>What are the five pillars of Islam? What does worship mean to Muslims? How do Muslims show their respect for Allah in everyday life?</p> <p><b>Key Concepts</b></p> <p>Beliefs, teachings, sources. Practices and ways of life. Identity and belonging. Meaning, purpose and truth.</p>	
<p style="text-align: center;"><b>PE NC Knowledge and Skills</b></p> <p style="text-align: center;"><b>GYM</b></p> <p>Rocking and rolling, Unit F</p> <p style="text-align: center;"><b>GAMES</b></p> <p>Developing partner work, Unit 4</p>		<p style="text-align: center;"><b>PE Evaluation, Fitness and Health</b></p> <p><i>I can talk about what I have done.</i> <i>I can describe what others have done.</i> <i>I can describe how my body feels during and after an activity.</i></p>		<p style="text-align: center;"><b>Writing Genres</b></p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;"><b>Fiction</b></p> <p style="text-align: center;">Narrative including fairy tales and fantasy</p> <p style="text-align: center;">Poetry – pattern, rhymes and themes</p> <p style="text-align: center;"><b>Non-Fiction</b></p> <p style="text-align: center;">Labels, lists and captions Recounts Information text Instruction writing</p>	
<p style="text-align: center;"><b>Science NC Skills</b></p> <p style="text-align: center;"><b>Working Scientifically</b></p> <p>I can ask simple questions and recognise that they can be answered in different ways I can observe closely, using simple equipment I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data to help in answering questions <i>Children should become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull;</i></p>		<p style="text-align: center;"><b>Science NC Knowledge and skills</b></p> <p style="text-align: center;"><b>Year 1 Everyday Materials (Focus on strength, waterproofing)</b></p> <p>I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock – also brick, paper, fabrics, elastic, foil</p>		<p style="text-align: center;"><b>History NC Knowledge and Skills</b></p> <p style="text-align: center;"><b>Housing through history and around the world</b></p> <p>Children should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <i>I can use common words and phrases relating to the passing of time.</i> <i>I can place events, objects and people in the correct time order</i></p>	
<p style="text-align: center;"><b>Science NC Knowledge and Skills</b></p> <p style="text-align: center;"><b>Working Scientifically</b></p> <p>I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas <i>I can identify and describe where places are</i> <i>I can identify how places have become the way they are and how they are changing</i> <i>I am familiar with what is man-made and what is natural.</i></p>		<p style="text-align: center;"><b>Geography NC Knowledge and Skills</b></p> <p style="text-align: center;"><b>Locational knowledge/map skills</b></p>		<p style="text-align: center;"><b>DT NC Knowledge and Skills - Structures</b></p> <p style="text-align: center;"><b>Design</b></p> <p>I can design purposeful, functional, appealing products for myself and other users based on design criteria I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p style="text-align: center;"><b>Make</b></p> <p>I can select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p style="text-align: center;"><b>Evaluate</b></p> <p>I can explore and evaluate a range of existing products I can evaluate their ideas and products against design criteria</p>	



<p><i>rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</i></p> <p><i>Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for the roof of a house?'</i></p>	<p>I can describe the simple physical properties of a variety of everyday materials</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><i>I can identify similarities and differences between ways of life in different periods.</i></p> <p><i>I can ask and answer questions about the past using pictures and stories</i></p>		<p><b>Technical knowledge</b></p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p> <p><b>Refer to KS1 Progression in Design and Technology Skills</b></p>
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