

Year 1

Theme	Here I am. 53o North	What do animals eat?	Who lives where?	Where do plants grow?	Castles Fortress or Home?	Transport over Time
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Genre and Key Texts	<p>Text – The Queen’s Knickers (Steve Antony) Character description of the Queen (to entertain/inform)</p> <p>Text – The Queen’s Hat (Steve Antony) Recount of Abbey Hey School Field Trip. (To entertain/to inform) ‘The Teachers Hat’</p> <p>Text – Tree: Seasons Come, Seasons Go. (Britta Teckentrup) Season description (to entertain/inform)</p> <p>Text – The Wind Blew (Pat Hutchins) Caption pictures from the story (to entertain/inform)</p> <p>Supplementary Texts: The Queen’s Handbag (Steve Antony) Percy the Parkkeeper (Season Books (Nick Butterworth) Secrets of Winter (Karen Brown) Storm (Sam Usher) Out and About: A First book of poems Shirley Hughes)</p>	<p>Text – Hook – Visit from Tina the T-Rex (6/11/19) Recount of the visit (to inform/entertain)</p> <p>Text- Carnivores (Aaron Reynolds) Description of a carnivore (to inform)</p> <p>Text – What do animals do all day? (Wendy Hunt) Write a job description for an animal (to inform)</p> <p>Text – ABC Animal Rhymes (Giles Andreae and David Wojtowycz) Write a poem about an animal (to entertain)</p> <p>Supplementary Texts: Katie and the Dinosaurs (James Mayhew) If I had a Dinosaur (Alex Barrow) Big Book of Dinosaurs (Alex Firth) I am human (Susan Verde) The Dinosaur Department Store (Lilly Murray)</p>	<p>Text – The Gingerbread Man (Miriam Latimer) Retell the story (to entertain)</p> <p>Text- The Three Little Pigs (Mara Alperin) Wanted Poster for The Big Bad Wolf (to inform)</p> <p>Text – The Big Book of Bugs (Yuval Zonner) Fact file of an animal (to inform)</p> <p>Supplementary Texts: Hansel and Gretel Rapunzel Jack and the Beanstalk Rumpelstiltskin Little Red Riding Hood The Three Little Pigs The Three Billy Goats Gruff The Twist and Hop Minibeast Bop (tony Mitten) We’re Going on a Bear Hunt Lets Discover Bugs Snail Trail (Ruth Brown) Superworm) Julia Donaldson & Axel Scheffler) Aaaarrgghh, Spider! (Lydia Monks) Willbee the Bumblebee (Craig Smith) I Took a Walk (Henry Cole)</p>	<p>Text – It Starts with a Seed (Laura Knowles and Jennie Webber) Write Instruction for planting a seed (to inform)</p> <p>Text – Plants Around the World (Learning Ladders) (Inc World Book) Class Book about plants from around the world (different continents) (to inform)</p> <p>Text – The Bad Seed (Jory John and Peter Oswald) Wanted Poster (to inform) (hook for lesson – the bad seed to come into the classroom and steal/destroy something)</p> <p>Supplementary Texts: Eddie’s Garden: and How to Make Things Grow (Sarah Garland) Oliver’s Vegetables (Vivian French and Alison Bartlett) Bonkers About Beetroot (Cath Jones & Chris Jevons) Plants (Amazing Science) (Sally Hewitt) A Seed is Sleepy (Dianna Aston & Sylvia Long)</p>	<p>Text - Jack and the Incredibly Meanstalk (Gemma Cary) Write a letter to Jack from yourself to inform him about the lonely giant (to inform/persuade)</p> <p>Text - Ratpunzel (Charlotte Guillain) Write their own ending (to entertain)</p> <p>Recount of Trip to Peveril Castle or Beeston castle</p> <p>Supplementary Texts: The Three Little Wolves and the Big Bag Pig (Eugene Trivizas) Eat Your Green Goldilocks (Steve Smallman) The Ninjabread Man (Katrine Chaman) Text – Mixed Up Fairy Tales (Hilary Robinson) The Paper Bag Princess (Robert Munsch) Castles (Colin Thompson) See Inside Castles (Katie Daynes) In the Castle (Anne Milborne)</p>	<p>Text- Emma Jane’s Aeroplane (Katie Haworth) Write a postcard from Emma Jane to her mum. (to inform)</p> <p>Text - Mrs Armitage on Wheels (Quentin Blake) Write a sequel – Mrs Armitage on Skates (to entertain)</p> <p>Explanation/instruction text for moving vehicle (DT project) (To inform)</p> <p>Supplementary Texts: Look inside Things that Go (Usborne) (Rob Llyoyd Jones)</p> <p>The Great Balloon Hullabaloo (Peer Bentley)</p> <p>Faster, Further, Higher, Deeper -Richard Brassey</p> <p>The Journey -Neil Griffiths</p> <p>Oi! Get off our Train (John Burningham) Mr Grumpy’s Motor Car (John Burningham)</p>

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	My Tree and Me (Jo Witek) Children's history of Manchester (Tracey J. Holroyd)	All about families (Felicity Brookes) Me and My Family Tree (Jo Sweeney) Grace and Family (Mary Hoffman) The Big Book of the Blue (Yuval Zonne)	Where do Animals Live? (Puzzel Books)	The Enormous Potato (Aubrey Davis) Katie and the Sunflowers (James Mayhew) Lifecycles: Seed to sunflower (de la Bedoyere)	Cats – Collins Big Cat (Maggie Freeman) Peep inside the castle (Anne Milborne) The Very Last Castle (Travis Jonker)	I am Amelia Earhart (Brad Mltzer) A Journey Through Transport A Hardback edition by Chris Oxlade
Maths	Number and Place Value – numbers to 10 Addition and Subtraction within 10	Geometry – position and direction Number and Place Value – numbers to 20 Addition and Subtraction within 20	Addition and Subtraction within 20 Geometry – Properties of Shape Measurement – Length and Height	Number and Place Value – numbers to 40 Addition and Subtraction within 40 Multiplication	Multiplication Division Fractions Number and Place Value – numbers to 100 Measurement – Time	Measurement – Money Measurement – Volume and Capacity Measurement – Mass Geometry – Position and Direction
Science	Seasonal changes observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.	Animals, including humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 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 (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Living things and their habitats explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain,	Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.	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.	

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			and identify and name different sources of food.			
Geography	<p>Here I am</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use simple fieldwork and observational skills to study the geography of their school and its grounds. Include relevant human features of local area. Use directional language. Identify daily weather patterns. 		<p>There you are</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a non-European country. Include relevant human features of European country. Identify daily weather patterns. Use world maps, atlases and globes. 	<p>Where we are</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Equip children with knowledge of diverse places and people. 		
History		<p>Family History <i>What is my Family History?</i></p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. 			<p>Castles <i>How do castles keep people safe?</i></p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. 	<p>The History of Transport <i>How has transport changed over time?</i></p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. Identify significant people and explain who they are.

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		<p><i>Today, yesterday, this year.</i> <i>20th century</i></p> <ul style="list-style-type: none"> Explain the past and the present in relation to myself. (the child and their family) 			<ul style="list-style-type: none"> Using sources (pictures) to find information about the past. Finding similarities and differences between the past and the present. 	<ul style="list-style-type: none"> Notice key differences about two objects.
Art	<p>Identity Books</p> <ul style="list-style-type: none"> Create an identity book. Children use collage materials to create a self-portrait. Finish the sentences: One day I will.... I love the sound of..... I love my.... I am..... Go on a line journey. Do lines have feelings? 			<p>Natural collage on a digitally created background.</p> <ul style="list-style-type: none"> Cut, roll and coil materials Use IT to create a picture. Ask questions about a piece of art. 	<p>Portraits in castles Vincent van Gogh</p> <ul style="list-style-type: none"> Use pencils to create lines of different thickness in drawings. Show how people feel in paintings and drawings Create mood in artwork Describe what I see and give an opinion about the work of an artist. 	
Design and Technology		<p>How do humans feed themselves?</p> <p>Cut food safely</p> <p>Choose appropriate resources and tools.</p>	<p>Bug Hotel</p> <p>Make my model stronger Use my own ideas to make something</p> <p>Explain how I want to make my product</p> <p>Make a simple plan before making</p>			<p>Moving Vehicle</p> <p>Cut materials safely, using tools provided.</p> <p>Make a product which moves.</p>
Music	<p>Weather Children use voices, movement and instruments to explore different ways that music can be used to</p>	<p>Our School Children explore sounds found in their school environment. They investigate ways to produce and record</p>	<p>Number Children develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p>Machines Children explore beat through using movement, body percussion and</p>	<p>Story Time Children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and</p>	<p>Travel Children develop their performance skills and learn songs about travel and transport from</p>

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	<p><i>describe the weather.</i></p> <ul style="list-style-type: none"> To explore and control dynamics, duration and timbre with voices, body percussion and instruments. To improvise descriptive music. To control duration and dynamics using voices, body percussion and instruments. To identify a sequence of sounds (structure) in a piece of music. To respond to music through movement. <p>Seasons Children develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games.</p> <ul style="list-style-type: none"> To identify changes in pitch and respond to them with movement. To control contrasting changes in pitch with 	<p><i>sounds, using ICT to stimulate musical ideas related to geography.</i></p> <ul style="list-style-type: none"> To explore different sound sources and materials. To analyse the dynamics and duration of sounds around the school. To replicate sounds found around school using instruments. To create two contrasting textures. To sing a song. To interpret sounds and explore instruments. To create a soundscape as part of a song performance. <p>Animals Children develop an understanding of pitch through using movement, voice and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <ul style="list-style-type: none"> To know what is pitch and be able to make high and low sounds. 	<ul style="list-style-type: none"> To recognise and develop a sense of a steady beat through using voices and body percussion. To identify and perform changes in tempo To be able to play percussion with control. To keep a steady beat using dynamics to vary the musical effect. <p>Ourselves Children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <ul style="list-style-type: none"> To be able to create and respond to vocal sounds. To explore how to change sounds To be able to create and place vocal and body percussion sounds. To explore different descriptive sounds 	<p><i>instruments. They combine a steady beat with word rhythms, and explore changes in tempo.</i></p> <ul style="list-style-type: none"> To be able to play and maintain a steady beat. To be able to sequence sounds. To be able to play at different speeds. To be able to play to a steady beat. To be able to control changes in speed (tempo). <p>Pattern Children develop an understanding of metre - groups of steady beat – through counting, body percussion and reading scores.</p> <ul style="list-style-type: none"> To make a steady beat with voices and body percussion. To count a steady beat in patterns of 2, 3 and 4 beats (metre). To perform a steady beat in patterns of 2, 3 and 4 beats (metre). To explore different ways to emphasise the first beat in a repeating pattern or metre. 	<p><i>quiet, leading to a performance.</i></p> <ul style="list-style-type: none"> To understand the terms: fast, slow, loud, quiet. To know how music can tell a story. To perform a rap with rhymic untuned percussion sound effects. To explore ways to depict descriptive sentences using percussion. To identify the events in the musical of a traditional story. To add instrumental ideas to the performance of a musical. <p>Our Bodies In this unit, the children develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion.</p> <ul style="list-style-type: none"> To perform a steady beat at two different speeds. To respond to the change in mood in a piece of music with a slow 	<p><i>around the world.</i></p> <ul style="list-style-type: none"> To be able to combine voices, movement and instruments to perform a chant and a song. To keep a steady beat using an instrument. To create word rhythms. To perform word rhythms with movement. To respond to music in movement. <p>Water Children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> <ul style="list-style-type: none"> To be able to create a picture using sound. Add actions to match a verse in a song Learn to sing the verse and chorus of a song Use voice and instruments to create descriptive water sounds To be able to follow a conductor to
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	<p>changes in dynamic.</p> <ul style="list-style-type: none"> To relate pitch changes to graphic symbols and perform pitch changes vocally. To listen and respond to pitch changes with movement. To listen and respond to a falling pitch symbol. To distinguish between pitched and un-pitched percussion sounds. To listen and respond to a piece of orchestral music. 	<ul style="list-style-type: none"> To relate pitch to high and low body posture. To develop understanding of pitch by singing songs with contrasting high and low melodies. To identify and play high and low pitches in music. To explore and develop an understanding of pitch using the voice and body movement. To recognise and perform pitch changes and contrasts. 		<ul style="list-style-type: none"> To identify metre by recognising it's pattern. To explore different ways to emphasise beats to form a group (metre). To explore sounds on instruments and find different way to vary the sound. 	<p>and fast steady beat.</p> <ul style="list-style-type: none"> To be able to identify a repeated rhythmic pattern. To identify a reoccurring rhythm pattern in a song. To combine a rhythmic pattern and a steady beat. To perform with others to a steady beat. To perform rhythm patterns using body percussion to a steady beat. To create and perform new rhythms to a steady beat. 	<p>create a sound using percussion instruments.</p> <ul style="list-style-type: none"> To conduct others varying the speed and intensity of the music. To understand musical structure by listening and responding. To play a melody extract on tuned percussion. To identify the structure of a song. To respond to a piece of music through movement. To perform a simple repeated pattern. To identify and count the repetitions of a musical idea. To compare two pieces of music to identify similarities. To listen to a song and clap the rhythm of a phrase. To follow a score to learn to play a descending pitch phrase on tuned percussion. To perform a song with tuned accompaniments and vocal sound interludes.
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Computing	Developing online safety Guidelines	Social and emotional wellbeing and developing resilience	Responsible internet use	Keeping information safe	Digital citizenship	Playing games and having fun
	We are Year 1 rule writers Creating rules that help us stay safe online	We are kind and thoughtful Understanding the impact of our behaviour on others	We are responsible internet and device users Remembering to take time out from technology	We are information protectors Understanding what is meant by personal information	We are good digital citizens Finding out what it means to be a good digital citizen	We are responsible gamers Learning how to stay safe when playing online games
	We are treasure hunters Using programmable toys	We are TV chefs Filming the steps of a recipe	We are painters Illustrating an eBook	We are collectors Finding images using the web	We are storytellers Producing a talking book	We are celebrating Creating a card digitally
RE	Christianity: What makes someone a Christian and what do they believe? Talk about how Christianity started and their main beliefs, including the 10 Commandments	Christianity: What can we learn from sacred books? The main teachings of the bible. <ul style="list-style-type: none">Recap the ten commandmentscreationmiracles	Islam What makes some places sacred? Look at the mosque and talk about why it is sacred.	Christianity and Islam: How and why do people celebrate special and sacred times? <ul style="list-style-type: none">ChristeningBirthdayWedding Are there any similarities between the 2 religions?	Christianity: What does it mean to belong to a faith community? On a general basis then look at Christianity in further detail.	Personal focus: How should we care for others and the world? Why does it matter?
PE	Gym Make my body curl, tense, stretch and relax. Control my body when travelling and relaxing.	Dance Move to music Copy dance moves Perform my own dance moves	Games Throw underarm Hit a ball with a bat	Gym Copy sequences and repeat them. Roll, curl, travel and balance in different ways.	Dance Make up a short dance Move safely in a space.	Games
PSHE						
Theme Days / Key Events	Field Study of the School	Visit from Tina the T-Rex – linked to science Christmas Diwali	Baking Gingerbread men and decorating them	Plant a seed to see the different parts of a plant grow. Parent Day – Where have they been on holiday or where did they live before they lived in Gorton? Parent Day Mother's day	Trip to Peveril Castle or Beeston castle. Father's Day	Trip on a Train to Manchester – tram and bus
Authors	The Queen's Hat (Steve Antony)	What do animals do all day? (Wendy Hunt)	he Gingerbread Man (Miriam Latimer)	It Starts with a Seed (Laura Knowles and Jennie Webber)	Jack and the Incredibly Meanstalk (Gemma Cary)	Emma Jane's Aeroplane (Katie Haworth)

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	The Queen's Knickers (Steve Antony) Tree: Seasons Come, Seasons Go. (Britta Teckentrup) The Wind Blew (Pat Hutchins)	Carnivores (Aaron Reynolds) ABC Animal Rhymes (Giles Andreae and David Wojtowycz)	The Three Little Pigs (Mara Alperin) The Big Book of Bugs (Yuval Zonner)	Plants Around the World (Learning Ladders) (Inc World Book) The Bad Seed (Jory John and Peter Oswald)	Ratpunzel (Charlotte Guillain)	Mrs Armitage on Wheels (Quentin Blake)
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