


	<h1>Year 1</h1>			
	RE	<p><b>Term 1</b></p> <p>Domestic Church Wk/c 9th September-wk/c 7th October October Judaism Wk/c 7th October-wk/c 21st October Baptism/Confirmation Wk c 28th October-18th November Advent/Christmas Wk/c 25th November-wk/c16th December</p>	<p><b>Term 2</b></p> <p>January Local Church Wk/c 7th January-wk/c 27th Eucharist Wk/c 3rd February-2nd March Lent/Easter Wk/c 9th March-wk/c 30th March</p>	<p><b>Term 3</b></p> <p>Pentecost Wk/c20th April-wk/c4th May Sikhism Wk/c 11th May-wk/c 18th May Reconciliation/Anointing of the sick Wk/c 25th May-wk/c15th May Universal Church Wk/c 22nd June-wk/c13th July</p>
Year 1	English (Core Text)	<p><b>Beegu (POR)</b></p> <p><b>Overall aims</b></p> <ul style="list-style-type: none"> <li>• To engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text</li> <li>• To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives</li> <li>• To develop creative responses</li> </ul>	<p><b>Books</b></p> <p><b>The Emperor's New Egg</b> (topic and science)</p> <p><b>Overall aims</b></p> <ul style="list-style-type: none"> <li>• To develop creative responses to a text through drama, music, dance and artwork</li> <li>• To explore and develop ideas through discussion</li> <li>• To compose and perform own poetry</li> <li>• To become familiar with the features of information texts</li> <li>• To conduct research in order to contribute a page to a class information text</li> </ul>	<p><b>Orion and the Dark by Emma Yarlett</b></p> <p><b>Overall aims</b></p> <ul style="list-style-type: none"> <li>▪ To engage children with a story with which they will empathise.</li> <li>▪ To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.</li> <li>▪ To develop creative responses to the text through play, drama, music and movement, storytelling and</li> </ul>

		<p>to the text through drama, poetry, storytelling and artwork</p> <ul style="list-style-type: none"> <li>• To write in role in order to explore and develop empathy for characters</li> </ul>	<p><b>Lila and the Secret of Rain</b></p> <p><b>Overall aims</b>          To explore, interpret and respond to a picture book          To explore narrative setting, plot and characters          To broaden understanding and use of well-chosen vocabulary          To sequence events to retell a narrative          To write simple non-chronological reports</p> <p><b>Additional books:</b></p> <ul style="list-style-type: none"> <li>• <i>The Most Important Gift of All</i> Conway D, Littlewood K: - <i>link with RE</i></li> <li>• <i>If You Were Me and Lived in ...Kenya: A Child's Introduction to Cultures around the World: Volume 5</i> Paperback – 24 Oct 2013 (geography landscapes)</li> </ul>	<p>artwork.</p> <ul style="list-style-type: none"> <li>▪ To compose a free verse poem.</li> <li>▪ To write in role in order to explore and develop empathy for a character.</li> <li>▪ To write with confidence for real purposes and audiences.</li> </ul> <p><b>10 Things I can do to Help my World by Melanie Walsh</b></p> <ul style="list-style-type: none"> <li>• <b>Overall aims of this teaching sequence</b></li> <li>• To write for meaning and purpose in a variety of non - narrative forms</li> <li>• To know where information can be found in non-fiction texts</li> <li>• To know that information can be retrieved from a variety of sources</li> <li>• To use talk to give explanations and opinions</li> <li>• To identify some of the features of non-fiction texts</li> <li>• To sustain relevant listening, responding to what they have heard with relevant comments and questions</li> <li>• To use vocabulary influenced by books</li> <li>• To enjoy an increasing range of</li> </ul>
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				books <ul style="list-style-type: none"> <li>To compose and perform own poetry</li> </ul>
	<b>Topic (History and Geography)</b>	<b>Toys</b> <p>Changes throughout the generations</p> <p><b>History:</b> Recognise the difference between toys of the past and toys of today. Sequence toys from today and those from previous generations in a timeline.</p> <p><b>Geography:</b> Compare toys from around the world.</p> <p>Additional books          Toys from the past Hardcover by Joanna Brundle (Author)</p> <p>Toys Around the World (Adventures in Culture) by Mary Pat Ehmann</p> <p>Toys around the world by Brundle,Joanna</p> <p>Oxford Literacy Web: Non-Fiction: Year 1 Non-Fiction Toys Pack: How to Make Toys from the Past</p>	<b>Poles Apart (Geography)</b> <p><b>Geography:</b>          Name and locate the world's continents on a map. Study of Inuit people. Understand and describe the role of a travel agent. Compare and contrast weather across the world – present ideas as a weather reporter.</p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to locate different countries, including arctic regions.</li> <li>Name and locate the world's continents.</li> <li>Explain how animals and people adapt to their environment.</li> <li>Locate the equator and explain how it affects climate.</li> <li>Use different sources of research e.g. books, pictures, photographs and the internet.</li> </ul> <p><i>Additional books</i></p> <p>The Emperor's New Egg Penguins by Emily Bone (Author) by Camilla de la Bedoyere</p> <p>ICT links -          March of the Penguins -</p>	<b>Flights</b> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Children to be able to recall information about the first ever flight and the jet era.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences.</li> <li>Ask and answer geographical questions.</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li><i>Whatever Next!</i> By Jill Murphy – .</li> <li>Read and research information about the Wright Brothers from information books for example <i>Wright Brothers</i> by Michelle Prater Burke or <i>My Brother's Flying Machine</i> by Jane Yolen</li> <li>Use world maps, atlases and globes to identify the UK as well as the countries, continents and oceans studied.</li> </ul> <p>Videos.</p> <ul style="list-style-type: none"> <li>extracts from the Disney <i>Planes</i> film</li> </ul>

		<p>What was it like in the Past?</p> <p><a href="https://www.youtube.com/watch?v=D3aFRdsH1rM">https://www.youtube.com/watch?v=D3aFRdsH1rM</a>  <a href="http://www.bbc.co.uk/education/clips/zbj8q6f">http://www.bbc.co.uk/education/clips/zbj8q6f</a>  <a href="https://www.youtube.com/watch?v=MfstYSUscBc">https://www.youtube.com/watch?v=MfstYSUscBc</a> The Greatest Wildlife Show on Earth BBC</p>		
	<p><b>Art and DT</b></p>	<p><b>Textiles - Sewing</b>          To learn and use a basic running stitch to add detail to their puppets using darling needles, thread and hessian  <b>End product:</b> each child will have produced a puppet/doll where they have used a basic running stitch to add decorative detail  <b>GD:</b> Chd to have created a pattern using a running stitch and to explore using different colours of thread</p> 	<p>Cutting skills – to use a selection of knives safely</p> <ul style="list-style-type: none"> <li>• Designing a purposeful product. for themselves, based on particular criteria.</li> <li>• Generating ideas through talking and drawing.</li> <li>• Describe and make a product.</li> <li>• Evaluating their finished product against the design criteria.</li> </ul>	<p><b>Mechanisms - Sliders and levers</b>          Make a moving illustration to illustrate a scene from one of their chosen texts which links to their topic.  <b>Cross curricular links with Art:</b>  <b>Extension:</b> children could create a sentence to explain their picture.  <b>GD:</b> Chd could create more than one mechanism to add detail to their image. (See AM for ideas)</p>
	<p><b>PSHE</b></p>	<p><b>Me and My Relationships</b>          Includes feelings/emotions/conflict resolution/friendships  <b>Valuing Difference</b></p>	<p><b>Keeping Myself Safe</b>          Includes aspects of Relationships Education  <b>Rights and Responsibilities</b>          Includes money/living in the wider</p>	<p><b>Being My Best</b>          Includes keeping healthy/Growth Mindset/goal setting/achievement  <b>Growing and Changing</b>          Includes RSE-related issues</p>

		Includes British Values focus	world/environment	
	<b>Science</b> Please place in the correct order you will be teaching.	Yr1 Everyday Materials Yr1 Seasonal Changes  <b>Resources</b> Material pack	Yr1 Seasonal changes Spring and Summer Yr1 Plants  <b>Resources</b> Seeds, soil, plant pots	Yr1 Scientists and inventors Yr1 Animals including humans
	<b>ICT</b>	Yr1 Digital Literacy Yr1 Information Technology Yr1 computer Science Yr1 safety	Yr1 Information technology Yr1 Digital Literacy Yr1 safety	Yr1 Computer Science Yr1 safety
	<b>PE</b>	Throwing and catching Dance	Gymnastics Throwing and catching	Athletics Invasion games
	<b>Spanish</b>	Number songs Describing me	Colour songs Animal songs	Classroom/instructions songs Food and drink