

All Saints' CEVCP School
Year 1 Curriculum Planning

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
History	<p>Children will: Develop an excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes. Think critically about history and communicate ideas confidently. Think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.</p>					
		<p>Farming (Local Area History) -Identify changes in farming and the local area over time -Label a timeline with words, phrases i.e. past, present, older, newer</p>		<p>The Great Fire of London -Identify a key event in Britain's past that is significantly nationally -Describe a historical event -Show an understanding of the nation's history</p>		<p>Grace Darling -Look at the life of a significant individual in Britain's past who has contributed to our nation's achievements</p>
Geography	<p>Children will: Develop an excellent knowledge of where places are and what they are like. Develop an extensive base of geographical knowledge and vocabulary (ie. beach, coast, forest, mountain, river, ocean, valley, vegetation, city, town, village...) Develop geographical enquiry and the ability to apply questioning skills and the ability to reach conclusions from their findings.</p>					
	<p>Food and Farming -Use of simple fieldwork to study the geography of the school/ local area -Identify key human and physical features -Use of maps, aerial photographs</p>		<p>Katie Morag – Island Home -Use basic geographical vocabulary for key human and physical features - Identify similarities and differences</p>		<p>At the Seaside Map work. Bridlington and worldwide resorts/ - Use basic geographical vocabulary for key human and physical features - Use maps/ atlases to locate countries, oceans...</p>	

Science	Children will: Develop the ability to think independently and raise questions about working scientifically. Develop confidence and competence in planning and carrying out scientific investigations. Develop excellent scientific knowledge and understanding when solving problems, giving explanations and reporting their findings.					
	Plants and seasonal changes -Observe and Identify changes across the four seasons -Observe and describe weather associated with the seasons and how the day varies (ongoing) -Name and identify variety of common plants -Identify and describe the structure of a flowering plant	Ourselves -Identify name, draw and label the basic parts of the human body -Identify which part of the body is associated with each sense. Light: -Observe and name a variety of sources of light, including electric lights, flames, the sun -associate shadows with a light source being blocked by something.	Plants and seasonal changes -Observe and Identify changes across the four seasons - Observe and describe weather associated with the seasons and how the day varies (ongoing) - Observe and describe how seeds and bulbs grow into mature plants	Animals including humans -Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. -Identify common animals that are herbivores, carnivores and omnivores	Plants and seasonal changes -Observe and Identify changes across the four seasons -Observe and describe weather associated with the seasons and how the day varies (ongoing) -Find out how plants need water, light and a suitable temperature to grow	Uses of everyday materials -Distinguish between an object and the material from which it is made. -Identify/compare uses of a variety of everyday materials, including wood, metal, etc for everyday uses. -Compare and group together a variety of everyday materials based on their simple properties

ICT/ Computing	Children will: Develop competence in coding for a variety of practical and inventive purposes, including within other subjects. Develop the ability to connect with others safely and respectfully. Develop the ability to collect, organise and manipulate data effectively.					
	'We Are Treasure Hunters' To be able to develop a sequence of instructions that will move a programmable toy: -Give one another instructions/ create a program to move a toy -Understand input, program and output in the context of a robotic toy -Debug a program	'We Are Painters' To create a piece of electronic artwork to illustrate a traditional tale. -Use technology purposefully to create digital content -Use technology purposefully to manipulate digital content	We Are TV Chefs' To make a short film showing how to make a simple meal or recipe: -Understand that programs work by following precise instructions -Use technology purposefully to create digital content and to organise and manipulate digital content	'We Are Collectors' To create a number of presentation slides about animals organised according to rules: -Recognise common uses of information technology -Organise digital content -Understand what algorithms are (a set of specific instructions for solving a problem)	'We are storytellers' To create a talking storybook they can share with others: -Use technology purposefully to organise and retrieve digital content -Use technology respectfully -Recognise common uses of information technology beyond school	'We are celebrating' To create a digital greetings card: -Create digital content -Manipulate digital content -Use technology purposefully -Recognise common uses of information technology beyond school
Art/DT	Children will: Develop the ability to communicate fluently in visual and tactile form. Develop an impressive knowledge and understanding of other artists, craft makers and designers from a variety of cultural backgrounds. Develop the ability to select materials, processes and techniques skilfully and inventively. Develop the ability to reflect on, analyse and critically evaluate their own work and that of others.					
	DT- Mechanisms Wheels and Axels -create vehicles using levers, wheels and winding mechanisms. -Joining and cutting skills -selecting tools for a purpose	Art- Textiles – weaving, wrapping and knotting Artist: Van Gogh inspired landscapes, Starry Night -Use weaving to create a pattern Join materials using different techniques -To investigate materials	DT –Preparing vegetables -Cut, peel or grate ingredients safely and hygienically -Measure or weigh using measuring cups or electronic scales -Assemble and cook ingredients	Art- 3D. Artist: Andy Goldsworthy, Richard Long Media: Clay, natural/ found objects -use combinations of shapes, lines, textures -Use techniques such as rolling, cutting, moulding	DT- Free standing structures Create seaside themed funfairs. -Use of different materials for a purpose -Use drilling, screwing to make and strengthen products.	Art- Collage Artist: Paul Klee, Mondrian Media: papers, fabrics, natural objects -Use a combination of materials that are cut/ torn -select materials

PE	Children will: Acquire new skills and knowledge exceptionally well and develop an in depth understanding of all aspects of PE. Develop a willingness to practise skills in a wide range of different activities in small groups and in teams and to apply their skills confidently. Develop knowledge of how to improve their own and others' performance.					
	Net Games -Use the terms opponent and team mate -Develop tactics -Use rolling, hitting, bouncing and catching skills in combination	Gymnastics -Copy and remember actions -Move with some control and awareness of space -Link two or more actions to make a sequence	Gymnastics -Show contrasts (tall/ small, straight/ curved) -Travel by rolling forwards, backwards and sideways -Plan and perform sequences	Dance – Peter and the Wolf -Move with careful control and coordination -Choose movements to respond to music and words -Choose movements to communicate a mood, feeling or idea	Striking/ Fielding - Use rolling, hitting, bouncing and catching skills in combination - incorporate running, jumping and dodging -develop simple tactics for attacking and defending	Games/Athletics -To run over a given distance, conserving energy if necessary -Compete with others and aim to improve personal best performance -Use a range of throwing techniques
RE	Children will: Develop an outstanding level of religious understanding and knowledge. Develop the ability to ask highly reflective questions about religion. Develop a strong understanding of how beliefs, values, practices and ways of life within any religion cohere together.					
	Christianity Belonging	Christianity Believing	Judaism Belonging	Judaism Believing	Fairness	Reason
Philosophy	In Philosophy children will explore a variety of themes through stories. Key communication skills will be developed: - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge articulate and justify answers, arguments and opinions maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - Participate in discussions and debates - consider and evaluate different viewpoints, attending to and building on the contributions of others					
	Introducing rules and values within Philosophy Listening and responding, building on the ideas of others.	Rose Meets Mr Wintergarten -Stretching the truth/ use of reasoning/ looking on the bright side and believing others	The Very Best of Friends Friendship and feeling loved.			

PSHE	How Do I Feel? -My feelings and other people -Personal rights	People Who Help Us at School -Roles and responsibilities	Learning about money -What things do we need/ want	Technology and Me -How does technology help us -what technology do we have at home and school	The School Community -How can we make our classroom a caring environment -Thinking about ourselves and others	What Have I Achieved? -What any proud of? -What can I now do?
Music	Children will: Develop confidence in composing and performing their work. Develop good awareness and appreciation of different musical traditions and genres. Make and combine sounds using tuned and untuned instruments/ their voices.					
	Exploring sounds- Ourselves	Exploring performance- Travel	Exploring pitch- Animals	Exploring sounds- Weather	Exploring beat- Toys	Exploring sounds- Story time
World of Work Links	Visit from British Sugar – focus on use of local crop sugar beet locally and worldwide Visit from local farmer to talk about local crops People who work in school – Headteacher, secretary, teachers		Assemblies focussing on careers amongst our parents: -Doctors, plumbers, police, engineers, architects... Visit from vet (science link) Visit from a fireman (history link) Photographer session		Assemblies/visits from local businesses/ groups – equestrian, environmental charity, church	
Enrichment Visits/Days / SMSC	Whole school Maths problem Solving enrichment day Poetry Day linked to national event – focus on British poets Visit to the Pantomime (British theatre traditions/ Cross curricular theatre and traditional tales) Seed Collection and Planting (Seed To Tree Programme) Harvest celebrations Christingle Developing a sense of place – local area visit		Science Enrichment day Nepal Enrichment Day Visit to Colchester Zoo Easter celebration		Shimpling Park Farm Visit Health and Fitness Week – visits from sports coaches, healthy eating activities Minding and Mulching event (Seed To Tree Programme) Visit to All Saints’ Church	

SMSC

Within our curriculum we will promote and enhance our pupils Spiritual, Moral, Social and Cultural education by:

Spiritual development

Enabling our pupils to:

- be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and actions
- have a sense of enjoyment and fascination in learning about themselves, others and the world around them
- use their imagination and creativity in their learning
- develop a willingness to reflect on their experiences.

Moral development

Enabling our pupils to:

- recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understand the consequences of their behaviour and actions
- have an interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

Social development

Enabling our pupils to:

- use of a range of social skills in different in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- develop a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- develop an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; how pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

Enabling our pupils to:

- develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- develop an understanding and appreciation of the range of different cultures within the school and further afield as an essential element of their preparation for life in modern Britain
- develop a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



Motivation Cooperation Creativity Independence Curiosity Stickability