

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 Eng 21-22 long term 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.](#)

Autumn 1

Enquiry: How do plants grow?

Talk for Writing: Instructions to plant a seed, Harvest Poem, The Lucky Seed

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.



History

Know where the people and events they study fit 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.

Art & Design

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

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.

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.

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.

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.

PSHE

New beginnings: The children will spend time talking about their transitions from reception into year one and what happened over the Summer holidays.

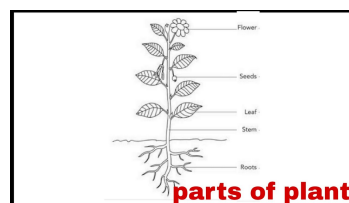
Special people in their lives: Children will talk about special people in their lives, how to be a good friend & how to keep themselves safe.

Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

'Hey you!'. The children will be able to create their own raps and compare this to other music styles.

The children will experience charanga sessions weekly.



Autumn 2

Talk for Writing: Recount of our trip to Dippy, The Papaya That Spoke, Ode to Papaya

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.

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.

The children will compare this to their own bodies and compare the similarities and differences of humans and animals.

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.

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.

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.

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.

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.

PSHE

Recognising feelings in self and others: Children will talk about feelings and talk about how they feel.

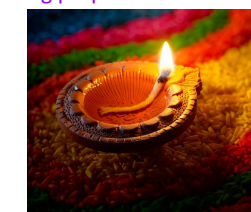
Sharing feelings: Talk about how to share feelings with those around them and those who care for them.

Respecting similarities and differences in others: Talk about those around them and what is similar and different. Celebrate these differences.






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



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	<p>children will use actions in music that link to the foundations of music.</p>
<p style="text-align: center;">Spring 1 Enquiry: A Trip Down Memory Lane. How have people's lives changed within the last 100 years? Talk for Writing: The Magic Box Poem</p>	<p style="text-align: center;">Spring 2 Talk for Writing: Unicorn Non Chronological Report, Monkey See Monkey Do.</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>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.</p> <p>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.</p> <p>RE Active RE: The stories of the Old Testament. (Christianity) <i>Holi Festival</i> <i>Chinese New Year</i></p> <p>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.</p> <p>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 about content or contact on the internet or other online technologies.</p>  <p>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 Recognising what they are good at: Children will talk about what they are good at and things they enjoy. Setting achievable goals: With support children will set a personal goal for themselves.</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>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 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.</p> <p>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 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.</p> <p>Geography Name and locate the world's seven continents and five oceans. 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.</p>  <p>RE What do Jewish people remember at Passover? (Judaism) <i>Easter</i> <i>Shrove Tuesday</i> <i>Ash Wednesday</i></p> <p>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</p> <p>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 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 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 What keeps our body healthy: Children will talk about what is healthy/unhealthy for them. Hygiene routines: Children will talk about ways they can be clean and hygienic. 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.</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> 

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Summer 1
Enquiry: How Have We Explored Our World And Beyond?
Talk For Writing: Mr Big, Diary Recount

Summer 2
Talk for Writing: Bobby the Brave Knight, Where We Live non-chronological Report.

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.

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..

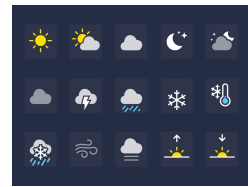
'Mr Rights and Responsibilities'. The children will explore ways in which we can keep ourselves and others safe with regards to germs and our hygiene. This will include toileting, handwashing, hygiene etiquette and dental hygiene.

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.



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



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.

