

Year 1 Unit of Learning – Autumn 1 Whole school project: Banksy

<p style="text-align: center;">Values</p> <p>Responsibility: Cooperation is helping one another; working together with patience and a collective effort to reach a goal.</p> <p>Respect: due regard for the feelings, wishes, or rights of others.</p>	<p style="text-align: center;">Central Idea</p> <p style="text-align: center;">Toys reflect personal identity and local culture.</p> <p style="text-align: center;">Toys</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">What makes a good toy? How are toys made? How have toys changed?</p>	
<p style="text-align: center;">Computing</p> <p><u>Digital Learning and Online Safety</u></p> <p>I can use technology safely and respectfully, keeping personal information private.</p> <p>I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>To explore a range of technology in different contexts with adult guidance.</p> <p>To use age appropriate technology safely, knowing where to go for help if it is needed</p>	<p style="text-align: center;">Whole School Text/ Visits</p> <p style="text-align: center;">Banksy</p> <p style="text-align: center;">Children's Rights</p> <p style="text-align: center;">Pinocchio, The Velveteen Rabbit, Old Bear</p> <p style="text-align: center;">Suggested visit:</p> <p style="text-align: center;">Toy museum, Bethnal Green</p> <p style="text-align: center;">Teddy bears picnic - locally</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">Greenwich Windows on Faith</p> <p style="text-align: center;">Hinduism 1, Diwali Unit 1</p> <p>Key Questions</p> <p>What understanding do Hindus have about God?</p> <p>What do stories at Diwali explain about God?</p> <p>What is the role of a Hindu temple in a Hindu's life?</p> <p>Hindus believe in one God</p> <p>Represented through different names and forms e.g. Rama Ganesh, Hanuman, Lakshmi</p> <p>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</p> <p>Stories are found in the Ramayana</p> <p>Worship at Diwali</p> <p>The Hindu Mandir, respect shown by sitting on the floor, the shrine, the Aarti ceremony, Puja</p>	<p style="text-align: center;">RHE</p> <p style="text-align: center;">Link to Values</p> <p>Relationships</p> <p>Ourselves and others; people who care for us; groups we belong to; families</p> <p>Key Question: Who is special to us?</p> <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them <ul style="list-style-type: none"> - what their family members, or people that are special to them, do to make them feel loved and cared for • <i>how families are all different</i> but share common features – what is the same and different about them <ul style="list-style-type: none"> - about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried <i>and who to ask for help</i> <ul style="list-style-type: none"> - <i>To identify who can help when families make us feel unhappy or unsafe</i> <p style="text-align: center;">No Outsiders 1.1 (1 week)</p>

			<p>Key learning - To like the way I am Suggested Text: Elmer by David Mckee</p>
<p style="text-align: center;">PE</p> <p style="text-align: center;">Fundamental Movement Skills/ Games</p> <p>Movement/Agility Recognise how to move in different directions and speeds safely- in a designated demonstrating special awareness. Explore different ways of moving whilst, running, hopping, galloping, skipping, leaping side stepping and swerving. Develop agility, coordination and balance.</p> <p style="text-align: center;">OOA/ Teambuilding</p> <p>Cognitive Understand principles, rules and aims of basic games. Have awareness of playing areas and can stay within these whilst competing. Comment on how, they and others are moving and what decisions you have made.</p> <p>Social Work well with others in order to share equipment and take turns. Identify communication skills whilst working in pairs or small groups. Participate in activities identifying the emotions when winning and losing.</p> <p>Health Realise that physical activity is fun and rewarding and participate in physical activity regularly. Develop understanding that being physically active help us to be healthy.</p> <p>Context Children are introduced to competitive situations both against themselves and others.</p>	<p style="text-align: center;">Writing Genres</p> <p style="text-align: center;">Coverage across the year:</p> <p style="text-align: center;">Fiction Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;">Non-Fiction Labels, lists and captions Recounts Information text Instruction writing</p>	<p style="text-align: center;">Music</p> <p style="text-align: center;">Musical elements</p> <ul style="list-style-type: none"> • To understand pulse and play to a steady pulse eg. Clapping along to a song. • To recognise the differences between pulse and rhythm eg. Copycat games and responding clapped rhythm (circle time – what did you do during the holidays). • To recognise the tones (Timbre) of different instruments. 	

Children are exposed to competition and how they feel when winning and losing.

Science Skills

Working Scientifically

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

Children should become familiar with the names of materials and properties such

as: hard/soft; stretchy/stiff;

shiny/dull; rough/smooth;

bendy/not bendy;

waterproof/not waterproof;

absorbent/not absorbent;

opaque/transparent.

Science

Year 1 Everyday Materials

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

History

Places in the locality and changes over time.
Toys through history and around the world
Children should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

I can use common words and phrases relating to the passing of time.

I can place events, objects and people in the correct time order

I can identify similarities and differences between ways of life in different periods.

I can ask and answer questions about the past using pictures and stories

Art– Drawing

Understand that thoughts, feelings and emotions are expressed through drawing. That drawing can be used to depict images from the imagination.

Use sketch book to record images from imagination and to communicate simple ideas.

Investigate mark making lines- pencil, felt tip pens and crayon.

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.

Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for the roof of a house?'

basis of their simple physical properties.

DT - Textiles

Design

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

Make

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

Evaluate

I can explore and evaluate a range of existing products

I can evaluate their ideas and products against design criteria

Technical knowledge

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.

Year 1 Unit of Learning – Autumn 2

<p align="center">Values</p> <p>Peace: Peace is when we get along; having positive thoughts for myself and others and it begins within each one of us.</p> <p>Tolerance: Tolerance is accepting myself and others, knowing we are all different and being understanding and open-minded.</p>	<p align="center">Central Idea</p> <p align="center">People understand the world around them through investigation and exploration.</p> <p align="center">Natural Explorers</p>	<p align="center">Guiding Questions</p> <p align="center">How do we find out about the world? How do we use our senses? How do living things adapt?</p>	
<p align="center">Computing</p> <p><u>Coding</u> I understand what algorithms are. To use human robots and Beebots. To write a simple algorithm.</p> <p><u>Digital Learning and Online Safety</u> I can use technology safely and respectfully, keeping personal information private. I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. To explore a range of technology in different contexts with adult guidance. To use age appropriate technology safely, knowing where to go for help if it is needed</p>	<p align="center">Core Texts/ Visits</p> <p align="center">A Balloon for Grandad Lost and Found Space Tortoise</p> <p align="center">Suggested visit:</p> <p align="center">Greenwich Maritime Museum Science/ History Museum</p>	<p align="center">Religious Education</p> <p align="center">Greenwich Windows on Faith Christianity, Jesus' birth and Christmas Unit</p> <p>Key Questions</p> <p>What do Christians remember at Christmas? What do Christians believe about Jesus? Why is the Bible important to Christians?</p> <p>Beliefs</p> <p>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 align="center">RHE</p> <p align="center">Link to Values</p> <p align="center">Health and wellbeing Being healthy; hygiene; medicines; people who help us with health</p> <p>Key Question: What helps us stay healthy?</p> <ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing <p>No Outsiders 1.2 (1 week) Key learning - To join in</p>

			<p>Suggested Text: Going to the Volcano by Andy Stanton</p>
<p style="text-align: center;">PE</p> <p style="text-align: center;">Fundamental Movement Skills</p> <p>Movement/Agility Recognise how to move in different directions and speeds safely- in a designated demonstrating special awareness. Explore different ways of moving whilst, running, hopping, galloping, skipping, leaping side stepping and swerving. Develop agility, coordination and balance.</p> <p style="text-align: center;">GAMES</p> <p>Ball skills Link body parts together with coordination in order to send an object when throwing, rolling kicking or striking. Develop hand eye coordination when catching and stopping. Aim consistently between, into, at or over a variety of targets whilst sending objects.</p>		<p style="text-align: center;">Writing Genres</p> <p>Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;">Non-Fiction</p> <p>Labels, lists and captions Recounts Information text Instruction writing</p>	<p style="text-align: center;">Music Performance</p> <ul style="list-style-type: none"> • To understand the 4 count – why it is used (playing in unison). Setting a starting point for singing or playing an instrument. • To use and understand external and internal voice. • To know what the meaning of soloist or duet and to play both. • Attempt to use accurate pitch eg. How high or low notes are. (Song or a played instrument) • To understand the role of the conductor. • To perform expressively in a large group eg. Assemblies and concerts. <p>To sing songs expressively.</p>
<p>Science Skills</p> <p>Working Scientifically 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</p>	<p>Science</p> <p>Animals including Humans (Yr1) 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</p>	<p style="text-align: center;">Geography</p> <p>Locational knowledge I can name and locate the world's 7 continents and 5 oceans</p> <p>Place Knowledge 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</p>	<p style="text-align: center;">DT - Food</p> <p>I understand where food comes from</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 I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>

I can use my observations and ideas to suggest answers to questions
I can use senses to compare different textures, sounds and smells.
I can draw pictures and talk about what I can hear, see, touch taste or smell.
I make some measurements of what I have observed.
I can give reasons to say why I think things will happen.

of the body is associated with each sense.

non-European country (Africa, Antarctic, etc)

Human and Physical Geography

I can use basic geographical vocabulary to refer to: key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valet, vegetation and weather

Human and Physical Geography

I can use basic geographical vocabulary to refer to : key human features including city, town, village, factory, farm, house, office, port, harbour and shop

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 can prepare healthy dishes

Art– Sculpture/ Printing

Know that a sculpture is a 3D form that can be viewed from every angle. I know that surfaces have a feeling to the touch- texture.

Use clay to create a range of textures using different tools to explore surface textures in 3D form.

Understand that a print can be made using a range of different objects.

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.

Year 1 Unit of Learning – Spring 1 – Whole school trip - PPMCC

<p align="center">Values</p> <p>Resilience: Resilience is strength, being able to overcome difficulties, and adapt to new situations.</p> <p>Honesty: Honesty is telling the truth, honesty is trust and honesty is being true to yourself and others.</p>	<p align="center">Central Idea</p> <p align="center">Journeys across the sea bring discovery and adventure.</p> <p align="center">Adventures at Sea</p>	<p align="center">Guiding Questions</p> <p align="center">What is a good journey? How do journeys affect people's lives? How do people use the sea?</p>	
<p align="center">Computing</p> <p><u>Coding</u> I understand what algorithms are. To use human robots and Beebots. To write a simple algorithm.</p> <p><u>Digital Learning and Online Safety</u> I can use technology safely and respectfully, keeping personal information private. I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. To explore a range of technology in different contexts with adult guidance. To use age appropriate technology safely, knowing where to go for help if it is needed</p>	<p align="center">Core Texts/ Visits</p> <p align="center">Pirate cruncher, Pirates info Christopher Columbus non-fiction text</p> <p align="center">Suggested visit: Prince Phillip Maritime Collection Centre Cutty Sark A Pirate Day Maritime Museum</p>	<p align="center">Religious Education</p> <p align="center">Greenwich Windows on Faith Islam 1 Unit 1 – Prophet Muhammad</p> <p>Key Questions 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</p> <p>The Qur'an The Qur'an is the holy book of Islam, written in Arabic, The Qur'an must be treated with respect</p>	<p align="center">RHE</p> <p align="center">Link to Values</p> <p align="center">Living in the wider world</p> <p>Key Question: What can we do with money?</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this <p>No Outsiders 1.3 Key learning – to find ways to play together.</p>

		<p>Place of Worship: The Mosque the first call to prayer</p>	<p>Suggested Text: Want to play trucks? By Ann Stott and Bob Graham</p>
<p style="text-align: center;">PE Gymnastics</p> <p>Shapes Children are able to recognise and perform basic static shapes of star, tuck and pencil.</p> <p>Traveling Explore different ways of traveling varying height, direction and speed safely. Introduce rolls to travel – egg roll, log roll and techniques leading up to forward roll</p> <p>Jumping Demonstrate different ways of jumping such as leaps and hops. Be able to control their landing from floor to apparatus.</p> <p style="text-align: center;">Movement (dance)</p> <p>Body: Explore movement ideas and respond imaginatively to a range of stimuli. Explore, repeat a range of body actions and movements with coordination. Explore, remember, repeat and link a range of body actions & movement patterns with coordination.</p> <p>Action: Joins in with movement songs and games and moves freely to music. Imitates, copies, repeats and creates movement.</p> <p>Space: Move confidently and safely in their own and general space, using changes of speed, level and direction</p>	<p style="text-align: center;">Writing Genres Coverage across the year:</p> <p style="text-align: center;">Fiction Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;">Non-Fiction Labels, lists and captions Recounts Information text Instruction writing</p>	<p style="text-align: center;">Music HISTORY</p> <ul style="list-style-type: none"> • To start to develop an understanding that music has changed over time. • To listen and respond to different songs. • To listen to a wide range of music. • To use a range of adjectives to describe music.<i>known. E.g If you're happy and you know it.</i> 	

Create short dance phrases that express an idea, mood or feeling with control, coordination & spatial awareness. .

Time:

Respond to rhythm and music by means of movement.

Social

Perform movement phrases using a range of body actions and body parts in a group.

Cognitive

Evaluate their movement phrases & say why they like a performance.

Introduce different stimuli & explore ideas & feelings to create movement phrases.

Health

Introduce/Discuss the need for warm up and cool down.

Science Skills

Working Scientifically

I can ask simple questions and recognise that they can be answered in different ways

I can observe closely, using simple equipment

I can perform simple tests

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 might work scientifically by: answering questions such as: What is the best material for a boat?

Science K

Year 1 Everyday Materials (Focus on floating and sinking)

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, brick, paper, fabrics, elastic, foil and rock,

I can describe the simple physical properties of a variety of everyday materials

I can compare and group together a variety of

History

Christopher Columbus/ Neil Armstrong

Children should be taught about:

the lives of significant individuals in the past who have contributed to national and international achievements.

Christopher Columbus and Neil Armstrong

I can use common words and phrases relating to the passing of time.

I can place events, objects and people in the correct time order
I can ask and answer questions about the past using pictures and stories

DT – Structures

I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

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 explore and evaluate a range of existing products
I can evaluate their ideas and products against design criteria

I can build structures, exploring how they can be made stronger, stiffer and more stable

Geography

Map skills

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 can identify and describe where places are

I 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.

everyday materials on the basis of their simple physical properties.

I can recognise how places can compare with other places and how they are linked.

Year 1 Unit of Learning – Spring 2

Values

Kindness: the quality of being friendly, generous, and considerate.
Forgiveness: Forgiveness is healing, shows strength of character and liberates us from anger, fear and resentment.

Central Idea

Caring for plants and animals helps us look after our world

Green Fingers

Guiding Questions

What impact do humans have on living things?
What is a plant?
How do green things change over time?

<p style="text-align: center;">Computing</p> <p><u>Digital Learning and Online Safety</u> I can use technology safely and respectfully, keeping personal information private. I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. To explore a range of technology in different contexts with adult guidance. To use age appropriate technology safely, knowing where to go for help if it is needed</p>	<p style="text-align: center;">Core Texts/ Visits Suggested Texts:</p> <p>Jack and the Beanstalk, the enormous Turnip</p> <p style="text-align: center;">Suggested visit: Forest School Sutcliffe park (Woodland trust workshops) Oxleys woods</p>	<p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p>Christianity Easter and Symbols Unit 3</p> <p>Key Questions What do symbols of Easter represent? How do symbols and symbolic actions show the importance of Easter for Christians?</p> <p>Key Concepts 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>Symbols 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 style="text-align: center;">RHE Link to Values Health and wellbeing Keeping safe; people who help us Key Question: Who helps to keep us safe?</p> <ul style="list-style-type: none"> that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people who can help them in different places and situations; how to attract someone's attention or ask for help; what to say how to respond safely to adults they don't know what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard <ul style="list-style-type: none"> how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say The difference between secrets and nice surprises (that everyone will find out about eventually) and that some secrets may hurt other or ourselves <p>No Outsiders 1.4 Key learning – Proud to be me Suggested Text: Hair, It's a Family Affair by Mylo Freeman</p>
<p style="text-align: center;">PE Movement (dance)</p> <p>Body: Explore movement ideas and respond imaginatively to a range of stimuli. Explore, repeat a range of body actions and movements with coordination. Explore, remember, repeat and link a range of body actions & movement patterns with coordination.</p> <p>Action: Joins in with movement songs and games and moves freely to music. Imitates, copies, repeats and creates movement.</p> <p>Space: Move confidently and safely in their own and general space, using changes of speed, level and direction Create short dance phrases that express an idea, mood or feeling with control, coordination & spatial awareness. .</p> <p>Time:</p>	<p style="text-align: center;">Writing Genres Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative including fairy tales and fantasy</p> <p>Poetry – pattern, rhymes and themes</p> <p style="text-align: center;">Non-Fiction</p> <p>Labels, lists and captions</p> <p>Recounts</p> <p>Information text</p> <p>Instruction writing</p>		

Respond to rhythm and music by means of movement.

Social

Perform movement phrases using a range of body actions and body parts in a group.

Cognitive

Evaluate their movement phrases & say why they like a performance.

Introduce different stimuli & explore ideas & feelings to create movement phrases.

Health

Introduce/Discuss the need for warm up and cool down.

Gymnastics

Traveling

Explore different ways of traveling varying height, direction and speed safely. Introduce rolls to travel – egg roll, log roll and techniques leading up to forward roll

Jumping

Demonstrate different ways of jumping such as leaps, hops and 2 footed jumps. To be able to control their landing from floor to apparatus.

Balances:

Explore balance, using different body contact points. Showing tension and control whilst balancing.

Linking movements

Creatively link and repeat basic gymnastic movements through shapes, jumps, balances and travel. To perform to peers

Music knowledge and skills

HISTORY

- To start to develop an understanding that music has changed over time.
- To listen and respond to different songs.
- To listen to a wide range of music.

To use a range of adjectives to describe music. To perform in small groups or

Science Skills

Working Scientifically

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

Science

Year 1 Plants,

I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Geography

World Vegetation

Locational knowledge

I can name and locate the world's 7 continents

Human and physical geography

Art – Van Gogh and Painting

Know that paintings are usually made with brushes but can be made by hands and fingers - scraping, scratching, dabbing and also with a palette knife.

Understand that a print can be made using a range of different objects.

<p>I can use my observations and ideas to suggest answers to questions</p> <p>I can gather and record data to help in answering questions</p> <p><i>I might work scientifically by: observing closely, perhaps using magnifying glasses, and 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.</i></p>	<p>I can identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>I can observe and describe how seeds and bulbs grow into mature plants</p> <p><i>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.</i></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</p> <p>I can use basic geographical vocabulary to refer to: key physical features: beach, coast, forest, hill, mountain, ocean, river, soil, valet, vegetation and weather</p> <p><i>I can identify and describe where places are. 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.</i></p>	<p>Know that Van Gogh was an expressive painter who used mark making and colour to depict images from still life and landscapes; that his thoughts and feelings can be felt through his art work.</p> <p>I can use a range of materials to design and make products</p> <p>I can use drawing, painting and sculpture to share my ideas, experiences and imagination</p> <p>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</p> <p>I know about the work of a range of artists, craftsmen and designers</p> <p>I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p>
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<p style="text-align: center;">Values</p> <p>Trust: Trust is reliance on someone or something; it is to believe and to have confidence and certainty.</p>	<p style="text-align: center;">Central Idea</p> <p>Communities are enriched by their members and the different perspectives they bring.</p> <p style="text-align: center;">African Adventure</p>	<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">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;">Computing</p> <p><u>Coding</u></p> <p>I can create a simple algorithm. I can recognise errors within a simple algorithm. I can begin to debug an algorithm.</p> <p><u>Digital Learning and Online Safety</u></p> <p>I can use technology safely and respectfully, keeping personal information private. I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. To explore a range of technology in different contexts with adult guidance. To use age appropriate technology safely, knowing where to go for help if it is needed</p>	<p style="text-align: center;">Core Texts/ Visits</p> <p>Lila and the Secret of the Rain, Handa's Surprise</p> <p style="text-align: center;">Suggested visit: Woodland's Farm Local walk</p>	<p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p>Who am I? Belonging Key Questions</p> <p>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?</p>	<p style="text-align: center;">RHE Link to Values</p> <p>Living in the wider world Ourselves and others; the world around</p> <p>Key Question: How can we look after each other and the world?</p> <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; <ul style="list-style-type: none"> - What it feels like to be bullied. To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. - how people and animals need to be looked after and cared for • Listen to other people and play and work cooperatively <ul style="list-style-type: none"> - strategies to resolve simple arguments through negotiation - To communicate their feelings to others, to recognise how others show feelings and how to respond using simple language • Recognise people have responsibilities to share and understand the need to return things that have been borrowed and take turns. <ul style="list-style-type: none"> - the responsibilities they have in and out of the classroom • what can harm the local and global environment; how they and others can help care for it

			<p>- Considering what improves and harms their natural environment.</p> <p>No Outsiders 1.5 Key learning – I share the world with lots of people. Suggested Text: My World Your World by Melanie Walsh</p>
<p style="text-align: center;">P E Athletics</p> <p>Running Walks tall with good posture and runs steady for 30 secs. Can use arms to drive body and is developing ability to run straight and look forward. Participates in individual races and responds quickly to- 3, 2, 1, Go. Can perform effectively as part of a team in zig zag relays.</p> <p>Jumping 2 footed jump from static position. Basic squat and lunge movement patterns, keeping a straight back, knees follow the line of toe, thrusting body forward to generate distance. Explores jumping in different ways -</p> <p>Throwing</p>	<p style="text-align: center;">Writing Genres Coverage across the year:</p> <p style="text-align: center;">Fiction Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;">Non-Fiction Labels, lists and captions Recounts Information text Instruction writing</p>	<p style="text-align: center;">Music Composition</p> <ul style="list-style-type: none"> • To understand the 4 count – why it is used (playing in unison). Setting a starting point for singing or playing an instrument. • To know what the meaning of soloist or duet and to play both. • To understand pulse and play to a steady pulse eg. Clapping along to a song. • To recognise the differences between pulse and rhythm eg. Copycat games and responding clapped rhythm (circle time – what did you do during the holidays). • Attempt to use accurate pitch eg. How high or low notes are. (Song or a played instrument) • To understand the role of the conductor. • To compose simple melodies on a tuned instrument. • To improvise on a tuned instrument. • To perform in small groups or individually in class. <p>To take part in call and response</p>	

Swings the arm from level with the body moving forwards, using small swings to roll or throw a ball under arm. Explores techniques of an overarm throw by standing sideways and rotating upper body.

Games – Striking and fielding

Ball skills

Link body parts together with coordination in order to send an object when throwing, rolling kicking or striking.

Develop hand eye coordination when catching and stopping.

Aim consistently between, into, at or over a variety of targets whilst sending objects.

Develop and demonstrate different ways of moving with a ball when (*throwing/ rolling/ kicking/dribbling*).

Develop coordination and control of objects whilst using different pieces of equipment i.e. bats, racquets, sticks.

DT - Textiles

Design

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

Make

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

Evaluate

I can explore and evaluate a range of existing products

I can evaluate their ideas and products against design criteria

Technical knowledge

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 product

Science Skills

Working Scientifically

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

Science

Year 1 Animals Including Humans

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

Geography

Locational knowledge/map skills

Contrasting UK with a non EU country

Know differences and similarities (human and physical) between a small area of the UK and a small area of a contrasting non-European country.

I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas

I can identify and describe where places are

I can identify how places have become the way they are and how they are changing

I am familiar with what is man-made and what is natural.

Art– Textiles, Collage, Printing – Shonibare

PRINTING/ TEXTILES - Understand that a print can be made using a range of different objects.

Know that a collage is an arrangement of different materials.

Know that a pattern consists of repeats and will include line and shape and can include colour.

PRINTING/ TEXTILES- Pattern- Explore and make a range of different patterns, identify repeated shapes.

Investigate materials and textiles for layering- to create a variety of textures and effects. **(Shonibare)**

Practice and refine cutting and sticking skills.

<p><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>human body and say which part of the body is associated with each sense</p>		<p>Use a range of materials and cutting techniques to create one colour mono prints- eg: sponge, cork, potato.</p> <p>I can use a range of materials to design and make products</p> <p>I can use drawing, painting and sculpture to share my ideas, experiences and imagination</p> <p>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</p> <p>I know about the work of a range of artists, craftsmen and designers</p> <p>I can describe the differences and similarities between different practices and disciplines, and make links to my own work.</p>
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Year 1 Unit of Learning – Summer 2 **Whole school project: Commonwealth**

<p>Values</p> <p>Cooperation: Cooperation is helping one another; working together with patience and a collective effort to reach a goal.</p>	<p>Central Idea</p> <p>All living things go through a process of change.</p> <p>Circle of Life</p>	<p>Guiding Questions</p> <p>What is life?</p> <p>How do living things change over time?</p> <p>How do living things grow?</p>
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<p style="text-align: center;">Computing</p> <p><u>Coding</u> I can create a simple algorithm. I can recognise errors within a simple algorithm. I can begin to debug an algorithm.</p> <p><u>Digital Learning and Online Safety</u> I can use technology safely and respectfully, keeping personal information private. I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. To explore a range of technology in different contexts with adult guidance. To use age appropriate technology safely, knowing where to go for help if it is needed</p>	<p style="text-align: center;">Core Texts/ Visits</p> <p>The Enormous Crocodile; Tadpoles Promise Lion King</p> <p style="text-align: center;">COMMONWEALTH</p> <p style="text-align: center;">Suggested visit: Sutcliffe Park insect hunt</p>	<p style="text-align: center;">Religious Education Greenwich Windows on Faith</p> <p>Islam 1 unit 2: Five Pillars Key Questions 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>Key Concepts Beliefs, teachings, sources. Practices and ways of life. Identity and belonging. Meaning, purpose and truth.</p>	<p style="text-align: center;">RHE Link to Values</p> <p>Relationship Ourselves and others; similarities and differences; individuality; our bodies</p> <p>Key Question: What is the same and different about us?</p> <ul style="list-style-type: none"> • what makes them special and how everyone has different strengths <ul style="list-style-type: none"> - what they like/dislike and are good at - how their personal features or qualities are unique to them - how they are similar or different to others, and what they have in common • developing a basic understanding of disability and celebrate difference. <ul style="list-style-type: none"> - To understand that we are all different but can still be friends • <i>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</i> <ul style="list-style-type: none"> - <i>to understand that our bodies belong to us, and we have a right to say no to them being touched</i> - <i>to know that doctors and some adults may need to touch you to</i> <p>No Outsiders 1.6 Key learning – To Work Together Suggested Text: Errol’s Garden by Gillian Hibbs</p>
<p style="text-align: center;">P E Athletics</p> <p>Running Walks tall with good posture and runs steady for 30 secs. Can use arms to drive body and is developing ability to run straight and look forward. Participates in individual races and responds quickly to- 3, 2, 1, Go. Can perform effectively as part of a team in zig zag relays.</p> <p>Jumping 2 footed jump from static position. Basic squat and lunge movement patterns, keeping a straight back, knees follow the line of toe, thrusting body forward to generate distance. Explores jumping in different ways -</p>	<p style="text-align: center;">Writing Genres</p> <p>Coverage across the year:</p> <p style="text-align: center;">Fiction</p> <p>Narrative including fairy tales and fantasy Poetry – pattern, rhymes and themes</p> <p style="text-align: center;">Non-Fiction</p> <p>Labels, lists and captions Recounts Information text Instruction writing</p>		

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Music WORLD

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I can gather and record data to help in answering questions

Science
Seasonal Changes
I can observe changes across the four seasons
I can observe and describe weather associated with the seasons and how day length varies
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

History– Florence Nightingale/ Edith Cavell

Children should be taught about:
the lives of significant individuals in the past who have contributed to national and international achievements.
Florence Nightingale and /or Edith Cavell
*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'.*

DT – Food (being healthy)

I understand where food comes from
I can use and begin to know the basic principles of a healthy and varied diet.

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
I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
I can prepare healthy dishes

