

Science –

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 and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Geography

Know their address and 4 countries of the UK and capital cities and the 3 main seas around the UK.

Know what land and sea look like on a map.

RSHE

We are all unique individuals.

We all have individual gifts, talents and abilities.

We are part of God's family

All families are important.

Vocabulary –

carnivore herbivore omnivore fish mammal bird
reptile amphibian domestic United Kingdom England
Northern Ireland Scotland Wales English Channel
Irish Sea North Sea postcode address

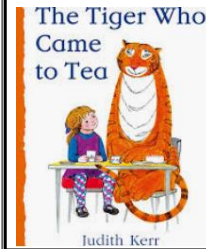
English (genres) –

Retell of story with changes

Invitation/simple letter

NCR – Animals

The Tiger Who Came to Tea



Bog Baby



Hooks –

Animal workshop in school.

Tiger's tea party.

PE - Dance - Jungle Boogie.

Perform dances using simple movement patterns

Art/DT – Henry Moore – animal sculptures.
Split pin tigers

Art: Know names of primary and secondary colours. Know how to use pencils to create lines of different thickness in drawings

Drawing habitat for Bog baby exploring different line thicknesses to decorate.

DT: Cut food safely

Make sandwiches/ fruit kebabs for Tiger Tea party.

Computing – 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.

Maths - (White Rose) – Place Value (within 10)

Addition and subtraction (within 10)

Music – 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.
Lion king music by Hans Zimmer

Science –Observe changes across the four seasons.

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

Geography

Know where the equator, north and south pole are on a globe. Know 4 points of a compass. Know features of hot and cold places. Know and recognise main weather symbols. Know which is the hottest and coldest season.

Recording of weather ongoing across the year

RSHE

That we all have different likes and dislikes

A language to describe feelings

Who to go to if they need help or are worried

History

I know Remembrance day is also known as Armistice Day
I know it marks the end of World War 1.

I know it is a day where we remember all those who served in the war.

I know we wear a poppy in honour of them.

Use words and phrases, e.g. old, new, long time ago.

Find out something about the past by talking to an older person.

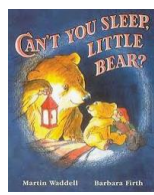
Talk, write or draw about things from the past.

Vocabulary –

Seasons Autumn Winter Spring Summer weather snow sleet hail rain dry wet windy hot cold frosty equator compass North South East West North Pole South Pole globe

English (genres) – Recount of trip to woods
Character descriptions

**Can't You Sleep Little Bear
Lost and Found**



Hooks –
Bear cave in class with lanterns.
Nature walk – seasonal changes

P.E – Master basic movements through gymnastics

A – Agility

B – Balance

C – Co-ordination

Art/DT –Floating and sinking. Making a boat for the penguin.
Art: Chalk bear landscapes
DT: Make a boat for penguin
Use own ideas to design something and describe how their own idea works

Design a product which moves (Sail on a boat)
Explain to someone else how they made their product and make a simple plan before making
Use own ideas to make something
Make a product which moves
Choose appropriate resources and tools
Describe how something works
Explain what works well and not so well in the model they have made

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

Maths (White Rose) –
Shape
Place Value (within 20)

Music –Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
Charanga – Polar bear song

Science –Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

History – Compare aspects of life in different periods (Florence Nightingale and Mary Seacole and a present day nurse)

I know who Florence Nightingale was and about her life.

I know what Florence Nightingale did when she went to Scutari.

I know who Mary Seacole was and what she did. I can say how nursing has changed since their days.

Use phrases and words, e.g. old, new, a long time ago.

Recognise the difference between past and present in their own lives.

Begin to suggest why somethings are different.

Discuss different ways the past is represented.

Tell stories about the past.

Talk, write or draw about things from the past.

RSHE

The names of external parts of the body

The similarities and differences between girls and boys

How to maintain personal hygiene

What constitutes a healthy lifestyle including physical activity, dental health and healthy eating

Geography

Reinforce map skills.

Locate where Florence Nightingale was born.

Vocabulary –

human body head shoulders knees toes hands arms legs feet
fingers eyes ears mouth nose sight hearing touch taste smell
Florence Nightingale nurse war hospital Victorian modern past
soldier lantern

English (genres) –
Simple Diary
Fact sheet (NCR)

Nurse Clementine



Hooks –Visit from a
Nurse.

Florence Nightingale Workshop.

PE - Master basic movements

Walking, running, jumping, stopping and starting. Tig games

Gym: Y1/2 Talk about how their body feels.

Y1 Explain how to exercise safely.

Y1 Move across a space in a variety of ways.

Y1/2 Copy, explore and remember actions.

Y1/2 move with control and care and co-ordination.

Y1 Move across a space in a variety of ways.

Art/DT:Art:

Arcimboldo – body parts including 3D elements (rolled/ coiled egg hair)

Know how to show how people feel in paintings and drawings

Know how to cut, roll and coil materials – make a Florence Nightingale lantern.

Computing –create and debug simple programs.

Maths (White Rose) –
Addition (within 20)
Place Value (within 50)

Music - Perform, understand and explore how music is created, produced and communicated.

Have the opportunity to progress to the next level of excellence.

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.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Describe the simple physical properties of a variety of everyday materials

Geography

Know the key features of our local environment. Locate significant places eg Manchester and Oldham on a map of the UK. Know what a human and physical feature is.

RSHE

A basic understanding that feelings and actions are two different things

Simple strategies for managing feelings and behaviour

That choices have consequences.

Vocabulary –

material wood plastic metal water rock fabric object
city town village Manchester Oldham Uppermill
difference

English (genres) – Postcards
(description)
Retell with changes

Alien's Love Underpants



Beegu



Hooks –
Alien Spaceship
Crashed.

Science workshop to visit
school – materials

PE - Games: master basic movements

Throwing at targets underarm – Develop hand
eye co-ordination through games such as
dodgeball and athletics i.e. javelin.

Key skills covered:

Y1 Use a ball to roll, catch, hit and kick.

Art/DT

DT – Design and make a spaceship (structure for a purpose)
Use own ideas to design something and describe how their own idea works
Explain to someone else how they made their product and make a simple plan before making
Use own ideas to make something
Choose appropriate resources and tools
Describe how something works
Explain what works well and not so well in the model they have made
Make their own model stronger

Computing – Use logical reasoning to predict the behaviour of simple programs.

Maths (White Rose) –
length / height
weight / volume

Music – Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Science – Identify and describe the basic structure of a variety of common flowering plants, including trees.

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

RSHE

That there are life stages from birth to death.

We are made by God and are special

We are all children of God

About the sacrament of Baptism.

Vocabulary –

Plants Seeds plant grow soil pots warmth
light water wild Dandelion Daisy Buttercup
Clover Bramble Nettle Dog roses Ivy
Common Clematis Fuschia Heather Iris
Honeysuckle Lily Lavender Pansy Rose
Poppy courgettes
tomatoes deciduous evergreen trunk
branches leaves flower petals roots seeds
stem anchor absorb minerals water energy
germinate

English (genres) –
Instructions
Poem



**Look! Flowers by
Stephanie
Calmenson**



**The Tiny Seed by Eric
Carle**

Hooks –
Trip to the garden
Centre
Planting with family

PE - Games
Participating in team games developing simple tactics for attacking and defending.

Through football, handball, hockey and dodgeball.

Working 1:1 in attacking and defending.

Key skills covered:

Y1 Explain how to exercise safely.
Y1 Use a ball to roll, catch, hit and kick.

Art/DT – Artist focus Monet- flowers
Art: describe what can be seen and give an opinion about the work of an artist
Ask questions about a piece of art

Know how to use IT to create a picture (flowers theme)
Know how to create moods in art

Know how to create a repeating pattern in print. (nature printing eg dandelions/ Celery bases to create flowers)

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

Maths (White Rose) –
multiplication / division
fractions

Music - perform, understand and explore how music is created, produced and communicated. Have the opportunity to progress to the next level of excellence.

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.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Describe the simple physical properties of a variety of everyday materials (recap)

English (genres) – Lost poster - Dogger NCR report / Fact booklet about toys

Art/DT:
DT – Simple moving structures –sliders
Use own ideas to design something and describe how their own idea works
Design a product which moves (Sliders – toys sliding up and down to space linked to book)
Explain to someone else how they made their product and make a simple plan before making
Use own ideas to make something
Make a product which moves (sliding picture)
Choose appropriate resources and tools
Describe how something works
Explain what works well and not so well in the model they have made

Computing – Recognise common uses of information technology beyond school

**Maths - (White Rose) –
Money, time**

Music –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.
March of the Toys Victor Herbert

Vocabulary –
material hard soft flexible rigid dull
colourful shiny transparent opaque
absorbent waterproof brittle heavy light

Dogger Toys in Space



Hooks – toy box from Touchstones
Grandparents talking about toys
Portland Basin Victorian toy workshop

PE - Dance - The toy shop (linked to music)

Master basic movements

Catching – 2 handed, objects of different sizes and weights through games such as dodgeball.
Continue to work on balance.

Key skills covered:

YI Use a ball to roll, catch, hit and kick.

History –Toys

I can say what toys are like today.

I can say what toys my mum and dad played with.

I can say what toys my grandparents played with.

I can suggest why they are different.

I can suggest some ways to find out about the past.

Sequence 3 objects from distinctly different periods of time in chronological order

Recognise the difference between past and present in their own and other's lives

Begin to suggest why something might be different

Discuss different ways the past is represented

Find out something about the past by talking to an older person

Identify old/new objects in picture

Compare adults talking about their past – how reliable are their memories?

Sort objects/ pictures into old/new

RSHE

To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online

To use simple rules for resisting pressure when they feel unsafe or uncomfortable

The difference between good and bad secrets

Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation Importance of seeking and giving permission in relationships.

That there are a number of different people who can help me.

(Covered during a SAFETY WEEK)