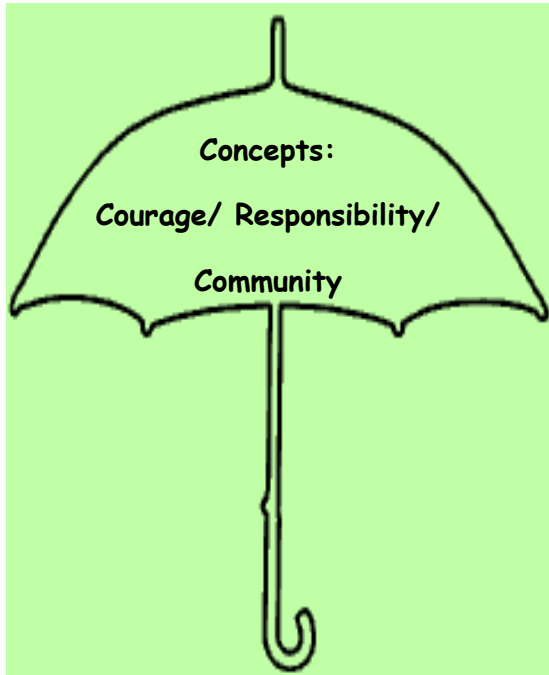


# Explore

Geography and DT focus - Local Superheroes

Enquiry question - What makes a Superhero?



**Authentic Outcome:**

Possible Visits

Stratford Discovery  
Centre

Gruffalo trail

# Discover

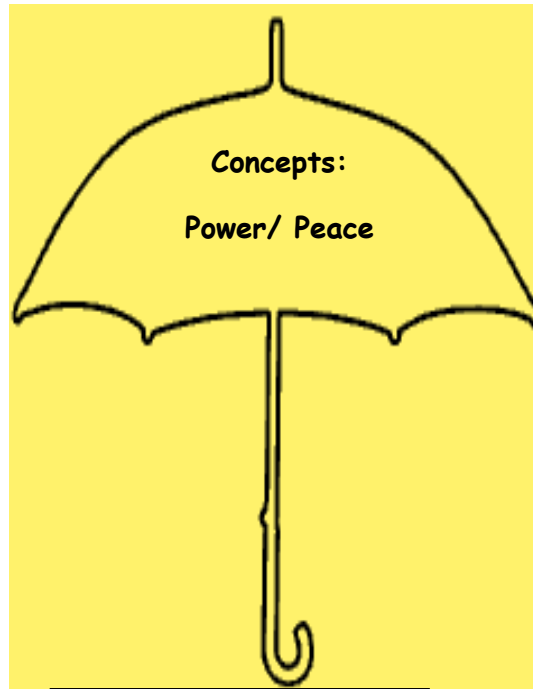
History focus

1 My family history

2 Castles

Enquiry question - Who am I?

Was it right that William the Conqueror used his  
power to become king



**Authentic Outcome:**

History off the Page  
workshop

# Create

Arts focus - African Art

Enquiry question - Is everyone an artist?



**Authentic Outcome:**

Art exhibition for  
families



William Martin CofE Schools and Nursery & St James CofE Primary School

2021-22 Year 1

Year	Autumn Term - Key Skills	Spring Term - Key Skills	Summer Term - Key Skills
Class books	The Koala Who Could Links -Courage Australia	Lost and found	Rabbit and Bear
English (Texts)	<ul style="list-style-type: none"> <li>Ten rules of Being a Superhero- Deb Pilutti</li> <li>Look Up - Nathan Bryan</li> <li>Follow the Map - Scott Ritchie</li> <li>Superheroes all Around us</li> <li>We're Going on Bear Hunt - Michael Rosen</li> <li>Gruffalo Julia Donaldson</li> <li>What the Ladybird Heard Julia Donaldson</li> <li>Snail and the Whale Julia Donaldson</li> <li>Australian themed stories and folk tales</li> <li>The Lion Inside ( courage)</li> </ul>	<ul style="list-style-type: none"> <li>The Museum of Me - Emma Lewis</li> <li>Two Kings - Emma Lewis ( links to concepts power and peace)</li> <li>Tell Me a dragon - Jackie Morris</li> <li>How to trap a dragon T4W</li> <li>Pet Dragons - MP Robinson</li> <li>Anita &amp; the Dragons -Hannah Carmona</li> <li>Raising Dragons - Jerdine Nolan</li> <li>George and the Dragon - Chris Wormwell</li> <li>George and the Dragon and the Princess - Chris Wormwell</li> <li>Zog - Julia Donaldson</li> <li>Jack and the Beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>We're Going on a Lion Hunt</li> <li>Tinga Tales / Just So Stories</li> <li>Aditi African animal stories</li> <li>Handa's Surprise - Eileen Browne</li> <li>Ghanaian Goldilocks - Dr Tamara Pizzoli</li> <li>What if - Samantha Berger</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Place Value within 10</li> <li>Addition and Subtraction within 10</li> <li>Geometry: Shape</li> <li>Place Value within 20</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction within 20</li> <li>Place Value within 50</li> <li>Measurement: Length and Height</li> <li>Measurement: Weight and Volume</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Fractions</li> <li>Geometry: Position and Direction</li> <li>Place Value to 100</li> </ul>
Science	<p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> </ul>	<p><b>Materials 6 Weeks</b></p> <p>The difference between an object and the materials it is made from</p> <ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials</li> </ul>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>The names of some common animals and know what they look like e.g. fish, amphibians, reptiles, birds and mammals</li> <li>Know and name some common carnivores, herbivores and omnivores</li> </ul>



	<ul style="list-style-type: none"> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>Changes happen to the environment during different seasons</li> <li>There are different types of weather in different seasons as well as different lengths of day which can be described &amp; compared</li> </ul>	<ul style="list-style-type: none"> <li>Describe some properties of materials</li> <li>Compare and group some materials according to their properties</li> </ul> <p><b>Plants 6 Weeks</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including tree</li> </ul>	<ul style="list-style-type: none"> <li>Identify &amp; compare the structure of some common animals e.g. fish, reptiles, amphibians, birds and mammals including pets.</li> </ul>
Geography	<p><b>Local Area</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK.</li> <li>Know the meaning of geographical vocabulary relating to some physical and human features including: forest, hill, mountain, sea, ocean, season and weather;</li> <li>Use globes and maps.</li> <li>Study the geography of the school and its grounds and the key human and physical features of its surroundings</li> </ul>		



	<p>e.g. note taking, videoing, data collection, sketches, observations</p> <ul style="list-style-type: none"> <li>• Use Google Earth to observe the local area.</li> <li>• Study aerial photographs of the school and plan perspectives to recognise landmarks</li> <li>• Study maps and aerial photographs of the local area to recognise landmarks and basic human and physical features.</li> <li>• Use aerial maps to plot routes and locate places.</li> <li>• Use directional language (Near, far, left right) to describe features on a map.</li> <li>• Devise a simple map, use and construct basic symbols in a key.</li> </ul> <p><b>Australia</b></p> <ul style="list-style-type: none"> <li>• Understand the terms 'continents' 'seas, oceans'.</li> <li>• Know there are seven continents:</li> <li>• Europe, Asia, Africa, North America, South America, Antarctica, Australia (also</li> </ul>		
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	<p>known as Australasia and Oceania</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Harlow) and of a small area in a contrasting place (Australia)</li> <li>• Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles</li> </ul>		
DT	<p><b>Textiles</b> Templates and joining techniques (superheroes)</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</li> </ul> <p><b>Mechanisms</b> Wheels and axles :</p> <ul style="list-style-type: none"> <li>• Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</li> </ul>		<p><b>Food</b> Preparing fruit and vegetables (possibly linked to Handa's Surprise)</p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• Understand where food comes from.</li> </ul>
History		<p><b>Castles / Family History</b></p> <ul style="list-style-type: none"> <li>• Sequence events and objects.</li> </ul>	



		<ul style="list-style-type: none"> <li>• Distinguish between past and present.</li> <li>• Begin to answer questions about the past from simple observation</li> <li>• Begin to communicate historical knowledge and understanding in a variety of ways, <i>e.g. orally</i></li> <li>• Using different ways to find out about the past (sources <i>e.g.</i> books, websites, and artefacts.)</li> <li>• To learn about significant people in history who have contributed to national and international achievements.</li> <li>• Use everyday terms about the passing of time, <i>e.g.</i> before, after and historical vocabulary about topics.</li> </ul>	
Music	<ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>• Know that we can create rhythms from words, our names, favourite food, colours, animals</li> <li>• Use voice expressively and creatively by speaking chants and rhymes, and singing songs</li> <li>• Listen and sing back</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and calming Meditation by Massenet</li> <li>• Tomasi - trombone concerto 3<sup>rd</sup> movement</li> <li>• Appalachian Spring - a performance</li> <li>• Listen to a rhythm and copy it back by clapping/ tapping on an instrument</li> <li>• Play untuned (see list) and tuned (chime bars) instruments musically</li> <li>• Help to create a simple melody using 1,2 or 3 notes on chime bars</li> </ul>	<p><b>Topic - Music from Mali</b></p> <ul style="list-style-type: none"> <li>• Exploring rhythm and pulse (African drums) Copy and play rhythms</li> <li>• Learn African greetings to music.</li> <li>• Song: Degu degu degu.</li> <li>• Sing Up: Kye kye kule call and response song. Playing the guiro.</li> <li>• Find the pulse in a piece of music, count it out loud 1-2-3-4, 1-2-3-4 and tap it/ play it</li> <li>• Choose a song and perform it</li> <li>• Record a performance and say how they were feeling about it</li> </ul>



	<ul style="list-style-type: none"> <li>Know that music has a steady pulse like a heartbeat</li> </ul>	<ul style="list-style-type: none"> <li>Know and recognise the sound and names of some instruments (drum, triangle, tambourine, maraca, cabasa, wood block, chime bars, African drums, guiro)</li> </ul>	
Art	<p><b>Drawing characters and settings from stories</b></p> <ul style="list-style-type: none"> <li>Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create.</li> </ul> <p><b>Aboriginal Art</b></p> <ul style="list-style-type: none"> <li>Use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect</li> </ul>	<p><b>Creating dragons and dragon worlds</b></p> <ul style="list-style-type: none"> <li>Use painting as a medium to develop and share ideas.</li> <li>Create using imagination. Develop and use a texture for effect. Incorporate known experiences or imagination</li> </ul>	<p><b>African Art in the style of Martin Bulimia Adinkra Printing onto fabric</b></p> <ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products. Use a wide range of patterns</li> </ul>
Computing	<p><b>Online Safety &amp; Exploring</b></p> <ul style="list-style-type: none"> <li>To log in safely</li> <li>To learn how to find saved work in the Online Work area and find teacher comments.</li> <li>To learn how to search Purple Mash to find resources.</li> <li>To become familiar with the icons and types of resources available in the Topics section.</li> <li>To start to add pictures and text to work. To explore the</li> </ul>	<p><b>Lego Builders</b></p> <ul style="list-style-type: none"> <li>To compare the effects of adhering strictly to instructions to completing tasks without complete instructions.</li> </ul> <p><b>Maze Explorers</b></p> <ul style="list-style-type: none"> <li>To understand the functionality of the direction keys.</li> <li>To understand how to create and debug a set of instructions (algorithm).</li> </ul>	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>To understand what coding means.</li> <li>To use design mode to set up a scene.</li> <li>To add characters.</li> <li>To use code blocks to make the character perform actions.</li> <li>To use collision detection.</li> </ul> <p><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>To know what a spreadsheet program looks like.</li> <li>How to open 2Calculate in Purple Mash.</li> </ul>



	<p>Tools and Games section of Purple Mash</p> <ul style="list-style-type: none"> <li>To learn how to open, save and print.</li> <li>To understand the importance of logging out</li> </ul> <p><b>Grouping and Sorting</b></p> <ul style="list-style-type: none"> <li>To sort items using a range of criteria.</li> <li>To sort items on the computer using the 'Grouping' activities in Purple Mash.</li> </ul> <p><b>Pictograms</b></p> <ul style="list-style-type: none"> <li>To understand that data can be represented in picture format.</li> <li>To contribute to a class pictogram.</li> <li>To use a pictogram to record the results of an experiment.</li> </ul>	<ul style="list-style-type: none"> <li>To use the additional direction keys as part of an algorithm.</li> <li>To understand how to change and extend the algorithm list.</li> <li>To create a longer algorithm for an activity.</li> <li>To set challenges for peers.</li> <li>To access peer challenges set by the teacher as 2dos</li> </ul> <p><b>Animated Storybooks</b></p> <ul style="list-style-type: none"> <li>To introduce e-books and the 2Create a Story tool.</li> <li>To add animation to a story.</li> <li>To add sound to a story, including voice recording and music the children have composed.</li> <li>To work on a more complex story, including adding backgrounds and copying and pasting pages.</li> <li>To share e-books on a class display board.</li> </ul>	<ul style="list-style-type: none"> <li>How to enter data into spreadsheet cells.</li> <li>To use 2Calculate image tools to add clipart to cells.</li> <li>To use 2Calculate control tools: lock, move cell, speak and count.</li> </ul> <p><b>Technology outside school</b></p> <ul style="list-style-type: none"> <li>To walk around the local community and find examples of where technology is used.</li> <li>To record examples of technology outside school.</li> </ul>
<p>PSHE <b>Suggested Books</b> How to grow a brain. The girl who never made mistakes. Simon</p>	<p><b>Mental Health and wellbeing / Growth mindset / Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>To recognise and name emotions Uncomfortable feelings and when to speak up</li> </ul>	<p><b>First Aid and first aid kits / Drug awareness/Healthy eating</b></p> <ul style="list-style-type: none"> <li>Have an understanding of what a burn or scold is and how they are treated.</li> <li>Know the type of things found in a First Aid Kit.</li> </ul>	<p><b>Raising Aspirations /Activity Passport / Financial Capability</b></p> <ul style="list-style-type: none"> <li>What is meant by being a hero?</li> <li>When I grow up,</li> <li>I want to be ... About spending money</li> </ul>





keeps hurting himself	<ul style="list-style-type: none"> <li>Understand that making mistakes is a vital part of learning</li> <li>Self-regulation Mindfulness The power of not yet</li> <li>The underwear rule</li> <li>What is appropriate touch?</li> <li>Good and bad secrets</li> </ul>	<ul style="list-style-type: none"> <li>Know who the people are who are allowed to give us medicines Understand what is meant by a healthy diet and begin to have an understanding of food groups</li> <li>Begin to recognise how we celebrate the specialness of the Monarchy</li> <li>Recognise that differences between people is a good thing.</li> </ul>	
RE	<ul style="list-style-type: none"> <li>What do my senses tell me about the world of religion and belief?</li> <li>Christianity and Hinduism Focus</li> </ul>	<ul style="list-style-type: none"> <li>What happens in the daily life of a religious person?</li> <li>Christianity and Hinduism Focus</li> </ul>	<ul style="list-style-type: none"> <li>What do religious people say God is like?</li> <li>Christianity and Hinduism Focus</li> <li>Islam Day</li> </ul>
PE	<p><b>Throwing and Catching</b></p> <ul style="list-style-type: none"> <li>Catch from a variety of heights and distances.</li> <li>Throw with underarm motion.</li> <li>Show awareness of other children during games.</li> <li>Improve catching with both hands.</li> <li>Recognise space during games.</li> <li>Quick fielding techniques to recover balls or beanbags.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> <li>Use movement imaginatively, responding to stimuli, including</li> </ul>	<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>Push the ball when bouncing.</li> <li>Change speed with control of the ball.</li> <li>Show awareness when in control of the ball.</li> <li>Recognise space on the pitch.</li> <li>Keep control when the ball is bouncing low and high.</li> <li>Pass and receive over short distances.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Move with some control and awareness of space</li> <li>Create a sequence using 3 or more linked actions combined with basic and intermediate balances</li> </ul>	<p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>Correct grip on hockey stick.</li> <li>Change speed with control of the ball.</li> <li>Show awareness when in control of the ball.</li> <li>Recognise space on the pitch.</li> <li>Select different ways to dribble.</li> <li>Change direction with the ball.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of speed and distance.</li> <li>Run at different speeds and durations.</li> <li>To run with coordination and control.</li> <li>Develop an awareness of distance and height when jumping.</li> </ul>



	<p>music and performing basic skills</p> <ul style="list-style-type: none"> <li>• Change rhythm, speed, level and direction of movements</li> <li>• Create and perform dances using simple movement patterns, including those from different times and cultures</li> <li>• Express and communicate ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Show contrasts on use of body and shape (such as small, tall, straight, curved)</li> <li>• Balance on different points of the body, holding a still position</li> <li>• Climb and travel safely on equipment</li> <li>• Jump in a range of different of ways, showing control and balance on landing</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to take off, land whilst demonstrating control and coordination.</li> </ul>
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