

History *The Gunpowder plot*

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Events beyond living memory that are significant nationally- Gunpowder plot.

Computing

- * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- * create and debug simple programs
- * use logical reasoning to predict the behaviour of simple programs
- * use technology purposefully to create, organise, store, manipulate and retrieve digital content
- * recognise common uses of information technology beyond school
- * use technology safely and respectfully, keeping personal information private; identify where to

Geography

Locational knowledge

- * name and locate the world's seven continents and five oceans
- * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

- * identify seasonal 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
- * use basic geographical vocabulary to refer to:
 - * key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- * use world maps, atlases and globes to identify the United

Human and

Science

Plants:

- * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- * identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans:

- * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- * identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday materials:

- * distinguish between an object and the material from which it is made. * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- * describe the simple physical properties of a variety of everyday materials. * compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Change:

- * observe changes across the four seasons
- * observe and describe weather associated with the seasons and how day length varies.

Nature and field journals - observations over time of seasonal changes, plants, weather and length of day.

Working scientifically skills

Year 1
2019-20

PE

Invasion games, Dance, Gymnastics,
Net/ wall, Athletics

Master basic movement, e.g. running,
jumping, throwing, catching, balance,
agility and co-ordination
Participate in team games
Perform dances using simple movement

Art & Design

- *to use a range of materials creatively to design and make products
- *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Design Technology

Design

*design purposeful, functional, appealing products for themselves and other users based on design criteria. *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- *explore and evaluate a range of existing products
- *evaluate their ideas and products against design criteria

Technical knowledge

- *build structures, exploring how they can be made stronger, stiffer and more stable
- *explore and use mechanisms (sliders) in their products.

Food & Nutrition

*use the basic principles of a healthy and varied diet

Music

Hey You!
A Christmas Production
In The Groove
Rhythm in the way we walk and banana rap
Round and round
Your Imagination
Reflect, rewind and replay

- *use their voices expressively and creatively by singing songs and speaking chants and rhymes
- *play tuned and untuned instruments musically
- *listen with concentration and understanding to a range of high-quality live and recorded music
- *experiment with, create, select and combine sounds using the inter-related dimensions of

RE What do people say about God?
Christianity God
Christianity Jesus
Christianity The Church
Islam
Hindu Dharama
Judaism

PSHE

Core Skills Sex & Relationships Economic Well-being and Financial capability
Emotional Health and Well-being Keeping Safe Being Risk taker
Drug Alcohol and Tobacco Awareness Healthy Lifestyle Taking Part Its
O.K to tell Being Different Anti-bullying