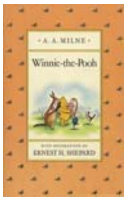
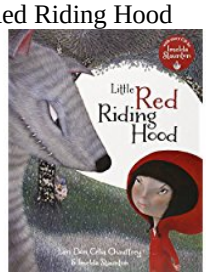
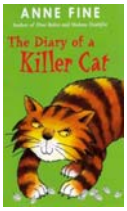
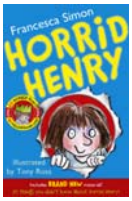
Year One – Term 2 - Ourselves

	Writing Map		Reading Spine			
English	Theme	Ourselves				
	Main text	Red Riding Hood 				
	Story plot and focus	Warning Focus: character description				
	Poetry Unit	Observational Poem – description of wolf				
	Non fiction Unit	Instructions Make a cake for grandma				
Mathematics	Numbers to 10 Addition and subtraction within 10 Shape and patterns Numbers to 20 Addition and subtraction within 20					
Science	**Working Scientifically** **Links to the statutory programme of study:** • Can they ask simple questions, recognising that they can be answered in different ways? • Can they observe closely, using simple equipment? • Can they identify and classify? • Can they use their observations and ideas to suggest answers to questions? **Non-statutory notes & guidance:** • Can they use their senses to make comparisons between different things? • Can they identify differences between themselves & others? • Can they participate in 'grouping games' using and/or suggesting different rules for groupings? *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.* **This topic requires planning for making observations throughout the school year.** A suggested learning journey re making observations over time is: 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. **Animals-Humans** • Can they name the parts of the human body that they can see? • Can they draw & label basic parts of the human body?					

	• Can they identify the main parts of the human body and link them to their senses? • Can they identify similarities and differences between different people and create their own criteria/rules for classifying a group of different people and apply them consistently when sorting in a variety of contexts e.g. playing the 'Guess Who?' game?
History	***Possible starting point / stimulus:*** *A flat Iron or washing dolly* **<u>What were our Grandparents' homes like? What were homes like before then? (Victorians)</u>** • **Can they identify the 'clues'/characteristics which they use to identify the order of events/objects?** • **Can they begin to identify the main differences between old and new objects?** • **Can they explain why certain objects were different in the past,** e.g. iron, music systems, and televisions? • **Can they explain differences between past and present in their life and that of other children from a different time in history?** • Can they use words and phrases like: old, new and a long time ago? • Can they explain how they have changed since they were born? • Can they put a selection of 3+ objects in chronological order (recent history)? • Can they use words and phrases like: very old, when mummy and daddy were little? • **Do they know that some objects belonged to the past?** • **Can they identify objects from the past, such as vinyl records?** • **Can they identify clues which reveal that a story is set in the past?** • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago? • Can they retell a familiar story set in the past? • Can they use the words before and after correctly? **Historical Enquiry** • **Can they raise questions about what life may have been like for their grandparents?** • **Can they ask and answer questions about old and new objects?** • **Can they spot old and new things in a picture?** • **Can they give a plausible explanation about what an object was used for in the past?** • **Can they answer questions using a range of artefacts/ photographs provided?** • Can they find out more about a famous person from the past and carry out some research on him or her?
Geography	No geography
E-safety	**Knowledge & understanding** Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet? **Skills** Can they follow the school's safer internet rules? Can they use the search engines agreed by the school? 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)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network?
Computing	**<u>Audio E-Book</u>** • Powerpoint • Book Creator • JiT5
Religious Education	**<u>How do Christians celebrate Christmas?</u>**
Physical Education	**Acquiring and developing skills** <u>Evaluating and improving</u> Can they copy actions? Can they repeat actions and skills? Can they move with control and care? <u>Evaluating and improving</u>

	Can they talk about what they have done? Can they describe what other people did? <u>Health and fitness</u> Can they describe how their body feels before, during and after an activity? **<u>Dance (Weather and Seasons - LCP)</u>** • Can they explore and perform basic body actions? • Do they use different parts of the body singly and in combination? • Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance? • Do they choose appropriate movements for different dance ideas? • Can they remember and repeat short dance phrases and simple dances? • Do they move with control? • Do they vary the way they use space**?** • Do they describe how their lungs and heart work when dancing? • Do they describe basic body actions and simple expressive and dynamic qualities of movement? ***Challenging*** • *Can they perform more complicated combinations of movement fluently and with control?* • *Can they perform clearly and expressively?* • *Do they show an awareness of phrasing and music?* • *Can they choose movements that show a clear understanding of the dance idea?;* • *Can they say why their heart beats faster and their temperature rises when dancing?* • *Do they talk about dance using a range of descriptive language?* **<u>Coach- Multi-skills</u>**
Art & Design	**<u>Self portraits</u>** **Sketch books** • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? **Drawing** • Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? **Painting** • Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? **Collage** • Can they cut and tear paper and card for their collages? • Can they gather and sort the materials they will need? **Use of IT** • Can they use a simple painting program to create a picture? • Can they use tools like fill and brushes in a painting package? • Can they go back and change their picture? **Knowledge** • Can they describe what they can see and like in the work of another artist/craft maker/designer? • Can they ask sensible questions about a piece of art?
Design & Technology	No Design & Technology unit.
Music	**Performing** • 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? ***Challenging*** • *Can they make loud and quiet sounds?* • *Do they know that the chorus keeps being repeated?* **Composing (inc notation)** • Can they make different sounds with their voice? • 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? ***Challenging*** • *Can they tell the difference between long and short sounds?* • *Can they tell the difference between high and low sounds?* • *Can they give a reason for choosing an instrument?* **Appraising** • 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? ***Challenging*** • *Can they tell the difference between a fast and slow tempo?* • *Can they tell the difference between loud and quiet sounds?* • *Can they identify two types of sound happening at the same time?*
PHSCE	**e-safety** **<u>Celebrating Difference</u>** **The same as …** Can they accept that everyone is different? **Different from…** Can they include others when working and playing? **What is bullying?** Do they know how to help if someone is being bullied? **What do I do about bullying?** Do they try to solve problems? **Making new friends** Do they try to use kind words? **Celebrating difference; celebrating me** Do they know how to give and receive compliments?
Enrichment	• Anti-bullying week • Visitor-school nurse • Educational visit - Appleby Centre