

Year 1						
Theme	Me, Myself and I	Footprints	Wild Things		Footprints	Bright Lights, Big City
History	<p>To learn how we have changed over time and the different things I have learnt what to do.</p> <p>Similarity, Differences, Past, Present</p> <p>I know that I was once a baby.</p> <p>I know that I have changed since I was a baby.</p> <p>I know that still have the same needs as a baby but I am now more independent.</p> <p>I know that I have just moved class.</p> <p>I know how Year One is different to Reception.</p> <p>I know the lifecycle of a human being</p>		<p>To learn about how David Attenborough and Jane Goodall have impacted the world. Past, Famous, Significant, Single use plastic, Environment, Chimpanzee, Habitat</p> <p>I know who Jane Goodall is.</p> <p>I know that she is famous for her work with chimpanzees.</p> <p>I know that Jane was resilient when researching the chimpanzees.</p> <p>I know that in she became a UN messenger of Peace for her work into protecting animals.</p> <p>I know who David Attenborough is.</p> <p>I know that he is famous for his work with animals.</p> <p>I know that he wants others to help him to protect animals.</p> <p>I know that he was knighted for his work</p> <p>I know the lasting impact the both Attenborough and Goodall have made</p>			<p>To learn what happened at the 2012 London Olympics.</p> <p>Sport, Event, Country, Competition, Past</p> <p>I know when the London Olympics took place.</p> <p>I know what happens at the Olympics.</p> <p>I know where the next Olympics will be.</p>
Geography	<p>To learn about our local area around school</p> <p>Physical, nature, human, man-made, feature, local, buildings, the beck</p> <p>I know that Meadowfield Primary School is in Halton Moor.</p> <p>I know that I live in Leeds</p> <p>I know the human features of the school grounds. (school building, muga, sand pit)</p> <p>I know the physical features of the school grounds (grass, trees, flowers)</p>	<p>To know that some countries are colder than ours</p> <p>North and South Pole, Arctic, Antarctic, World, globe, equator, Earth, same, different</p> <p>I know where the UK is on a world map.</p> <p>I know where the North and South Pole are on a world map.</p> <p>I know where the equator is on a globe.</p> <p>I know what the equator is.</p> <p>I know why the North and South Pole are cold.</p>			<p>To know that some countries are hotter than ours</p> <p>Desert, World, globe, equator, Earth, same, different</p> <p>I know where the UK is on a world map.</p> <p>I know where Africa is a world map.</p> <p>I know that Kenya and South Africa are countries within Africa.</p> <p>I know where the equator is on a globe.</p> <p>I know what the equator is.</p> <p>I know why Africa is hot.</p>	<p>To name key London landmarks</p> <p>Maps, United Kingdom, Location, City, Capital</p> <p>I know key London landmarks. (Buckingham Palace, London Eye, Tower of London, London Bridge, St Pauls Cathedral, Big Ben)</p> <p>I know where the key landmarks of London are on a pictoral map.</p> <p>I know London is the Capital of England.</p> <p>I know where London is on a map of England</p> <p>I know where England is on a map of the UK</p>

		I know how the North Pole is different/ similar to England.			I know how South Africa is different/ similar to England.	I know where the North Sea and English Channel are on a map of the UK.
PSHE	<p>Physical Health and Wellbeing: Fun Times</p> <p>Celebration, festival, special, team, physical, party, family, game</p> <p>I know about some of the food and drinks associated with different celebrations.</p> <p>I know how different people celebrate at home including the food they eat.</p> <p>I know that special days have special foods.</p> <p>I know how to play different, active, team, games.</p> <p>I know how games make me feel.</p>	<p>Keeping safe and managing risk: Feeling safe</p> <p>Trust, adult, private, secret, underwear</p> <p>I know who is a trusted adult.</p> <p>I know that there are good and bad secrets.</p> <p>I know that some body parts are private.</p>	<p>Identity, society and equality: Me and others</p> <p>Special, responsible, different, similar, behaviour, rules, consequences, restorative practice</p> <p>I know that everyone is special.</p> <p>I know how I can be responsible.</p> <p>I know what behaviours are helpful and unhelpful.</p> <p>I know how my behaviour affects others.</p>	<p>Drug Alcohol and tobacco: What do we put into and on to our bodies?</p> <p>Body, substance, harmful, absorbed, unsure, uncomfortable, drug, medicine, alcohol, tobacco</p> <p>I know which things are good to put into/on my body.</p> <p>I know which things are harmful to put into/on my body.</p> <p>I know who I can ask for help if I am unsure or feel uncomfortable.</p> <p>I know some basic safety rules about these things.</p> <p>Physical Health and Wellbeing: Fun Times - teach session 3 (sun safety)</p> <p>Effects, protect, harm, dangerous, damage, sunburn, dehydration, shade</p> <p>I know what the sun can do to my body.</p> <p>I know how to protect my body from the sun.</p> <p>I know who to ask for help when I go out in the sun.</p>	<p>Mental health and emotional wellbeing: Feelings</p> <p>Feelings, emotions, good, not-so-good, change, loss, understanding</p> <p>I know good and not-so-good feelings.</p> <p>I know people can feel different from me.</p> <p>I know some ways to manage my feelings.</p> <p>I know who I can ask for help.</p> <p>I know how I/others might feel when they experience loss/change.</p> <p>I know what I can do to help with unhappiness.</p>	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Money, spend, save, borrow, benefits, job, safe, equal, earn</p> <p>I know people get money in different ways.</p> <p>I know that people have to make choices about what they buy.</p> <p>I know why people might save money to buy things they want.</p> <p>I know where my money is the safest</p> <p>I know that men and women can do the same jobs. .</p> <p>I know that some people have a job to earn money.</p>
RE	<p>1.4 how and why do you care?</p> <p>Charity Parable</p>	<p>1.2 how and why do we celebrate special events</p> <p>Celebrate</p>	<p>1.1 which books and stories are special</p> <p>Bible. Quran Similarity/ Differences</p>	<p>1.3 what does it mean to belong to a church or mosque</p> <p>Church, Mosque, Similarity, Differences</p>	<p>1.5 who brought messages about god and what did they say</p> <p>Prophet Disciple</p>	

	<p>I know that it is important to have people I care about.</p> <p>I know why and how people of faith care for others.</p>	<p>I know why we say thank you.</p> <p>I know how believers celebrate thanksgiving. (harvest, Sukkot, Eid)</p> <p>I know how we prepare for celebrations and festivals (Ramadan, Lent, Yom Kippur, Advent).</p>	<p>I know why books are special and which books are special to religious believers, specifically The Bible and The Quran</p> <p>I know how to explain a story with a moral and a meaning and some special stories for Christians and Muslims-their moral meanings.</p>	<p>I know what it means to belong, what makes us similar and what makes us different (specifically comparing Moslem life and Christian life)</p> <p>I know some Christian and Muslim symbols and signs and I know how they show that we belong and what they mean.</p> <p>I know what makes a place special; what places are special for Christians and Muslims; what they look like inside and why.</p> <p>I know the reason why Muslims and Christians pray the way they do and dress the way they do.</p>	<p>I know what a prophet is, who some were and what they did. (Abraham, Moses, Mohammed, Jesus)</p> <p>I know what promises God made from stories in the Bible.</p> <p>I know what Christians believe about Jesus's birth and what they call him.</p> <p>I know how this is different from Jews and Muslims.</p>
<p>Science</p> <p>Scientific Enquiry Skills:</p> <p>1. Observing changes over time</p> <p>2. Noticing patterns</p> <p>3. Grouping and classifying things (noticing similarities and differences)</p> <p>4. Comparative and fair testing</p> <p>5. Finding things out using secondary sources of information</p>	<p><i>Senses – Body Parts</i></p> <p><i>Body, senses, nose, smell, touch, taste, feel, hear scent, biologist,</i></p> <p><i>I know how to label all my body parts</i></p> <p><i>I know we have five senses</i></p> <p><i>I know which body part is used for each sense</i></p> <p><i>I know what my senses do</i></p> <p>SES: 2, 3, 4, 5</p>	<p><i>Seasonal Changes</i></p> <p><i>Seasons, summer, spring, autumn, winter, change, temperature, weather, light, day, length</i></p> <p><i>I know that the length of daylight is shorter in winter and longer in summer</i></p> <p><i>I know that there are four seasons</i></p> <p><i>I know that some trees lose their leaves in autumn</i></p> <p><i>I know that evergreen trees and plants don't lose their leaves in winter</i></p> <p><i>I know that deciduous trees and plants lose their leaves in winter</i></p> <p><i>materials</i></p> <p><i>plastic, wood, metal, fabric, glass, water, rock</i></p> <p><i>I know what material an object is made from.</i></p> <p><i>I know that some objects are made of more than one material.</i></p> <p>SES: 1, 2, 4</p>	<p><i>Animals</i></p> <p><i>Animals, diet, body, same, different, group, carnivores, herbivores, omnivores, identify, classify, record, sort</i></p> <p><i>I know that some body parts are specific to certain animals</i></p> <p><i>I know that animals can be sorted into different groups</i></p> <p><i>I know the different animal classifications (fish, birds, amphibians, reptiles, mammals)</i></p> <p><i>I know that a carnivore only eats meat</i></p> <p><i>I know that a herbivore only eats plants</i></p> <p><i>I know that an omnivore eats meat and plants</i></p> <p>SES: 2, 3, 5</p>	<p><i>Seasonal Changes (plants)</i></p> <p><i>Bud, leaf, plant, change, blossom, root, stem, leaf, petal, soils, water, sunlight, deciduous, evergreen</i></p> <p><i>I know that a plant need light, water and warmth to grow</i></p> <p><i>I know the different parts of a plant and can label these</i></p> <p><i>I know that buds form on trees and plants in spring</i></p> <p><i>I know the names of some wild and garden flowers.</i></p> <p>SES 1, 2, 3, 5</p>	<p><i>Materials</i></p> <p><i>Properties, materials, flexible, rigid, rough, smooth, shiny, dull, plastic, wood, glass, metal, natural, man-made</i></p> <p><i>I know the names of everyday materials</i></p> <p><i>I know that I can sort materials based on their properties</i></p> <p><i>I know that materials are chosen for a job based on their properties</i></p> <p><i>I know how to plan a fair test</i></p> <p>SES: 2, 3, 4</p>
DT				<p><u>Constructions</u></p> <p><u>Something –</u> A puppet which moves with a mechanism for a puppet show.</p> <p><u>Someone –</u> Children</p>	<p><u>Textiles</u></p> <p><u>Something –</u> Felt flowers</p> <p><u>Someone –</u> Children</p>

			<u>Some purpose</u> – Create a realistic model and make it successfully move. <i>Slider, leaver, spring, technique, fold, attach, test, movement, plan, instructions, reflect, improve</i> <i>I know how to make a moving animal.</i> <i>I know what techniques I used.</i> <i>I know how to use materials affectively.</i> <i>I know I must follow my plan.</i> <i>I know what I would change next time.</i>		<u>Some purpose</u> – Colourful felt flowers to decorate the classroom. <i>Felt, stitch, fold, needle, attach, thread</i> <i>I know to go in, out, in, out...</i> <i>I know how to use a needle safely.</i> <i>I know how to thread a needle.</i>	
Cooking	<u>Food</u> <u>Something</u> – Sweet Foods For a Picnic <u>Someone</u> – The Class <u>Some purpose</u> – Understand that different foods taste differently and how to describe them as well as safe hygiene practice. <i>Sweet, sour, bitter, salty, spicy, savory, taste buds, tongue, sense, hygiene.</i> <i>I know that foods taste different.</i> <i>I know which foods I do and do not like and can explain why.</i> <i>I know that I must wash my hands before I touch food.</i>					
Art		I can express myself through collage Archimboldo <i>Leaf/leaves, colour, shape, space, size, texture, plan</i> <i>I know that I must follow my plan.</i> <i>I know that a collage is made up of different things.</i> <i>I know what size leaf to choose for each part.</i> <i>I know what features to include.</i>	I can express myself through colour Steven Brown Bridget Riley <i>Wax, crayon, paint, pastel, effect, texture, detail, shape, space, size</i> <i>I know how to mix colour.</i> <i>I know how to create an effect.</i> <i>I know the name of the artist.</i> <i>I know what a pattern is.</i> <i>I know the names of the primary and secondary colours.</i> <i>I know how to mix primary colours to make secondary colours</i>		I can express myself through materials Andy Goldsworthy Jay Mohler <i>Wool, weave, natural, stones, similar, different, colour, shape, space, size, texture, plan</i> <i>I know that I must follow my plan.</i> <i>I know what size object to choose for each part.</i> <i>I know what features to include.</i> <i>I know what shape a mandala is.</i> <i>I know what weaving is</i>	I can express myself through drawing Leonid Afremov (Queen Portrait) <i>Features, colours, shape, space, size, detail, position, bright, shadow, silhouette</i> <i>I know the key features of a face.</i> <i>I know how to shade to create depth in my pictures.</i> <i>I know I must fill my page.</i> <i>I know what a typical Leonid painting looks like.</i> <i>I know how to create an effect like Leonid.</i>
Music	To learn to control the pitch of their voice and to use sounds and instruments expressively in response to a stimulus	To learn to control the pitch of their voice and to use sounds and instruments expressively in response to a stimulus	To learn to recognise the difference between pulse and rhythm	To learn to recognise the difference between pulse and rhythm	To learn how sound can be used to describe the weather/environment	To learn how sound can be used to describe the weather/environment
Alternative weeks			Theme/Topic-Animals. Plants	Theme/Topic-Animals, plants	Topic/Theme-Weather/Seasons	Topic/Theme-Weather/Seasons

	<p>Topic/Theme- All about me</p> <p>Pitch, Tempo, Maracas, Tambour, Claves, Bells, Chime Bars, Step, Slide, Jump</p> <p>I can respond to instructions given musically, using my body and instruments.</p> <p>I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words.</p> <p>I can control changes in duration with my voice and instruments.</p> <p>I can perform simple melodies using two tones on a tuned instrument.</p> <p>I can control changes in tempo with my body, and instruments, e.g. faster/slower.</p> <p>I can control changes in dynamics with my voice and instruments, e.g. louder/quieter.</p> <p>I can show changes in pitch using tuned percussion e.g. steps, slides, jumps.</p> <p>I can describe music and express my feelings and opinions through various means e.g. words, thumbs up.</p> <p>I can perform sounds from a simple graphic score</p>	<p>Topic/Theme- All about me</p> <p>Pitch, Tempo, Maracas, Tambour, Claves, Bells, Chime Bars, Step, Slide, Jump</p> <p>I can respond to instructions given musically, using my body and instruments.</p> <p>I can sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words.</p> <p>I can control changes in duration with my voice and instruments.</p> <p>I can perform simple melodies using two tones on a tuned instrument.</p> <p>I can control changes in tempo with my body, and instruments, e.g. faster/slower.</p> <p>I can control changes in dynamics with my voice and instruments, e.g. louder/quieter.</p> <p>I can show changes in pitch using tuned percussion e.g. steps, slides, jumps.</p> <p>I can describe music and express my feelings and opinions through various means e.g. words, thumbs up.</p> <p>I can perform sounds from a simple graphic score.</p>	<p>Pulse, Beat, Rhythm, Pattern, Composition, Claves</p> <p>I can practise and refine performances in groups and as a class.</p> <p>I can compose in a small group with other children.</p> <p>I can copy a simple rhythm.</p> <p>I can differentiate between pulse and rhythm.</p> <p>I can use a rhythmic ostinato to accompany a song.</p> <p>I can use words/pictures to create rhythm patterns.</p> <p>I can use symbols to notate my compositions.</p>	<p>Pulse, Beat, Rhythm, Pattern, Composition, Claves</p> <p>I can practise and refine performances in groups and as a class.</p> <p>I can compose in a small group with other children.</p> <p>I can copy a simple rhythm.</p> <p>I can differentiate between pulse and rhythm.</p> <p>I can use a rhythmic ostinato to accompany a song.</p> <p>I can use words/pictures to create rhythm patterns.</p> <p>I can use symbols to notate my compositions</p>	<p>Tempo, Timbre, Dynamics, Maracas, Triangle, Tambour, Claves, Scraper, Bells, Chime Bars</p> <p>I can sit quietly with an instrument.</p> <p>I can practice and refine performances in groups and as a class.</p> <p>I can choose and order sounds and patterns.</p> <p>I can compose in small groups with other children.</p> <p>I can decide on a combination of sounds for a particular task.</p> <p>I can differentiate between metal, wood, tuned and un-tuned percussion.</p> <p>I can use pictures to represent and organise sounds.</p> <p>I can suggest changes to performances by using opposites e.g. quiet/loud.</p>	<p>Tempo, Timbre, Dynamics, Maracas, Triangle, Tambour, Claves, Scraper, Bells, Chime Bars</p> <p>I can sit quietly with an instrument.</p> <p>I can practice and refine performances in groups and as a class.</p> <p>I can choose and order sounds and patterns.</p> <p>I can compose in small groups with other children.</p> <p>I can decide on a combination of sounds for a particular task.</p> <p>I can differentiate between metal, wood, tuned and un-tuned percussion.</p> <p>I can use pictures to represent and organise sounds.</p> <p>I can suggest changes to performances by using opposites e.g. quiet/loud</p>
PE	<p>Indoor: Team building</p> <p>Can I use communication?</p>	<p>Indoor: Dance</p> <p>Can I clap to music?</p>	<p>Indoor: Gymnastics</p> <p>Can I hold a balance?</p>	<p>Indoor: Parachute games</p> <p>Can I hold the parachute with two hands?</p>	<p>Indoor: Mini Cricket</p> <p>Can I hold a bat??</p> <p>Can I hit a ball?</p>	<p>Indoor: Ball games</p> <p>Can I listen to the rules of the game?</p>

	<p>Can I work in a group? Can I solve a problem? Can I listen to the rules? Can I follow instructions? Can I take turns?</p> <p>Outdoor: OAA Can I use communication? Can I work in a group? Can I solve a problem? Can I listen to the rules? Can I follow instructions? Can I take turns? Can I be safe outdoors?</p>	<p>Can I recognise different types of music? Can I describe different types of dance moves? Can I decide what kind of movement matches the music? Can I create a sequence based on a well-known story? (Goldilocks – the dance will be more like physical theatre to music which is what we want) Can I perform my/our sequence?</p> <p>Outdoor: Football Can I dribble a ball? Can I pass a ball towards a target? Can I turn with a ball? Can I shoot towards a goal?</p>	<p>Can I travel across the floor? Can I turn? Can I create a basic sequence? Can I perform my sequence?</p> <p>Outdoor: Netball Can I hold the ball in two hands? Can I pass from my chest towards a target? Can I shoot the ball towards a raised target? (a bucket on a bench or low basket) Can I move around without contact?</p>	<p>Can I wave the parachute up and down? Can I run diagonally under the parachute? Can I play games with balls on the parachute?</p> <p>Outdoor: Mini Tennis Can I hold a racket? Can I balance a ball on my racket? Can I roll a ball towards a target? Can I throw a ball towards a target? Can I hit a ball that is thrown to me? Can I hit a ball over a small net?</p>	<p>Can I be a fielder?</p> <p>Outdoor: Athletics (sports day practice) Can I throw? Target games Can I run? Different types of races Can I jump? Different ways of jumping</p>	<p>Can I hold a ball? Can I throw a ball? Can I catch a ball? Can I aim a ball towards a target? Can I run with a ball?</p> <p>Outdoor: Mini Rounders/football rounders Can I stand in the box? Can I bowl the ball? Can I pass the ball to a teammate? Can I work as a fielding team? Can I score a rounder? (Can be done in stages not as one full rounder – that would get 2 rounders)</p>
Computing						