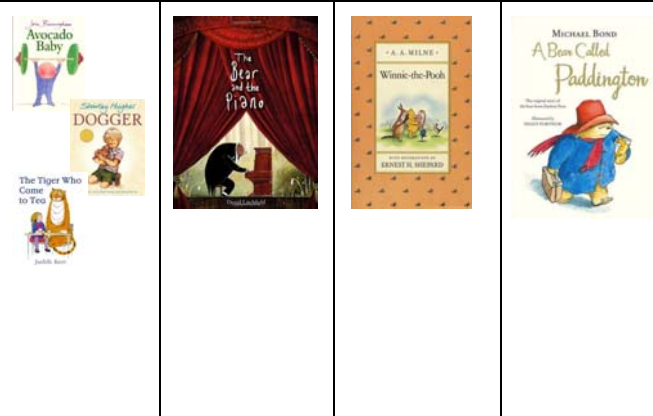
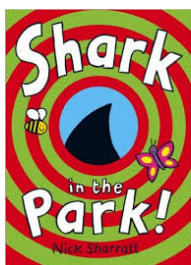
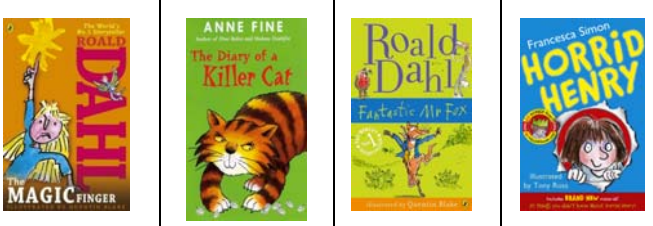


Year One - Term 1 - Seasons

Writing Map		Reading Spine				
English	Theme	Seasons				
	Main text	Shark in the Park 				
	Story plot and focus	Finding Focus: setting description				
	Poetry Unit	The Summer Sun by Wes Magee – poem to recite				
	Non fiction Unit	Recount of morning spent in the park Writing assessment				
Mathematics	Numbers to 10 Addition and subtraction within 10					
Science	<p>Working Scientifically</p> <p>Links to the statutory programme of study:</p> <ul style="list-style-type: none"> • Can they ask simple questions, recognising that they can be answered in different ways? • Can they observe closely, using simple equipment? • Can they use their observations and ideas to suggest answers to questions? • Can they gather and record data to help in answering questions? <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> • Can they collect information about the weather in tables or charts? • Can they contribute to records of changes in the world around them? E.g. collecting photos showing changes in the school grounds / park throughout the year on a display board. <p><i>Some topics require children to 'make observations and notice changes over time'. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year, 1 those topics are: seasonal changes, plants & animals.</i></p> <p>This topic requires planning for making observations throughout the school year.</p> <p>A suggested learning journey to make observations over time is:</p> <p>Set up observations early on during the school year by showing the children a couple of photos or a You Tube video, illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children's involvement, identify 2 or 3 questions to focus upon to explore further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children's drawings and observation notes (e.g. of birds and animals seen) and photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast and compare, noting the significant changes. Pull together observations/learning in order to determine what has been found in relation to the children's initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.</p> <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> • Can they observe changes across the four seasons? • Can they name the four seasons in order? • Can they observe and describe weather associated with the seasons? • Can they observe and describe how day length varies? 					

	<ul style="list-style-type: none"> • Can they observe features in the environment and explain that these are related to a specific season? • Can they observe and talk about changes in the weather?
<p>History (These are not history units. Links to Black history and a celebration of a significant British event.)</p>	<p>Possible starting point / stimulus: <i>The engraving of the conspirators / A picture/model of a guy Fawkes effigy</i> <i>The poem:</i></p> <p style="text-align: center;"><i>Remember, remember the fifth of November Gunpowder, treason and plot I see no reason why gunpowder treason Should ever be forgot</i></p> <p><i>An image of the stamp depicting Bessie Colman</i></p> <p><u>Bessie Coleman</u></p> <ul style="list-style-type: none"> • Do they appreciate that some famous people have helped our lives be better today? <p><u>Guy Fawkes and Bonfire Night</u></p> <ul style="list-style-type: none"> • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Can they tell us about an important historical event that happened in the past? <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Can they raise questions about a famous person from the past? • Can they ask and answer questions about old and new objects? • Can they identify the ‘clues’/characteristics which they use to identify whether something is old or new? • Can they spot old and new things in a picture? • Can they answer questions using a range of artefacts/ photographs provided? • Can they give a plausible explanation about what an object was used for in the past? • Can they find out more about a famous person from the past and carry out some research about him or her?
<p>Geography</p>	<p>Possible starting point / stimulus: <i>Pictures showing an environment in different seasons</i> <i>Clothes/accessories that relate to the weather e.g. a sun hat & an umbrella</i></p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they identify how living in a city might be different to living in a rural location? • Can they sort things they like and don’t like? • Can they think of a few relevant questions to ask about a locality? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they keep a weather chart? • Can they answer questions about the weather? • Can they answer questions using a weather chart? • Can they make plausible predictions about what the weather may be like later in the day or tomorrow? <p><u>Seasons and weather in the UK. (Barnaby Bear)</u></p> <ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they explain how the weather changes with each season? • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they point out where the equator, north pole and south pole are on a globe or atlas?
<p>E-safety</p>	<p>Knowledge & understanding</p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)?</p> <p>Do they know you should only open email from a known source?</p> <p>Do they know the difference between email and communication systems such as blogs and wikis?</p> <p>Do they know that websites sometimes include pop-ups that take them away from the main site?</p> <p>Do they know that bookmarking is a way to find safe sites again quickly?</p> <p>Can they begin to evaluate websites and know that everything on the internet is not true?</p> <p>Do they know that it is not always possible to copy some text and pictures from the internet?</p> <p>Do they know that personal information should not be shared online?</p> <p>Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p> <p>Skills</p> <p>Can they follow the school’s safer internet rules?</p> <p>Can they use the search engines agreed by the school?</p> <p>Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?</p>

	<p>Can they use the internet for learning and communicating with others, making choices when navigating through sites?</p> <p>Can they send and receive email as a class?</p> <p>Can they recognise advertising on websites and learn to ignore it?</p> <p>Can they use a password to access the secure network?</p>
Computing	<p><u>Skills Builder</u></p> <ul style="list-style-type: none"> • Purple Mash • 2Type • BBC Dance Mat • Busy Things
Religious Education	<p><u>How do you live well with family and friends?</u></p>
Physical Education	<p>Acquiring and developing skills</p> <p><u>Evaluating and improving</u></p> <p>Can they copy actions?</p> <p>Can they repeat actions and skills?</p> <p>Can they move with control and care?</p> <p><u>Evaluating and improving</u></p> <p>Can they talk about what they have done?</p> <p>Can they describe what other people did?</p> <p><u>Health and fitness</u></p> <p>Can they describe how their body feels before, during and after an activity?</p> <p><u>Games</u></p> <ul style="list-style-type: none"> • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands? • Can they throw in different ways? • Can they kick in different ways? <p><u>Coach- Multi-skills</u></p>
Art & Design	<p>No art & design</p>
Design & Technology	<p>Developing, planning and communicating ideas</p> <p>Can they identify the features of a successful product?</p> <p>Can they identify a purpose and a target group?</p> <p>Can they think of some ideas of their own?</p> <p>Can they explain what they want to do?</p> <p>Can they use pictures and words to plan?</p> <p>Working with tools, equipment, materials and components to make quality products</p> <p>Can they explain what they are making?</p> <p>Can they explain which tools are they using?</p> <p>Evaluating processes and products</p> <p>Can they describe how something works?</p> <p>Can they talk about their own work and things that other people have done?</p> <p><u>Moving pictures/mechanisms</u></p> <ul style="list-style-type: none"> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts?
Music	<p>Performing</p> <ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Can they make loud and quiet sounds?</i> • <i>Do they know that the chorus keeps being repeated?</i> <p>Composing (inc notation)</p> <ul style="list-style-type: none"> • Can they make different sounds with their voice?

	<ul style="list-style-type: none"> • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Can they tell the difference between long and short sounds?</i> • <i>Can they tell the difference between high and low sounds?</i> • <i>Can they give a reason for choosing an instrument?</i> <p>Appraising</p> <ul style="list-style-type: none"> • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Can they tell the difference between a fast and slow tempo?</i> • <i>Can they tell the difference between loud and quiet sounds?</i> • <i>Can they identify two types of sound happening at the same time?</i>
PHSCE	<p>e-safety</p> <p><u>Jigsaw-Being Me in My World</u></p> <p>Special and safe Can they help others to feel welcome?</p> <p>My class Can they try to make our school community a better place?</p> <p>Rights and responsibilities Can they think about everyone's right to learn?</p> <p>Rewards and feeling proud Care about other people's feelings?</p> <p>Consequences Can they work well with others?</p> <p>Owning our learning charter Can they choose to follow the learning charter?</p>
Enrichment	<ul style="list-style-type: none"> • Black History Week - Bessie Coleman • Educational visit - Local park, local area • Assessment Week - Week 5 or 6