

Year 1

Autumn 1 Dinosaurs
Autumn 2 Toys



Dinosaurs



Subject	NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>History</p>	<p>To look at the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p><u>Chronological understanding</u> Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event.</p> <p><u>Knowledge and understanding</u> Uses information to describe the past. Uses information to describe differences between then and now. Recounts main events from a significant in history. Uses evidence to explain reasons why people in past acted as they did.</p> <p><u>Historical interpretation</u> Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.</p> <p><u>Historical enquiry</u> Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</p> <p><u>Organisation and communication</u> Writes simple stories and recounts about the past.</p>	<p>To identify and explain what a fossil is Recall key information about Mary Anning. To know periods of time (BC) To compare then and now. Be able to use their knowledge and understanding to answers simple questions about the prehistoric past and changes Know about processes and conditions that have an effect on dinosaurs Be able to gather information from texts Be able to give some reasons for particular events and changes in prehistoric time Place dinosaurs on timeline Find out about what other plants and animals existed at the time of the dinosaurs Understand how fossils are formed Be able to say what we learn from fossils Describe the work of a palaeontologist take part in class discussion and share views Classify dinosaurs take part in class discussion and share views use unit vocabulary Identify the possibilities and theories for the extinction of the dinosaurs Be able to explain why the dinosaurs died out</p> <p>Assessment Can you explain what a fossil is? Who was Mary Anning? Can you explain the changes from the prehistoric period to now? Can you explain any processes and conditions that have an effect on dinosaurs? Be able to give some reasons for particular events and changes in prehistoric time Can you name any other plants and animals that existed at the time of the dinosaurs? Can you name similarities in dinosaurs? Can you explain why the dinosaurs died out?</p>	<p>Before jaws After teeth Now skeleton Later muscles Dinosaur plates Past crests Present fossil Century extinction Period of time palaeontologist AD identify BC timeline Dinosaur (names of various dinosaurs E.G. triceratops, diplodocus, brachiosaurus, centrosaurus, t-rex) Laurasia Carnivorous Gondwanaland herbivorous Cretaceous Volcanic eruption Mesozoic Asteroid Triassic ice age Jurassic extinction mya (million years ago) Disease super nova evidence deduction source</p>



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<p>Geography</p>	<p>Place Knowledge To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Human and Physical Geography To 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</p>	<p>Knowledge & Understanding Describe in simple terms how wind or water has affected the geography of an area. Ask and respond to questions about places/environment. Use the correct terms for simple geographical features.</p> <p>Practical Use basic geographical vocabulary to name physical and human features. Use maps, pictures and stories to find out about different places. Be able to gather information from texts.</p>	<p>Understand the importance of gathering scientific information Know about processes and conditions that have an effect on dinosaurs Know that living things are supported by different environments and are suited to different environments To know and locate the 7 continents To know that dinosaurs lived on every continent of the world. To be able to identify endangered species (now) on each continent.</p> <p>Assessment What are the 7 continents of the world? Which continents did dinosaurs live on? How did dinosaurs adapt to their environment? What different conditions do dinosaurs need? Can you name some endangered species?</p>	<p>key physical features beach cliff coast forest hill mountain sea ocean river soil valley vegetation season and weather</p>
<p>Art</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Work from observations and known objects. Use imagination to form simple images from given starting points or a description. Begin to collect ideas in sketchbooks. Work with a wide range of materials. Begin to think what materials best suit the task. Develop collages, based on a simple drawing, using papers and materials building using sticks/rocks/leaves etc) Recognise and name primary and secondary colours. Use thick felt tip pens/chalks/charcoal/wax crayon/pastel. Hold a large paint brush correctly. Make marks using paint with a variety of tools. Consider consistency when applying paint. Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools.</p>	<p>To know how to mix primary colours to make secondary colours. To record carefully into their sketch book To experiment using a range of materials to create different effects To choose the most suitable material for a given task To use paint brush correctly using different strokes of create different effects To understand the effect of having too much paint on a paint brush To be able to observe and recreate a known object/image</p> <p>Assessment: Can you recreate the colour wheel to show primary and secondary colours? Can you recreate an image/object using the most appropriate resources/materials? Can you use your imagination to create an image using a variety of tools?</p>	<p>Primary Secondary Sketch Paint brush Paint Mixing Strokes Observation Materials Sculpture Design Collage Felt tip Chalk Charcoal Wax crayon Pastel Pencil Paper Colour mixing Pattern Line</p>



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<p>DT</p>	<p>Design To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make To select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluate To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria.</p>	<p>Plan and communicate ideas Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Model their ideas in card and paper. Develop their design ideas applying findings from their research.</p> <p>Make (technical knowledge) Make their design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials. Use tools safely.</p> <p>Evaluate Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they are developed identifying strengths and possible changes they may make. Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>To understand that fossil come in a variety of shapes. To understand how fossils are created. To understand the importance of Mary Anning and her role in discovering fossils. To plan their own fossil on paper and label to features. To know how to use equipment sensibly and carefully – safety. To know that pressure is needed to create an imprint. To understand how to evaluate their finished product against their finished plan.</p> <p>Assessment Can you design and create a fossil? Can you evaluate your fossil? Did your fossil meet your expectations?</p>	<p>Fossil Shape Design Evaluate Texture Equipment Safety Mary Anning Imprint Plan Sculpture Develop</p>



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<p>Computing</p>	<p>To use technology safely and respectfully, keeping personal information private To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p><u>Digital Literacy:</u> Use technology safely. Recognise common uses of information technology beyond school.</p>	<p>To tell a trusted adult what you want to use a device for To use links to websites to find information To show a trusted adult when something worrying or unexpected happens when you are using a device To know how to be careful about the icons you click or tap when you use technology devices To explain why it is important to be kind and polite To agree and use sensible rules to keep me safe when I use technology</p> <p>Assessment Can you explain what you are using the internet for? Can you use the home button or minimise icon Can you explain what to do if something unexpected or worrying happens? Can you confidently follow a link to a website and return to the link if you move away from the site you are using?</p>	<p>Trust Device Worry Icons Click Technology Sensible Minimise Maximise Website Respectful Button Home Internet World wide web WWW safely</p>



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<p>Music</p>	<p><u>Ourselves</u> To learn to sing To explore pitch, dynamics, and structure To create music on their own and with others To learn to use their voices</p> <p><u>Number</u> To listen to, review, and evaluate music, including the works of the great composers To explore tempo, structure, and appropriate forms of notation To learn to sing and play a musical instrument To create music on their own and with others</p>	<p><u>Performing (singing/playing):</u> To take turns in a performance with others. Sing with a sense of melody.</p> <p><u>Improvising and experimenting:</u> Make sounds in different ways, including hitting, blowing and shaking. Copy a simple rhythm by clapping or using percussion. Begin to represent sounds with drawings.</p> <p><u>Listening, developing knowledge and understanding:</u> Listen to a piece of music- identifying if it is fast or slow (tempo), happy or sad. Talk about the songs/pieces of music which they enjoy. State what they like and dislike about a piece of music.</p>	<p><u>Ourselves</u> To create and respond to vocal sounds. To explore different ways to change sounds To create and place vocal and body percussion sounds. To explore descriptive sounds.</p> <p><u>Assessment</u> Can you create different sounds using your voice? Can you explore different ways to create different sounds? Can you use parts of your body to make percussion sounds and change the tempo?</p> <p><u>Number</u> To recognise and develop a sense of steady beat through the use of voices and body percussion. To identify and perform changes in tempo. To learn to play percussion with control. To keep a steady beat and using dynamics to vary the musical effect. To identify and keep a steady beat using movement, body percussion and instruments. To recognise and responding to changes in tempo in music.</p> <p><u>Assessment</u> Can you use parts of your body to make percussion sounds and change the tempo? Can you create different sounds to fit the ending of a story? Can you keep a steady beat?</p>	<p>pitch dynamics tempo voice beat control vocal descriptive respond perform change movement steady vary musical effect percussion songs</p>



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<p>PE</p>	<p>Netball To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To participate in team games, developing simple tactics for attacking and defending</p>	<p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words.</p>	<p>Move fluently, changing direction and speed easily and avoiding collision Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking. Understand the aspects of tracking, and get in line with the ball to receive it Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions. Recognise space in their games and use it to their advantage planning where to stand to make it difficult for opponents Describe what it feels like when they breathe faster during exercise Explain why running and playing games is good for them Watch others movements carefully Describe what they have done or seen others doing. Copy what they see and say why it is good To identify and show their understanding. To perform as part of a team.</p> <p>Assessment Can you move fluently and control a ball during invasion games? Can you change your speed? Can you act as part of a team?</p>	<p>Direction Speed Collision Fluently Accuracy Throwing Striking Kicking Aiming Position Games Opponent Movement Control Feet Co ordination Distance Sequence</p>
<p>PSHE</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> • Understand my rights and responsibilities within my class. • To feel my views are valued. • To recognise the choices I make and the consequences • To understand my rights and responsibilities within our learning charter. 		<p>To feel special and safe in my class To know that I belong in my class To know how to make my class a safe place for everybody to learn To recognise how to feel proud of an achievement To recognise certain feelings when I face certain consequences To understand my choices when following the learning charter</p> <p>Assessment Can you explain what makes you feel special and safe? Explain what you are proud of? Why?</p>	<p>Special Safe Belonging Rights Responsibility Learning charter Consequences Valued Views Proud Achievements</p>



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RE	<ul style="list-style-type: none"> • Re-tell the Christian Creation story • Explore how this influences how Christians behave towards nature and the environment. 		<p>To understand why people may think that God wanted Christians to look after the world. To have an opinion on whether the world belongs to God. To understand how we can contribute to looking after the world.</p> <p>Assessment I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.</p>	<p>Natural Earth God Christian Environment Care World Creation story Believe Belief Teachings Value Commitment Opinion Moral</p>

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Toys



	NC Objective	Skills	Knowledge	Vocabulary
<p>Science (Continued from Autumn 1)</p>	<p>To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Working Scientifically To ask simple questions and recognise that they can be answered in different ways performing simple tests identifying and classifying gathering and recording data to help in answering questions.</p>	<p>Gather and record data to help in answering questions. Perform simple tests. Identify and classifying using their observations and ideas to suggest answers to questions. Ask simple questions and recognising that they can be answered in different ways. Observe closely, using simple equipment.</p>	<p>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 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</p> <p>Assessment Can you name everyday materials? What are the properties of everyday materials? Can you compare the properties of materials? Which materials would be best and why?</p>	<p>Properties Manufactured Raw material Stretchy Stiff Shiny Dull Wood Plastic Glass</p> <p>Paper Water Metal Rock Hard Soft Bendy Rough smooth</p>



<p>History</p>	<p>Changes Over Time To know events beyond living memory that are significant nationally or globally.</p>	<p>Chronological understanding Sequence some events or 2 related objects in order. Uses words and phrases: old, new, young, days and months. Remembers parts of stories and memories about the past.</p> <p>Knowledge and understanding Tell the difference between past and present in own and other people's lives.</p> <p>Historical interpretation Begins to identify and recount some details from the past from sources (e.g. pictures, stories).</p> <p>Historical enquiry Finds answers to simple questions about the past from sources of information (e.g. pictures, stories).</p>	<p>To know that toys have changed over time. To understand that trends have changed over time. To identify changes that were made. To understand why changes were made. To know how to construct a simple time line To use simple vocabulary relating to the past and present. To know where to find the answers to their questions (family member, book, computer etc).</p> <p>Assessment: Can you sequence some pictures of a variety of toys and explain how they have changed over time? Can you use language associated with time to explain the changes? Can you access a range of sources to find information?</p>	<p>Past Present Old New Newer Older Changes Toys Sources Better Time line sequence Young Days months Years Memories Stories Recount Information</p>
<p>Art (Continued from Autumn 1)</p>	<p>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</p>	<p>Work from observations and known objects. Use imagination to form simple images from given starting points or a description. Begin to collect ideas in sketchbooks. Work with a wide range of materials. Begin to think what materials best suit the task. Develop collages, based on a simple drawing, using papers and materials building using sticks/rocks/leaves etc) Recognise and name primary and secondary colours. Use thick felt tip pens/chalks/charcoal/wax crayon/pastel. Hold a large paint brush correctly. Make marks using paint with a variety of tools. Consider consistency when applying paint.</p>	<p>To know how to mix primary colours to make secondary colours. To record carefully into their sketch book To experiment using a range of materials to create different effects To choose the most suitable material for a given task To use paint brush correctly using different strokes of create different effects To understand the effect of having too much paint on a paint brush To be able to observe and recreate a known object/image</p> <p>Assessment: Can you recreate the colour wheel to show primary and secondary colours? Can you recreate an image/object using the most appropriate resources/materials? Can you use your imagination to create an image using a variety of tools?</p>	<p>Primary Secondary Sketch Paint brush Paint Mixing Strokes Observation Materials Sculpture Design Collage Felt tip Chalk Charcoal Wax crayon Pastel Pencil Paper Colour mixing Pattern Line</p>
<p>DT</p>	<p>Design</p>	<p>Plan and communicate ideas Draw on their own experience to help generate ideas.</p>	<p>To list the features of common toys and what makes them interesting. Know how to make their toy stronger.</p>	<p>Toys Stronger Material</p>



	<p>To design purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria</p> <p>Technical knowledge To build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>	<p>Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Model their ideas in card and paper. Develop their design ideas applying findings from their research.</p> <p>Make (technical knowledge) Make their design using appropriate techniques. With help, measure, mark out, cut and shape a range of materials. Use tools safely. Assemble, join and combine materials and components together using a variety of temporary methods, e.g. glue or masking tape. Select and use appropriate tools. Use simple finishing techniques to improve the appearance of their product.</p> <p>Evaluate Evaluate their product by discussing how well it works in relation to the purpose. Evaluate their products as they are developed identifying strengths and possible changes they may make. Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>To generate ideas from their own experiences To understand the sensory qualities of materials. To understand the working characteristics of materials affect the way they are used To understand how mechanisms can be used in different ways (e.g. Wheels and axel that allow movement To know how mechanisms can be used to make things move in different ways</p> <p>Assessment: Can you list the features of common toys? How can you make a toy stronger? How can you make a toy move? Can you design, make and evaluate your toy for a chosen audience? Can you use and explain how to use equipment safely?</p>	<p>Structure Mechanism Tools Safety Join Move Wheels Axels Change Characteristics Sensory Common Audience Plan Evaluate Design Make Levers Sliders product</p>
<p>Computing</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content To recognise common uses of information technology beyond school To use technology safely and respectfully, keeping personal information private To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Information Technology: Solve a problem using ICT. Discuss and share how and when they use ICT in everyday life. Put data into a program. Identify different devices that can go online. To organise, store and retrieve digital content</p> <p>Digital Literacy: Use technology safely. Recognise common uses of information technology beyond school.</p>	<p>To develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free. To select appropriate images Begin to select or record a sound to add to my work Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of simple programs e.g. <i>2create A Story</i> Use pre-defined layouts or templates for presentations Begin to explain reasons why choices have been made to teacher or talk partner</p> <p>Assessment: Can you log on and off the computer independently? Can you navigate around the keyboard? Can you open and save your work? Can you add pictures to a piece of text? Can you use a template to create a presentation?</p>	<p>Presentation Template Safety Internet Images Computing Program Store Retrieve Save Open Digit image</p> <p>Picture Text Computer Keyboard Mouse Backspace Letters Symbols Screen Shift enter</p>



<p style="text-align: center;">Music</p>	<p><u>Animals</u> To listen to, review, and evaluate music across a range of traditions To explore pitch To learn to use their voices To create music with others</p> <p><u>Weather</u> To listen to, review, and evaluate music, including the works of the great composers To learn to sing and play a musical instrument To create music on their own and with others To explore structure, timbre, and dynamics</p>	<p><u>Performing (singing/playing):</u> To take turns in a performance with others. Sing with a sense of melody.</p> <p><u>Improvising and experimenting:</u> Make sounds in different ways, including hitting, blowing and shaking. Copy a simple rhythm by clapping or using percussion. Begin to represent sounds with drawings.</p> <p><u>Listening, developing knowledge and understanding:</u> Listen to a piece of music— identifying if it is fast or slow (tempo), happy or sad. Talk about the songs/pieces of music which they enjoy. State what they like and dislike about a piece of music.</p>	<p><u>Animals</u> Understanding pitch, and making high and low vocal sounds Relating pitch to high and low body posture Understanding pitch by singing a song with contrasting high and low melodies Identifying and playing high and low pitches in music Exploring and developing an understanding of pitch using the voice and body movements Recognising and performing pitch changes and contrasts</p> <p><u>Weather</u> Exploring and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments Improvising descriptive music Identifying a sequence of sounds (structure) in a piece of music Responding to music through movement</p> <p><u>Assessment:</u> Can you change the pitch of your voice? Can you change your posture? Can you sing a song with different melodies? Can you control the dynamics of your voice? Can you create different body percussions? Can you create sequence in a piece of music?</p>	<p>Pitch High Low Posture Singing Melodies Music Voice Body movement Performing Contrast Dynamics Volume Duration Timbre Percussion Instrument Improvise Sequence Structure Clapping</p>
<p style="text-align: center;">PE</p>	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities To perform dances using simple movement patterns.</p>	<p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Accurately shadow a partner's movements. Create simple movement patterns, showing awareness of rhythm. Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words.</p>	<p>Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required. Manage the space safely, showing good awareness of each other, mats and apparatus. Make up and perform simple movement phrases in response to simple tasks. Link and repeat basic gymnastic actions. Perform movement phrases with control and accuracy Know when their body is active and talk about the difference between tension and relaxation. Carry and place appropriate apparatus safely, with guidance. Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language Copy a partner's sequence of movement. To show their understanding</p>	<p>Action Travel Jump Roll Climb Stay still Mats Apparatus Movement Task Control Accuracy Tension Relaxation Safely</p>



			<p>To perform as an individual and as part of a group.</p> <p>Assessment: Can you compose and perform basic actions? Can you use your body to travel in different ways, showing tension and relaxation? Can you produce a short sequence of moves? Can you perform accurately and safely?</p>	
PSHE	<p>Celebrating the difference To identify similarities and differences of people in my class. To know what bullying is. To identify people who I could talk to if I was unhappy or being bullied. To know how to make new friends. To differences between me and my friends.</p>	<p>To identify some ways in which I am the same as my friends. To identify some ways in which I am different to my friends. To understand how being bullied might feel. To be kind to children who are bullied. To know how to feel to make a new friend. To understand that differences make us special and unique.</p> <p>Assessment Can you explain how you are the same as your friend? Can you explain how you are different from your friends? Do you know what makes you special and why?</p>	<p>Similarity Difference Feelings Bully Bullied Friend Unhappy Kind Helpful Unhappy Trusted Friendship Unique special</p>	
RE	<p>Christmas Story To retell and reflect on the Christmas story. To decide what gifts would be meaningful for Jesus.</p>	<p>To identify gifts that Christians may have given Jesus if He had been born here rather than Bethlehem. To identify some things I can learn from stories from religious traditions. To understand the importance of symbols in expressing beliefs.</p> <p>Assessment Can you identify the gift that were given to Jesus? Can you explain the things you have learnt from the stories?</p>	<p>Christmas story Christmas Christians Bethlehem Born Religious traditions Reflect Jesus Symbols He Gifts Candle Belonging Teachings</p>	