


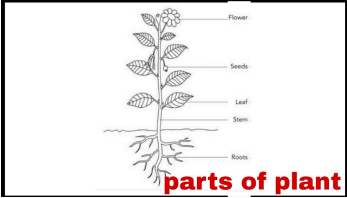


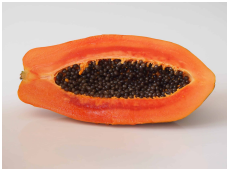


YEAR ONE 2021-2022

Here are our links to our English and Maths curriculum overviews:






[Year 1 21-22 Long Term Maths Plan](#) Maths

[Year 1 21-22 Long Term English Plan](#) English

There are many occasions when we are able to teach and embed the National Curriculum objectives through our routines and continuous provision. This attached document highlights the ways in which the staff facilitate and teach the objectives daily as we understand that learning takes place all of the time and that no learning opportunity should ever be wasted. [How we teach the NC through routines.](#)

<div>Autumn 1</div> <div>Enquiry: How do plants grow?</div>	<div>Autumn 2</div> <div>Talk for Writing: The Papaya That Spoke</div>
<div>Science</div> <div>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</div> <div>Identify and describe the basic structure of a variety of common flowering plants, including trees.</div> <div>The children will be able to then plant their seed and observe the changes as it grows into a plant.</div> <div>The children will be able to name the parts of their plant and identify a variety of common wild and garden plants, as well as deciduous and evergreen trees.</div> <div>History</div> <div>Know where the people and events they study fit within a chronological framework. Changes within living memory.</div> <div>The children will be able to explore some aerial photographs of our school grounds which highlight how it has changed over time.</div> <div>The children will be introduced to our History timelines and we will begin adding key events and people we encounter from ITMP.</div> <div>Geography</div> <div>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.)</div> <div>(use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features).</div> <div>The children will explore the new outdoor environment and identify key human and physical features within the school grounds, whilst identifying our trees on site.</div> <div>The children will use maps and aerial photographs to support their explorations.</div> <div>RE</div> <div>How do people decide what’s right and wrong?</div> <div>(Christianity, Judaism, Hinduism and a touch of Humanism).</div> <div>Harvest</div> <div>PE</div> <div>Perform dances using simple movement patterns.</div> <div>Dance</div> <div>Fundamentals</div> <div>ICT</div> <div>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</div> <div>We are Treasure Hunters. The children will learn basic programming ideas through experimenting and solving problems with simple, programmable robots, such as the Bee-Bot</div> <div>Solving problems using programmable toys.</div> <div>Art & Design</div> <div>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</div> <div>The children will be able to make a number of observational drawings of our school’s natural environment and what grows on site.</div> <div>The children will draw their first self portrait.</div> <div>Drawing from the Suffolk Art Scheme.</div> <div>Children will do their first self portrait for display.</div> <div>Design & Technology</div> <div>Select from and use a range of tools and equipment to perform practical tasks.</div> <div>select from and use a wide range of materials and components.</div> <div>The children will be introduced to Orchard Room and its Junk modelling, construction resources, textiles and home corner equipment. This is alongside the children becoming familiar with our own D&T resources in class.</div> <div>RSE</div> <div>Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</div> <div>‘My Feelings’. The children will discuss their feelings post the summer holidays and since their move from Early Years into Key Stage One. We will spend time exploring emotions and worries and tools which can help us process and deal with these.</div> <div>PSHE</div> <div>New beginnings: The children will spend time talking about their transitions from reception into year one and what happened over the Summer holidays.</div> <div>Special people in their lives: Children will talk about special people in their lives, how to be a good friend & how to keep themselves safe.</div> <div>Music</div> <div>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</div> <div>‘Hey you!’. The children will be able to create their own raps and compare this to other music styles.</div> <div>The children will experience charanga sessions weekly.</div> <div></div> <div></div> <div></div>	<div>Science</div> <div>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.</div> <div>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.</div> <div>Using the story of The Gruffalo. The children will spend time learning about the different animal groups represented in ‘The Gruffalo’, as well as some others, and work to identify their characteristics and key features.</div> <div>The children will compare this to their own bodies and compare the similarities and differences of humans and animals.</div> <div>History</div> <div>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</div> <div>Remembrance day (Thursday 11th November). The children will learn about some individuals who are from our locality who fought in WW1. We will talk about how and why we commemorate this anniversary.</div> <div>Geography</div> <div>Name and locate the world’s seven continents and five oceans.</div> <div>The children learn about where the animals from ‘The Gruffalo’ story come from around the world and what their diets may be. .</div> <div>Snake- reptile</div> <div>Mouse- mammal</div> <div>Owl- bird</div> <div>Fox -mammal</div> <div>The children will think about other animal groups and where these may live, including fish and amphibians.</div> <div>RE</div> <div>Where is the religion around us? (Hinduism)</div> <div>Christmas and the Christian performance (Christianity)</div> <div>16th January - World Religion Day</div> <div>Christmas</div> <div>Diwali (Rama & Sita)</div> <div>PE</div> <div>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</div> <div>Ball skills.</div> <div>Fundamentals.</div> <div>ICT</div> <div>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</div> <div>We are TV Chefs. Filming the steps of a recipe.</div> <div>The children will produce short videos of themselves making a healthy Samosa in the style of a TV chef.</div> <div>Art & Design</div> <div>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</div> <div>The children will perform their retellings of the ‘Gruffalo’ to their friends. 3D from the Suffolk Art Scheme.</div> <div>Design & Technology</div> <div>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.</div> <div>The children will create scenes and settings for their own retellings of ‘The Gruffalo’. They will design these as well as creating props for their stories.</div> <div>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</div> <div>Cooking: for Diwali. The children will learn about some food that comes from Asia and create healthy Samosas to eat.</div> <div>RSE</div> <div>Pupils can correctly name the main parts of their bodies, including external genitalia, using specific terms.</div> <div>‘My Body’. The children will learn about the human body and compare it against other animals.</div> <div>PSHE</div> <div>Recognising feelings in self and others: Children will talk about feelings and talk about how they feel.</div> <div>Sharing feelings: Talk about how to share feelings with those around them and those who care for them.</div> <div>Respecting similarities and differences in others: Talk about those around them and what is similar and different. Celebrate these differences.</div> <div>Music</div> <div>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</div> <div>Experiment with, create, select and combine sounds using the inter-related dimensions of music. Rhythm In The Way We Walk and Banana Rap. The children will use actions in music that link to the foundations of music.</div> <div></div> <div></div> <div></div> <div></div>

YEAR ONE 2021-2022

<div>Spring 1</div> <div>Enquiry: A Trip Down Memory Lane. How have people’s lives changed within the last 100 years?</div>	<div>Spring 2</div> <div>Talk for Writing: Unicorn Non Chronological Report</div>
<div>Science</div> <div>Materials, including wood, plastic, glass, metal, water, and rock</div> <div>Describe the simple physical properties of a variety of everyday materials</div> <div>The children will be introduced to things that are different materials, and some key vocabulary which describe their properties. These will be encountered whilst exploring historical sources and items from the past.</div> <div>History</div> <div>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life).</div> <div>The children will look at how life has changed for people within the last century. The children will explore how particular items have evolved in this time, including household items, toys, schools (including West Earham Infant and Nursery School) and buildings.</div> <div>Geography</div> <div>Use basic geographical language to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop). Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</div> <div>The children will look at how the human geography of their local area has transformed within the past century.</div> <div>RE</div> <div>Active RE: The stories of the Old Testament. (Christianity)</div> <div>Holi Festival</div> <div>Chinese New Year</div> <div>PE</div> <div>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</div> <div>Gymnastics.</div> <div>Fitness.</div> <div>ICT</div> <div>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</div> <div>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</div> <div>We are Digital Artists. Creating work inspired by great artists.</div> <div>The children will be looking at how they can stay safe online and E-Safety.</div> <div>We will read ‘Chicken Clicking’ and create posters about how we protect ourselves.</div> <div>Art & Design</div> <div>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</div> <div>The children will draw their second self portrait.</div> <div>The children will create pieces of art which follow the techniques and styles of famous artists.</div> <div>Collage from the Suffolk Art Scheme.</div> <div>Design & Technology</div> <div>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</div> <div>The children will use their cooking knowledge from before, as well as their understanding of Asia, to design and prepare a stir fry to eat for Chinese New Year. The children will spend time thinking about how this meal is a part of a healthy and balanced diet.</div> <div>RSE</div> <div>(Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve arguments through negotiation).</div> <div>‘My Relationships’. The children will understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</div> <div>PSHE</div> <div>Recognising what they are good at: Children will talk about what they are good at and things they enjoy.</div> <div>Setting achievable goals: With support children will set a personal goal for themselves.</div> <div>Music</div> <div>Listen with concentration and understanding to a range of high-quality live and recorded music.</div> <div>In The Groove. The children will experience a range of different musical styles which have links to different countries and cultures from around the world, as well as different historical contexts.</div> <div></div> <div></div> <div></div>	<div>Science</div> <div>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</div> <div>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</div> <div>Children will learn about the diets of animals and compare them with other animals. They will also revisit the ‘groups’ of animals. The children will write a non chronological report about animals.</div> <div>History</div> <div>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</div> <div>The children will create a timeline of well known stories. They will be able to see visually what comes before and after key points of the story, and use chronological language whilst doing so. The children will finally use these skills to reflect on the people, places and events learnt about throughout the year.</div> <div>Geography</div> <div>Name and locate the world’s seven continents and five oceans.</div> <div>The children will be looking at where different animals come from. The children will first look at where in the world where animals come from, and then zoom out to look at the seven continents on Earth and the five Oceans that connect them.</div> <div>RE</div> <div>What do Jewish people remember at Passover? (Judaism)</div> <div>Easter</div> <div>Shrove Tuesday</div> <div>Ash Wednesday</div> <div>PE</div> <div>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</div> <div>Fitness</div> <div>ICT</div> <div>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</div> <div>We are publishers. Creating a multimedia eBook about our achievements.</div> <div>We are Publishers. Children will create their own multimedia book by using audio commentary and retrieving images from the internet.</div> <div>Art & Design</div> <div>To use a range of materials creatively to design and make products</div> <div>Painting from the Suffolk Art Scheme.</div> <div>Design & Technology</div> <div>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</div> <div>Children will make their own story board using different materials.</div> <div>RSE</div> <div>Pupils can identify and respect the differences and similarities between people).</div> <div>‘My Beliefs’. The children will spend time looking closely at what makes them unique and special, and what makes others feel that way too. We will think about how we can celebrate these differences.</div> <div>PSHE</div> <div>What keeps our body healthy: Children will talk about what is healthy/unhealthy for them.</div> <div>Hygiene routines: Children will talk about ways they can be clean and hygienic.</div> <div>Keeping safe around household products and how to ask for help if we are worried about something: Children will name harmful household products and know what to do if they are worried about them.</div> <div>Music</div> <div>Listen with concentration and understanding to a range of high-quality live and recorded music.</div> <div>Round and Round. The children will explore music from Latin America and music within film.</div> <div></div> <div></div>

YEAR ONE 2021-2022

Summer 1
Enquiry: How Have We Explored Our World And Beyond?

Science
Observe and describe weather associated with the seasons and how day length varies.
The children will learn about the seven continents of the world and also explore the weather that can be found in these environments. They will compare the weather of these different places and create a seven day weather report for a chosen location. This will include the different sunrise and sunset times.

History
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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
The children will be learning about some key individuals who explored our world and even space. These will include Felicity Aston, Amelia Airheart, Shackleton, Columbus and Armstrong. They will be looking at the similarities and differences between them, as well as learning about their achievements and why they are still celebrated and remembered today.

Geography
Name and locate the world’s seven continents and five oceans.
Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography.
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
The children will create and label their own maps, for their explorers to follow. These maps will be aerial view and contain a key and a compass. The children will explore our school’s environment whilst on treasure hunts, using directional language and compasses.

RE
How did the Universe come to be? (Christianity & Hinduism)

Ramadan

Eid

PE
Participate in team games, developing simple tactics for attacking and defending.
Team Building

ICT
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs
We are rhythmic. Creating sound patterns in Scratch Jr and GarageBand.

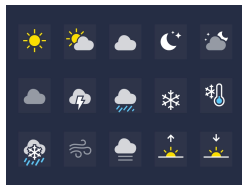
Art & Design
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
The children will draw their final self portrait.
Printing from the Suffolk Art Scheme.

Design & Technology
Design purposeful, functional, appealing products for themselves and other users based on design criteria
Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Evaluate their ideas and products against design criteria
Children will design and make their own explorers toolkit using different components (e.g telescope, compass, map).

RSE
Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others..
‘Mr Rights and Responsibilities’. The children will explore ways in which we can keep ourselves and others safe with regards to germs and our hygiene. This will include toileting, handwashing, hygiene etiquette and dental hygiene.

PSHE
Everyone is unique in some ways and the same in others: children will talk about what makes themselves and their friends unique.
Looking after our environment and being eco - friendly: Children will name ways to keep their environment safe and what it means to be ‘eco-friendly’.

Music
Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
Your Imagination. The children will listen to six different songs and learn their pulse and rhythms. They will also try to name at least two instruments they can hear in the music.



Summer 2
Talk for Writing: The Story of Bobby the Brave Knight

Science
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.
Using the Three Little Pigs story, children will explore different materials that can be used for building houses. Children will build a house for the pigs and justify why they have chosen certain materials. Children will go on a material hunt in the environment.

History
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
The children will look at different versions of traditional tales and compare their stories. They will try to answer tricky questions, including what is different, why they think it's different, have the pictures changed etc.

Geography
Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography.
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
The children will explore the environment of their new classroom and its surrounding outdoor space.
We will go on a walk to the library to get books for a picnic. The children will look at maps closely before the visit for road safety and to look out for key human and physical features.

RE
What might Christians learn from the story of Abraham? (Christianity)

PE
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
Athletics.
Sports Day

ICT
Use technology purposefully to create, organise, Store, manipulate and retrieve digital content recognise common uses of information technology beyond school
We are detectives. Using data to solve clues.

Art & Design
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Textiles- Suffolk art scheme.

Design & Technology
Design purposeful, functional, appealing products for themselves and other users based on design criteria
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Select from and build structures, exploring how they can be made stronger, stiffer and more stable
Use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Evaluate their ideas and products against design criteria
The children will create their own versions of the Three Little pigs houses. They will design for a purpose before selecting appropriate materials and building.

RSE
Pupils can identify the people who look after them, who to go to if they are worried and how to get their attention.
‘Asking for help’. The children will learn about the emergency services and what these services can do for us and our communities. They will think about jobs and the people who help us, as well as a refresher about our school staff who the children can go to. This will lead into the children’s transitions into year two.

PSHE
Growing up and moving forward: Children will begin to think about moving into year 2 and discuss feelings, worries and concerns around this as well as what they are looking forward to.

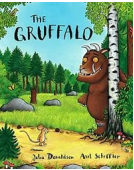




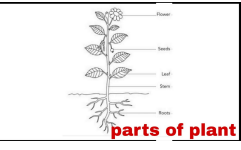


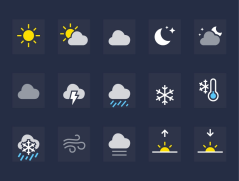
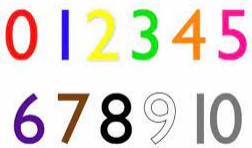

Music
Listen with concentration and understanding to a range of high-quality live and recorded music.
Reflect, Rewind and Replay. The children will listen to Western Classical Music, as well as some key music from this year. The children will work together to place the music and units they have worked through into their correct time and space.



YEAR ONE 2021-2022

NEEDS TO BE UPDATED 19.7.21

The red sentences are taken from the National Curriculum and our schemes. The black writing is what we are doing in class to meet these statements.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Enquiry: How do plants grow?</p> 	<p>Talk for Writing: The Papaya That Spoke</p> 	<p>Enquiry: A Trip Down Memory Lane. How have people's lives changed within the last 100 years?</p> 	<p>Talk for Writing: We're Going On a Bear Hunt</p> 	<p>Enquiry: How Have We Explored Our World And Beyond?</p> 	<p>Talk for Writing: The Three Little Pigs</p> 
<p>Science 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. The children will be able to then plant their seed and observe the changes as it grows into a plant. The children will be able to name the parts of their plant and identify a variety of common wild and garden plants, as well as deciduous and evergreen trees.</p>   <p>parts of plant</p>	<p>Science 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. The children will spend time learning about the different animal groups represented in 'The Gruffalo', as well as some others, and work to identify their characteristics and key features. The children will compare this to their own bodies and compare the similarities and differences of humans and animals.</p>	<p>Science Materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials The children will be introduced to things that are different materials, and some key vocabulary which describe their properties. These will be encountered whilst exploring historical sources and items from the past.</p> 	<p>Science 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. Children will learn about the diets of bears and compare them with other animals. They will also revisit the 'groups' of animals.</p> 	<p>Science Observe and describe weather associated with the seasons and how day length varies. The children will learn about the seven continents of the world and also explore the weather that can be found in these environments. They will compare the weather of these different places and create a seven day weather report for a chosen location. This will include the different sunrise and sunset times.</p> 	<p>Science 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. Children will explore different materials that can be used for building houses. Children will build a house for the pigs and justify why they have chosen certain materials. Children will go on a material hunt in the environment.</p>
<p>Maths <u>Place value within 10.</u> The children will begin looking at place value, as well as addition and subtraction from the numbers 0-10.</p> 	<p>Maths <u>Addition and subtraction within 10</u> - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9. <u>Addition and subtraction within 10</u> - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs <u>Geometry: Shape</u> - Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <u>Place value within 20.</u> Recap and finish off of addition and subtraction within 10. The children will spend time looking at 2D and 3D shapes, before extending their place value learning up to the number 20.</p>	<p>Maths <u>Addition and subtraction within 20</u> - Represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero <u>Place value within 50</u> - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least The children will extend their knowledge of addition and subtraction to numbers within 20. They will extend their place value knowledge further to up to 50.</p> 	<p>Maths <u>Lengths and Height & Weight and Volume</u> - Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) The children will begin to look at capacity. The children will focus on length and height as well as weight and volume.</p>	<p>Maths <u>Multiplication and Division</u> - Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <u>Fractions</u> - Recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. The children will learn about multiplication and division. The children will begin to understand fractions. The children will look at position and direction supported by the explorers focus of this enquiry and compasses ready for focus on this in next terms maths.</p>	<p>Maths <u>Place value within 100</u> - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. <u>Money</u> - Recognise and know the value of different denominations of coins and notes <u>Time</u> - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <u>Position and Direction</u> - Describe position, direction and movement, including whole, half, quarter and three quarter turns. The children will extend their knowledge of place value to focus on 100. Children will secure their understanding of money learnt through continuous provision. The children will secure their understanding of time that they have been exploring through the time team.</p>
<p>English Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <u>Non Fiction</u>: The children will write a set of instructions on how to successfully plant a seed. <u>Fiction</u>: Each child to have a story scribed. <u>Poetry</u>: Children will be writing a poem about Harvest/innovating an existing poem.</p>	<p>English Write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it. Discuss what they have written with the teacher or other pupils. <u>Fiction</u>: The children will innovate the story of the Gruffalo and write their own version of the stories.</p>	<p>English Leave spaces between words, Join words and clauses using and Begin to punctuate using capital letters, full stops, question marks or exclamation marks Use capital letters for names of people, places, days of the week and personal pronoun 'I'. <u>Non Fiction</u>: The children will move through the half term learning new skills and punctuation to use when writing sentences to answer our history enquiry in short pieces of factual writing. <u>Fiction</u>: Create something they may find in their home in the future and write about it.</p>	<p>English Write sentences by: Sequencing sentences to form short narratives Add prefixes and suffixes: -s, -es, un-, -ing, -ed, -er, -est. <u>Fiction</u>: Children will learn about prefixes and suffixes and begin to use them in their innovative story of We're Going on a Bear Hunt. Children will rewrite their own version of the story. <u>Non Fiction</u>: Children will write some facts about bears. <u>Poetry</u>: Children will write a short pancake day poem.</p>	<p>English Read aloud their writing clearly enough to be heard by their peers and the teacher. <u>Fiction</u>: Children will revisit all skills learnt so far to write their own diary entry written from the perspective of an explorer. <u>Non - Fiction</u>: Write a 7 day weather report, including sunrise and sunset times. <u>Poetry</u>: Eid/Ramadan poem look at and analyse.</p> 	<p>English Write sentences by: Re-reading what they have written to check that it makes sense Read their writing aloud clearly enough to be heard by their peers and the teacher. <u>Fiction</u>: Children will innovate and write their own version of the Three Little Pigs story. <u>Non-Fiction</u>: The children will create a design sheet for their 3 Little Pigs house.</p>
<p>History Know where the people and events they study fit</p>					

YEAR ONE 2021-2022

within a chronological framework. Changes within living memory.

The children will be able to explore some aerial photographs of our school grounds which highlight how it has changed over time.

The children will be introduced to our History timelines and we will begin adding key events and people we encounter from ITMP.

Geography

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.) (use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features).

The children will explore the new outdoor environment and identify key human and physical features within the school grounds, whilst identifying our trees on site.

The children will use maps and aerial photographs to support their explorations.

RE

How do people decide what’s right and wrong? (Christianity, Judaism, Hinduism and a touch of Humanism).

Harvest

PE

Perform dances using simple movement patterns.

Dance

Fundamentals

ICT

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

We are Treasure Hunters. The children will learn basic programming ideas through experimenting and solving problems with simple, programmable robots, such as the Bee-Bot

Solving problems using programmable toys.

Non-Fiction: The children will create a simple recipe to follow for making Samosas.

Poetry: Children will write a fireworks night poem/ innovating an existing poem.

History

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.

Remembrance day (Thursday 11th November).

The children will learn about some individuals who are from our locality who fought in WW1.

We will talk about how and why we commemorate this anniversary.

Geography

Name and locate the world’s seven continents and five oceans.

The children learn about where the animals from ‘The Gruffalo’ story come from around the world and what their diets may be. .

Snake- reptile

Mouse- mammal

Owl- bird

Fox -mammal

The children will think about other animal groups and where these may live, including fish and amphibians.

RE

Where is the religion around us? (Hinduism)

Christmas and the Christian performance (Christianity)

16th January - World Religion Day

Christmas

Diwali (Rama & Sita)

PE

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities

Ball skills.

Fundamentals.

ICT

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Poetry: Children will write a simple, short poem using rhyming couplets about Chinese New Year.

History

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life).

The children will look at how life has changed for people within the last century. The children will explore how particular items have evolved in this time, including household items, toys, schools (including West Earlham Infant and Nursery School) and buildings.

Geography

Use basic geographical language to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop). Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

The children will look at how the human geography of their local area has transformed within the past century.



RE

Active RE: The stories of the Old Testament. (Christianity)

Holi Festival

Chinese New Year

PE

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities

Gymnastics.

Fitness.

ICT

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns

History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

The children will create a timeline of the story ‘We’re Going On A Bear Hunt’. They will be able to see visually what comes before and after key points of the story, and use chronological language whilst doing so. The children will finally use these skills to reflect on the people, places and events learnt about throughout the year.

Geography

Name and locate the world’s seven continents and five oceans.

The children will be looking at the environment from the story of ‘We’re Going On A Bear Hunt’ and learn key vocabulary to discuss these. The children will first look at where in the world bears come from, and then zoom out to look at the seven continents on Earth and the five Oceans that connect them.



RE

What do Jewish people remember at Passover? (Judaism)

Easter

Shrove Tuesday

Ash Wednesday

PE

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities

Fitness

ICT

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

We are publishers. Creating a multimedia eBook about our achievements.

We are Publishers. Children will create their own

History

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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].

The children will be learning about some key individuals who explored our world and even space. These will include Felicity Aston, Amelia Airheart, Shackleton, Columbus and Armstrong. They will be looking at the similarities and differences between them, as well as learning about their achievements and why they are still celebrated and remembered today.

Geography

Name and locate the world’s seven continents and five oceans.

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

The children will create and label their own maps, for their explorers to follow. These maps will be aerial view and contain a key and a compass.

The children will explore our school’s environment whilst on treasure hunts, using directional language and compasses.



RE

How did the Universe come to be? (Christianity & Hinduism)

Ramadan

Eid

PE

Participate in team games, developing simple tactics for attacking and defending.

Team Building

ICT

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

create and debug simple programs

We are rhythmic. Creating sound patterns in

Poetry: Children will write a reflective poem about their time in year 1.

History

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

The children will look at different versions of traditional tales and compare their stories. They will try to answer tricky questions, including what is different, why they think it’s different, have the pictures changed etc.

Geography

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

The children will explore the environment of their new classroom and its surrounding outdoor space.

We will go on a walk to the library to get books for a picnic. The children will look at maps closely before the visit for road safety and to look out for key human and physical features.

RE

What might Christians learn from the story of Abraham? (Christianity)

PE

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities



Athletics.

Sports Day

ICT

Use technology purposefully to create, organise,

YEAR ONE 2021-2022

<p>Art & Design To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>The children will be able to make a number of observational drawings of our school's natural environment and what grows on site. The children will draw their first self portrait. Drawing from the Suffolk Art Scheme. Children will do their first self portrait for display.</p> <p>Design & Technology Select from and use a range of tools and equipment to perform practical tasks. select from and use a wide range of materials and components.</p> <p>The children will be introduced to Orchard Room and its Junk modelling, construction resources, textiles and home corner equipment. This is alongside the children becoming familiar with our own D&T resources in class.</p> <p>RSE Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond. 'My Feelings'. The children will discuss their feelings post the summer holidays and since their move from Early Years into Key Stage One. We will spend time exploring emotions and worries and tools which can help us process and deal with these.</p> <p>PSHE <u>New beginnings</u>: The children will spend time talking about their transitions from reception into year one and what happened over the Summer holidays. <u>Special people in their lives</u>: Children will talk about special people in their lives, how to be a good friend & how to keep themselves safe.</p> <p>Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>We are TV Chefs. Filming the steps of a recipe. The children will produce short videos of themselves making a healthy Samosa in the style of a TV chef.</p> <p>Art & Design To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. The children will perform their retellings of the 'Gruffalo' to their friends. 3D from the Suffolk Art Scheme.</p> <p>Design & Technology Design purposeful, functional, appealing products for themselves and other users based on design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. The children will create scenes and settings for their own retellings of 'The Gruffalo'. They will design these as well as creating props for their stories. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Cooking: for Diwali. The children will learn about some food that comes from Asia and create healthy Samosas to eat.</p> <p>RSE Pupils can correctly name the main parts of their bodies, including external genitalia, using specific terms. 'My Body'. The children will learn about the human body and compare it against other animals.</p> <p>PSHE <u>Recognising feelings in self and others</u>: Children will talk about feelings and talk about how they feel. <u>Sharing feelings</u>: Talk about how to share feelings with those around them and those who care for them.</p>	<p>about content or contact on the internet or other online technologies. We are Digital Artists. Creating work inspired by great artists. The children will be looking at how they can stay safe online and E-Safety. We will read 'Chicken Clicking' and create posters about how we protect ourselves.</p>  <p>Art & Design Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. The children will draw their second self portrait. The children will create pieces of art which follow the techniques and styles of famous artists. Collage from the Suffolk Art Scheme.</p> <p>Design & Technology Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. The children will use their cooking knowledge from before, as well as their understanding of Asia, to design and prepare a stir fry to eat for Chinese New Year. The children will spend time thinking about how this meal is a part of a healthy and balanced diet.</p> <p>RSE (Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve arguments through negotiation). 'My Relationships'. The children will understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p> <p>PSHE <u>Recognising what they are good at</u>: Children will talk about what they are good at and things they enjoy. <u>Setting achievable goals</u>: With support children will set a personal goal for themselves.</p>	<p>multimedia book by using audio commentary and retrieving images from the internet.</p> <p>Art & Design To use a range of materials creatively to design and make products Painting from the Suffolk Art Scheme.</p> <p>Design & Technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing Children will make their own bear hunt story board using different materials.</p>  <p>RSE Pupils can identify and respect the differences and similarities between people). 'My Beliefs'. The children will spend time looking closely at what makes them unique and special, and what makes others feel that way too. We will think about how we can celebrate these differences.</p> <p>PSHE <u>What keeps our body healthy</u>: Children will talk about what is healthy/unhealthy for them. <u>Hygiene routines</u>: Children will talk about ways they can be clean and hygienic. <u>Keeping safe around household products and how to ask for help if we are worried about something</u>: Children will name harmful household products and know what to do if they are worried about them.</p>	<p>Scratch Jr and GarageBand.</p> <p>Art & Design To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space The children will draw their final self portrait. Printing from the Suffolk Art Scheme.</p> <p>Design & Technology Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate their ideas and products against design criteria Children will design and make their own explorers toolkit using different components (e.g telescope, compass, map).</p> <p>RSE Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.. 'Mr Rights and Responsibilities'. The children will explore ways in which we can keep ourselves and others safe with regards to germs and our hygiene. This will include toileting, handwashing, hygiene etiquette and dental hygiene.</p> <p>PSHE <u>Everyone is unique in some ways and the same in others</u>: children will talk about what makes themselves and their friends unique. <u>Looking after our environment and being eco-friendly</u>: Children will name ways to keep their environment safe and what it means to be 'eco-friendly'.</p> <p>Music</p>	<p>Store, manipulate and retrieve digital content recognise common uses of information technology beyond school We are detectives.Using data to solve clues.</p> <p>Art & Design To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Textiles- Suffolk art scheme.</p> <p>Design & Technology Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and build structures, exploring how they can be made stronger, stiffer and more stable Use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate their ideas and products against design criteria The children will create a build their own versions of the Three Little pigs houses. They will design for a purpose before selecting appropriate materials and building.</p> <p>RSE Pupils can identify the people who look after them, who to go to if they are worried and how to get their attention. 'Asking for help'. The children will learn about the emergency services and what these services can do for us and our communities. They will think about jobs and the people who help us, as well as a refresher about our school staff who the children can go to. This will lead into the children's transitions into year two.</p> <p>PSHE <u>Growing up and moving forward</u>: Children will begin to think about moving into year 2 and discuss feelings, worries and concerns around this as well as what they are looking forward to.</p>
--	--	---	--	--	--

YEAR ONE 2021-2022

<p>‘Hey you!’. The children will be able to create their own raps and compare this to other music styles.</p> <p>The children will experience charanga sessions weekly.</p>	<p><u>Respecting similarities and differences in others:</u> Talk about those around them and what is similar and different. Celebrate these differences.</p> <p>Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Rhythm In The Way We Walk and Banana Rap. The children will use actions in music that link to the foundations of music.</p>	<p>Music Listen with concentration and understanding to a range of high-quality live and recorded music. In The Groove. The children will experience a range of different musical styles which have links to different countries and cultures from around the world, as well as different historical contexts.</p>	<p>Music Listen with concentration and understanding to a range of high-quality live and recorded music. Round and Round. The children will explore music from Latin America and music within film.</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Your Imagination. The children will listen to six different songs and learn their pulse and rhythms. They will also try to name at least two instruments they can hear in the music.</p>	<p>Music Listen with concentration and understanding to a range of high-quality live and recorded music. Reflect, Rewind and Replay. The children will listen to Western Classical Music, as well as some key music from this year. The children will work together to place the music and units they have worked through into their correct time and space.</p>
---	--	--	---	---	--

Taught through routine:

Maths

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Science

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.