



YEAR 1: AUTUMN	ALL ABOUT ME		Values: Respect/Peace
<p>Suggested Entry Point: Have some baby pictures of adults in class – can children guess who they are?</p>	<p>Suggested Final Outcome: Cross-curricular topic display in classroom and/or hall.</p>	<p>Suggested Visit: Go for a class walk around Crystal Palace triangle and identify different buildings.</p>	<p>Using the School Environment: Use aerial photographs of school to visit and identify areas of the school grounds.</p>
Driver Subjects:	Cross-Curricular Subjects:		Other Subjects:
<p>Science: My Body & Senses Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Use observations and ideas to suggest answers to questions.</p> <p>History: My Life so Far Learn about changes within living memory. Recount changes that have occurred in our own lives. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>	<p>Geography: Mapping Unit – Our School 1 Develop knowledge about the world, the United Kingdom and the local area. Understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance locational awareness. Name and locate the four countries of the United Kingdom. Ask and answer geographical questions, eg. What is this place like? What or who will I see in this place? Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office and shop. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Identify land use around the school.</p> <p>Art: Painting Respond to ideas and starting points. Explore different methods and materials as ideas develop. Use thick and thin brushes. Mix primary colours to make secondary.</p> <p>DT: Food Develop the knowledge, understanding and skills needed to engage in designing and making. Prepare ingredients safely and hygienically. Assemble or cook ingredients.</p>		<p>RE: Caring for Creation/Saints/Christmas Lights</p> <p>Computing: Programming/Computer Science/ E-safety</p> <p>PSHE: Physical health & wellbeing: Fun times Keeping safe & managing risk: Feeling safe</p> <p>Music: Specialist Curriculum</p> <p>PE: Real PE Unit 1: Personal Coordination: Footwork Static Balance: One Leg Unit 2: Social Dynamic Balance to Agility: Jumping & Landing Static Balance: Seated</p>



YEAR 1: SPRING	CASTLES		Values: Love/Faith
Suggested Entry Point: Armour appears – who does it belong to?	Suggested Final Outcome: Castle museum/display in class.	Suggested Visit: Leeds Castle	Using the School Environment: Stage a castle banquet/tournament.
Driver Subjects:	Cross-Curricular Subjects:		Other Subjects:
<p>History – People in Castles Know about significant historical events, people and places in their own locality. Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Geography: Castles – UK Land Features Develop knowledge about the world, the United Kingdom and their locality. Understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance locational awareness. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<p>Science: 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. Ask simple questions. Observe closely, using simple equipment. Identify and classify. Use observations and ideas to suggest answers to questions, eg. 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p> <p>Art: Collage Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.</p>		<p>RE: Baptism & Marriage/Noah/Easter</p> <p>Computing: Illustrating an eBook/Using the Web/ E-safety</p> <p>PSHE: Identity, society and equality: Me and others Drug, alcohol & tobacco education: What do we put into and onto bodies?</p> <p>Music: Specialist Curriculum</p> <p>PE: Real PE Unit 3: Cognitive Dynamic Balance: On a Lind Static Balance: Stance Unit 4: Creative Coordination: Ball Skills Counter Balance: With a Partner</p>



YEAR 1: SUMMER		ON OUR FIELD		Values: Perseverance/Hope
Suggested Entry Point: Go on an animals/plants hunt in Forest School - what living things can we find?		Suggested Final Outcome: Science/Geography display in class/hall.	Suggested Visit: Adventure Learning at Crystal Palace Park: Life Science Session.	Using the School Environment: Animals and plants hunt on field. Create simple wind spinners to measure wind.
Driver Subject:		Cross-Curricular Subjects:		Other Subjects:
<p>Science: Identifying Animals & Plants Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.</p> <p>Science/Geography: Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Identify seasonal and daily weather patterns in the UK. Observe closely, using simple equipment. Gather and record data to help in answering questions. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p>		<p>Art: Sculpture Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.</p> <p>DT: Materials & Construction Generate, develop, model and communicate ideas through talking, drawing, templates and mock-ups. Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</p>		<p>RE: Jewish Life/Sikh Beliefs</p> <p>Computing: Talking Digital Book/Electronic Greeting Card/E-safety</p> <p>PSHE: Mental health & emotional wellbeing: Feelings Careers, financial capability & economic wellbeing: My Money</p> <p>Music: Specialist Curriculum</p> <p>PE: Real PE Unit 5: Applying Physical Coordination: Sending & Receiving Agility: Reaction/Response Unit 6: Health & Fitness Agility: Ball Chasing Static Balance: Floor Work</p>