

Kirkby Stephen Primary School

Year 1 Curriculum



Enthuse. Explore. Enrich.



Year 1 Curriculum Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Me and My Body</p> <p>This half term we will explore what is important to keep our bodies healthy including food and exercise. We learn about our senses. We will enjoy exploring our school grounds and following directions.</p> 	<p>Our Furry Friends</p> <p>Focusing on pets we will learn about different groups of animals naming a variety of common animals including, fish, amphibians, reptiles, birds and mammals. We will find out how animals helped in the war and the importance of remembering significant events in the past.</p> 	<p>Once upon a time</p> <p>Exploring traditional tales we will dive into music, role play, writing and art. We will focus on Royalty and significant Monarchs. He will find out about the Castles in our area.</p> 	<p>A Pirates life for me</p> <p>Looking at the life of pirates we will explore the history of boats and create our own class pirate ship so we can sail the seven seas together. Ocean and Map knowledge will help us become savvy sailors.</p> 	<p>Green fingered fun</p> <p>Focusing on the importance of helping plants and other living things grow, we will immerse ourselves in the culture of green fingered fun and the importance of farming in our local area.</p> 	<p>Creepy Crawlies</p> <p>This half term we will spend lots of time in the outdoors, around school and in the local environment. to observe, explore and answer questions about animals in their habitat.</p> 

Year 1

Reading Intentions



	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.					
Understanding and correcting accuracies	To check that a text makes sense to them as they read and to self-correct.					
Comparing, Contrasting and Commenting	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.					
Words in Context and Authorial Choice	To discuss word meaning and link new meanings to those already known.					
Inference and Prediction	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.					
Poetry and Performance	To recite simple poems by heart.					

Year 1

Reading Intentions



	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
Phonics and Decoding	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.					
Common Exception Words	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>The a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our</p>					

Year 1

Writing for a Purpose



	Me and my body	Our furry friends	Once upon a time	Pirates	Green fingered fun	Creepy Crawlies
Purpose	Write to inform	Write to entertain	Write to entertain	Write to entertain	Write to inform	Write to entertain
Text Types/Text Features	Recount of a walk focusing on our senses and how it made us feel.	Descriptions through animal Poetry	Stories (including retelling) In-character role Use opportunities to read work aloud	Stories Beginning to differentiate between past and present tense.	Instructions Letter	Descriptions Poetry Use of vocabulary Acrostics
Key Skills KSPS Non Negotiable	-Finger spaces. -oral rehearsal of sentences. -Use the pronoun 'I' correctly.	-Finger spaces. -capital letters and full stops.	-Ability to read our own work. -Finger spaces. -capital letters and full stops.	-Finger spaces. -capital letters and full stops. -The use of and to join sentences. - To re-read and edit work.	-Finger spaces. -Capital letters and full stops. -Capital letters for pronouns. -Appropriate use of tenses.	-Finger spaces. -Capital letters and full stops. -Capital letters for pronouns. - To re-read and edit work.

Year 1

Writing Intentions



Writing Transcription and Spelling	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
Phonics and spelling rules	<p>To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, adding -s and -es to words (plural of nouns and the third person singular of verbs);</p> <p>adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</p> <p>adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</p> <p>spelling words with the vowel digraphs and trigraphs from phase 2. 3. 4 and 5.</p>					
Common exception words	<p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p>					
Prefixes and suffixes	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>					
Further spelling convention	<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>					

Year 1

Writing Intentions



Writing Transcription and Spelling	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
Letter Formation, Placement and Positioning	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>					

Year 1

Writing Intentions



Writing Composition	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
Planning, Writing and Editing	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>					
Purpose and Structure	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>					

Year 1

Writing Intentions



Writing: Vocabulary, Grammar and Punctuation	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
Sentence Construction and Tense	To use simple sentence structures.					
Use of phrases and clauses	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.					
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.					
Use of Terminology	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.					

Year 1

Maths Scheme of Learning, Yearly Overview



	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW	Number Addition and subtraction (within 20) VIEW			Number Place value (within 50) VIEW		Measurement Length and height VIEW		Measurement Mass and volume VIEW			
Summer term	Number Multiplication and division VIEW		Number Fractions VIEW		Geometry Position and direction VIEW	Number Place value (within 100) VIEW		Measurement Money VIEW	Measurement Time VIEW		Consolidation Activate	

Year 1

Maths Expectations



	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
Place Value: Counting	<ul style="list-style-type: none"> - 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 					
Place Value: Represent	<ul style="list-style-type: none"> - 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. - read and write numbers from 1 to 20 in numerals and words 					
Place Value: Use PV and Compare	<ul style="list-style-type: none"> - given a number, identify one more and one less 					
Addition and Subtraction: Recall, Represent and Use	<ul style="list-style-type: none"> - read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 					
Addition and Subtraction: Calculations	<ul style="list-style-type: none"> - add and subtract one-digit and two-digit numbers to 20, including zero 					
Addition and Subtraction: Solve Problems	<ul style="list-style-type: none"> - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 					

Year 1

Maths Expectations



	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
Multiplication and Division: Solve Problems	- 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.					
Fractions: Recognise and Write	<ul style="list-style-type: none"> - 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. 					
Algebra	- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.					
Measurements: Using Measures	<ul style="list-style-type: none"> - 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] and 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). 					
Measurement: Money	- recognise and know the value of different denominations of coins and notes					
Measurement: Time	<ul style="list-style-type: none"> - 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 - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 					

Year 1

Maths Expectations



	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
Geometry: 2-D Shapes	- recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]					
Geometry: 3-D Shapes	- Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].					
Geometry: Position and Direction	-describe position, direction and movement, including whole, half, quarter and three quarter turns.					

Science in Year 1

As Scientists the children will...



Me and My Body	Our Furry Friends	Once Upon a Time...	A Pirate's Life For Me	Green Fingered Fun	Creepy Crawlies
<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><i>Play senses games. Guess what from only smell?</i></p> <p><i>Making Our Body Skin Bones and Muscle Awe and Wonder Science Activity</i></p> <p>Key Vocabulary: Head, Body, Eye, Ears, Mouth, Teeth, Leg</p>	<p>Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals. <i>Set up a bird feeding station, naming and recording the different birds that visit.</i></p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <i>Explore the work of vets describe how vets look after animals. Identify and classify, by identifying the basic parts of animals' bodies.</i></p> <p>Key Vocabulary: Tail, Wing, Claw, Fin, Scales, Feathers, Fur, Beak, Paws, Hooves</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><i>Look at the different materials that have been used to build castles and Pirate ships. Design and make a boat from a chosen material, does it float?</i></p> <p><i>How many different materials can we find in the Pirates Treasure Chest. Which material is the most valuable, useful?</i></p> <p><i>Clean Pennies Awe and Wonder Science Activity</i></p> <p>Key Vocabulary: Object, Material, Wood, Plastic, Glass, Metal, Water, Rock, Brick, Paper, Fabric, Elastic, Foil, Cardboard, Rubber, Wool, Clay, Hard, Soft, Stretchy, Stiff, Bendy, Floppy, Waterproof, Absorbent, Rough, Smooth, Shiny, Dull, See- through</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. <i>Use school grounds and record number of evergreen and deciduous trees.</i></p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><i>Section out our wild flower meadow and count the different plants that we can see. Record as a graph. Grow a grass heads, cress etc. Explore a range of sensory plants. gather and record data to help in answering questions, by creating a chart showing the class's most popular sensory plants.</i></p> <p><i>Favourite herb.</i></p> <p>Key Vocabulary: Leaf, Flower, Blossom, Bud, Petal, Berry, Root, Seed, Stalk, Trunk, Branch, Stem, Bark, Fruit</p>	<p>Pupils will use the local environment throughout the year to explore and answer questions about animals in their habitat.</p> <p><i>Revise and recall knowledge from earlier in the year</i></p> <p><i>A Hotel Fit for Some Bugs Investigation Activity</i></p> <p>Key Vocabulary: Insects, Mini-beasts, Life-cycle, Habitats, Living, Non-living, Survive, Nutrients, Adapt, Grow</p> <p>ONGOING THROUGHOUT YEAR – Weather, Sunny, Rainy, Windy, Snowy, Seasons, Winter, Summer, Spring, Autumn, Sun, Sunrise, Sunset, Day length, Monsoon, Thunderstorm</p>	

Working Scientifically the children will ask simple questions (for example, 'What would happen if I didn't give a plant water?')
observing closely, using simple equipment such as a magnifying glass
identifying and classifying
using their observations and ideas to suggest answers to questions
Gather and recording data to help in answering questions

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

As Scientists the children will...



Me and My Body	Our Furry Friends	Once Upon a Time...	A Pirate's Life For Me	Green Fingered Fun	Creepy Crawlies
<p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils might work scientifically by using their observations to: Compare and contrast humans at first hand or through videos and photographs.</p>	<p>Pupils should be taught to: Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some 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, and including pets)</p>	<p>Pupils should be taught to: 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, rock, brick, paper and cardboard. 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.</p> <p>Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque and transparent.</p> <p>Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.</p>	<p>Pupils should be taught to: 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 (at least: flower, leaf, root, stem, trunk, seed, branch and petal). Pupils should use the local environment to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p>	<p>Pupils should understand how to take care of animals taken from their local environment and the need to return them safely after study.</p>	

As Scientists the children will...



Me and My Body	Our Furry Friends	Once Upon a Time...	A Pirate's Life For Me	Green Fingered Fun	Creepy Crawlies
<p>Use their senses to compare different textures, sounds and smells.</p>	<p>Find out and describe how animals look different to one another. Group together animals according to their different features. Recognise similarities between animals: Structure: head, body, way of moving, senses, body covering, tail. Animals have senses to explore the world around them and to help them to survive. Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy. Animals are alive; they move, feed, grow, use their senses and reproduce.</p>	<p>Pupils might work scientifically by: performing simple tests to explore questions, for example: ‘What is the best material to use to make a pirate ship’ Look at the different materials that have been used to build castles.</p>	<p>Pupils might work scientifically by: Observing closely, perhaps using magnifying glasses. Comparing and contrasting familiar plants. Describing how they were able to identify and group them. Drawing diagrams showing the parts of different plants including trees. Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening. Comparing and contrasting what they have found out about different plants.</p>	<p>Pupils might work scientifically by using their observations to: Compare and contrast animals at first hand or through videos and photographs. Describing how they identify and group them.</p>	

History in Year 1

As historians the children will...



Content / Skills Year Group 1

Me and My Body	Our Furry Friends	Once Upon A Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
<p><u>Historical Knowledge</u> Learn about the lives of Florence Nightingale and Mary Seacole through different sources.</p> <p><u>Chronology</u> Create a timeline of objects within living memory.</p> <p><u>Historical Enquiry and Interpretation</u> Use a range of sources (pictures, diary, websites etc.) to show people and events in the past. Ask questions related to then and now. Learn how childhood has changed (clothes we wore, toys we played with). Know the main difference between their school day and that of their grandparents.</p> <p><u>Organisation and Communication</u> Through role play, create a school from the past.</p> <p><u>Key Vocabulary</u> Scutari hospital, lamp, artefacts, Crimean war, then, now, old, new.</p>	<p><u>Historical Knowledge</u> Significant event beyond living memory: Remembrance Day, including the roles animals played during the First World War and in other roles. Learn about a significant international individual (Black History Month)</p> <p><u>Chronology</u> Use words to show the passing of time: past, present, before, after, then, now.</p> <p><u>Historical Enquiry and Interpretation</u> Collect information from videos and texts and find the similarities and differences between the roles of animals now and then.</p> <p><u>Organisation and Communication</u> Create art work for Remembrance Day.</p> <p><u>Key Vocabulary</u> Past, present, year, century, generation, sources, Remembrance Day.</p>	<p><u>Historical Knowledge</u> Learn about the lives of significant people and places in Kirkby Stephen in the past (Lady Anne Clifford, Pendragon Castle).</p> <p><u>Chronology</u> Create a timeline of monarchs with dates including other significant events within their lives.</p> <p><u>Historical Enquiry and Interpretation</u> Observe evidence (Lady Anne's statue, local castles, portraits of monarchs) to ask and answer simple questions about the past. Why do we have a statue of her in Kirkby Stephen? Why is she famous? Look at the castles in our area. What can we find out about them? Who lived in them? What do the portraits of the monarchs tell us?</p> <p><u>Organisation and Communication</u> Timeline for monarchs, role play and creating castles.</p> <p><u>Key Vocabulary</u> Monarchy, timeline, family tree, royal, past, present, heir, century.</p>	<p><u>Historical Knowledge</u> Learn about the lives of significant individuals from the past, focusing on Blackbeard and Bonnie.</p> <p><u>Chronology</u> Learn about the history of boats used until today. Compare the materials used – what is the same and what is different?</p> <p><u>Historical Enquiry and Interpretation</u> The life of a pirate: begin to identify and recount historic details from the past from different sources (e.g. pictures, stories). Respond to simple questions about the past (What do we know about pirates? What evidence has been found, and what does it tell us?).</p> <p><u>Organisation and Communication</u> Role play and music to learn about the lives of pirates.</p> <p><u>Key Vocabulary</u> Sailing ship, plank, crew, Blackbeard, Bonnie, pirate, bounty, past, history.</p>	<p><u>Historical Knowledge</u> Identify similarities and differences between periods: look at changes in farming over living memory.</p> <p><u>Chronology</u> Make a timeline of tractors and other farm implements. Order artefacts by age.</p> <p><u>Historical Enquiry and Interpretation</u> Observe and handle evidence to learn about the past: look at books and photographs of how farming has changed.</p> <p>Ask and answer simple questions about the past: invite grandparents in to talk about changes in farming over time (the way we milk cows, tractors, hay time, harvest etc.).</p> <p><u>Organisation and Communication</u> Discussion about changes in farming. Tractor timeline</p> <p><u>Key Vocabulary</u> Food miles, farming, transport, food, local, community, earliest, oldest, latest, newest, before, after.</p>	

Geography in Year 1

As geographers the children will...



Content / Skills

Year Group 1

Me and My Body	Our Furry Friends	Once Upon A Time	A Pirates Life For Me	Green Fingred Fun	Creepy Crawlies
<p><u>Human and Physical Geography</u> -Talk about their home and the town/village they live in (Human and Physical features). Including, what we like and don't like about the place we live. - Know the main differences between city, town and village.</p> <p><u>Geographical skills and Field Work</u> -Look at aerial photographs of the school. -Undertake simple field work in local area. -Know their address, including postcode.</p> <p><u>Locational knowledge</u> -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p><u>Subject Specific Vocabulary</u> Town , Countryside, Human, Physical, Address, Street, Autumn, Map, Country</p>	<p><u>Locational Knowledge</u> -Learn about animals and find out where some of our favourite animals come from.</p> <p><u>Map Skills</u> -Use world maps, atlases and globes to begin to identify where in the world some of our favourite animals come from.</p> <p><u>Place knowledge</u> - Know features of hot and cold places in the world.</p> <p><u>Human and Physical Geography</u> -Locate hot and cold places in the world. - Know which is the hottest and coldest season in the UK. - Know and recognise the main weather symbols.</p> <p><u>Subject specific vocabulary</u> Continents, camouflage, habitat, ocean, winter, globe, atlas, giraffe, African elephant, polar bear, penguin, hot, cold.</p>	<p><u>Map skills</u> -Children draw simple maps in relation to stories and traditional tales. Children to devise and use their own key.</p> <p><u>Locational knowledge</u> - Know the name and locate the four capitals of England, Wales, Scotland and northern Ireland.</p> <p><u>Subject specific vocabulary</u> Use stories to develop basic geographical vocabulary Beach Forest Hill Mountain Sea Ocean Vegetation Season and weather.</p> <p>City, town, village, factory, farm, house, office, port, harbor and shop.</p>	<p><u>Locational knowledge</u> -Know the names of the four countries that make up the UK and name the three main seas that surround the UK.</p> <p><u>Map Skills</u> -Use world maps, atlases and globes to identify the UK, its countries and continents. Use simple compass directions. -Know where the equator, North Pole and South Pole are on the globe.</p> <p><u>Geographical skills and Field Work</u> -Orienteering – use simple compass directions, NSEW and locational and directional language.</p> <p><u>Subject Specific Vocabulary</u> Indian Ocean, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, Spring , climate, compass, orienteering</p>	<p><u>Human and Physical Geography</u> -Identify seasonal and daily weather patterns. - Know and recognize the main weather symbols. -Locate hot and cold places in the world. - Know which is the hottest and coldest season in the UK.</p> <p><u>Map skills</u> -Use simple compass directions, NSEW and locational and directional language.</p> <p><u>Subject Specific Vocabulary</u> Summer, North, South, East, West, location, left, right, forwards, backwards</p>	<p><u>Geographical skills and Field Work</u> -Gathering information about mini beast habitats in the local area.</p> <p><u>Map Skills</u> -Sketching maps and using pictures to answer geographical questions. -Know which is N S E and W are on a compass.</p> <p><u>Place knowledge</u> - Know features of hot and cold places in the world. (revisit)</p> <p><u>Subject Specific Vocabulary</u> summer, habitat, urban, rural, environment, rock pool, hedgerow, seasons, north, south, east, west.</p>







Ongoing study

Identify seasonal and daily weather patterns in the UK

Art in Year 1

As artists the children will...



Me and My Body	Our Furry Friends	Once Upon a Time...	A Pirate's Life For Me	Green Fingered Fun	Creepy Crawlies
<p><u>Focus Artist:</u> Andy Warhol</p> <p>Discuss and look at the work of Andy Warhol's Pop-Art, thinking about how colours communicate different moods.</p>  <p><u>Drawing and Painting</u> To draw objects from observation and use their imagination. -Draw/paint self portraits putting features in the correct places. -Explore line using a variety of tools including pencils, pens and chalk.</p> <p><u>Printing</u> ICT print – Use programs such as 'Pop Collage' to create repeated pictures and patterns. -Look at ways to make a print with paint.</p> <p><u>3D Art</u> Use clay to make a face/self portrait.</p> <p><u>Key Vocabulary</u> self portrait, line drawing, Pop-Art, repeated pattern, unrealistic, mood, warm colours, cool colours.</p>	<p><u>Focus Artist:</u> Paul Klee- Cat Read "The Cat and the Bird" by Géraldine Elschner</p> <p><u>Exploration</u> Draw and paint pictures of their favourite pets</p> <p><u>Final Piece</u> Experiment with lines and shapes to draw a cat inspired by the work of Paul Klee. Choose colours inspired from the story illustrations and from the work of Paul Klee to paint their cats</p>  <p><u>Collage</u> Gather and sort materials (tissue/paper) to create a background for their picture.</p>  <p><u>Key Vocabulary</u> line, surrealism, straight, vertical, horizontal, diagonal, curved, collage, bright.</p>	<p><u>Focus</u> Research Portraiture through time, looking at how artists have painted Kings and Queens.</p> <p><u>Drawing</u> Design and draw own pictures of castles, monarchs, favourite story characters.</p> <p><u>Painting</u> With support, mix different primary and secondary colours and develop a vocabulary to describe these colours.</p> <p><u>Collage</u> Cut, tear and layer different materials to create texture and depth.</p>  <p>Use all of the above techniques to create our own final piece "Portrait of a Monarch" or , favourite story character.</p> <p><u>Key Vocabulary</u> design, secondary colours, tints, warm colours, cool colours, cut, arrange, design.</p>	<p><u>Drawing</u> As a group, contribute to a large drawing to show the life of a pirate including landscapes, boats, pirates and flags.</p>  <p><u>Painting</u> Experiment with different applicators to create different textures such as waves, wood and skin. The children will mix colours such as brown and skin tones.</p>  <p><u>Key Vocabulary</u> sweep, landscape, dab, materials, textures, model, 3D.</p>	<p><u>Focus Artists:</u> William Morris, Monet</p> <p><u>Drawing and Painting</u> Draw their own flower design Whole class Monet Display.</p>  <p><u>Printing</u> Use the printing technique to make a background in an impressionist style. Different techniques will be used including rolling, pressing and stamping.</p>  <p><u>Key Vocabulary</u> line drawing, size, line, textiles, fabric, decoration, apply, colour, block, objects.</p>	<p><u>Drawing</u> Add to their textile work from the previous half term and draw pictures of bugs and other animals to help them design applique.</p> <p><u>Textiles</u> Adding to their previous work, make simple applique to add detail using a simple stitch and glue.</p>  <p><u>Key Vocabulary</u> line drawing, size, line, placement, over, under, decoration, apply, set</p>

Continuous Provision- Throughout the year the children will have access to and be given the opportunity to explore art through continuous provision. A malleable station is available for the children to explore using clay and play dough to cut, sculpt and mould whilst practising health and safety skills. Other opportunities to explore art will be available including: Using chalk outside; using cotton buds to paint; creating patterns and stamps with different materials; ICT art including taking pictures, paint and other programmes and creating sculptures using tubes, paper, masking tape etc. Each opportunity will be linked appropriately to the topic we are studying.


Work of other artists- The children will be provided with the opportunity to learn from the works of famous artists, studying their technique and making links to their own work. The children will be able to: Describe the work of famous artists; begin, with support, to express an opinion about different art and, with support, use inspiration from famous artists and compare to their own work.

Design and Technology in Year 1

As designers the children will...



Content / Skills Year Group 1

Me and My Body	Our Furry Friends	Once Upon A Time	A Pirates Life For Me	Green Fingered Fun	Creepy Crawlies
<p><u>Cooking and Nutrition</u> The children will work safely and hygienically cutting different fruits to create a fruit salad. The children will understand where the food has come from and the importance of eating 5 portions of fruit or vegetables a day.</p> <p><u>Continuous Provision To Support Learning</u> Children to have the opportunity throughout the term to build and design houses, pet's beds and other pet related items.</p> <p><u>Key Vocabulary</u> Clean, portions, fruit, vegetables, build, design, purpose, hygiene, cut, safe.</p>		<p><u>Design and Making</u> Using a range of stories to inspire we will design and make a castle/pirate ship/puppet.</p> <p>The children will discuss and develop ideas by talking and drawing on own experiences of materials to select the correct components and equipment.</p> <p>The children will need to measure, mark and cut materials and components as well as select appropriate bonding and techniques.</p> <p><u>Evaluating</u> We will talk about our designs and make simple judgements of there effectiveness against the design criteria.</p> <p><u>Technical Knowledge</u> Children will be aware of important materials and components as well as evaluating and improving their designs.</p> <p><u>Continuous Provision To Support Learning</u> Continuous provision will be available throughout the term supporting the children in creating using a range of materials and resources including big blocks, Lego, malleable materials and recycled items.</p> <p><u>Key Vocabulary</u> Criteria, develop, materials, equipment, measure, mark, cut, bonding, effectiveness.</p>		<p><u>Design and Making</u> We will use the garden and outdoors to influence our designs to create a mural for the school. Looking at other murals we will discuss and design appropriate textile pieces by talking and drawing.</p> <p>We will use a range of textiles in different shapes and cut these to combine through a number of techniques.</p> <p><u>Evaluating</u> We will evaluate our final product against a simple criteria and discuss how we could improve our product including what we would do different if we made it again.</p> <p><u>Technical Knowledge</u> We will discuss the characteristics of the different materials we are using.</p> <p><u>Continuous Provision To Support Learning</u> The children will have access to many materials to design, make and evaluate bug hotels and other outdoor structures.</p> <p><u>Key Vocabulary</u> Textile, stitch, sew, material, mural, evaluate, thread, buttons, applique.</p>	

Music in Year 1

As musicians the children will...



Autumn 1: Me and My Body	Autumn 2: Our Furry Friends	Spring 1: Once Upon a Time...	Spring 2: A Pirates Life for Me	Summer 1: Green Fingred Fun	Summer 2: Creepy Crawlies
<p>Musical Spotlight: My Musical Heartbeat</p> <p>Every piece of music has a heartbeat - a musical heartbeat. In music, it is called the 'pulse' or the 'beat' of the music. When listening and singing to the music and songs in this Unit, find and keep the pulse or steady beat together. Marching, clapping or swaying in time - find a movement that helps keep the beat.</p> <p>Social Question: How Can We Make Friends When We Sing Together? Explore this question as you progress through the unit.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G</p>	<p>Musical Spotlight: Dance, Sing and Play!</p> <p>Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. Dance, sing, and play instruments with the music in this unit, exploring these sounds and how they work together.</p> <p>Social Question: How Does Music Tell Stories About the Past? Explore this question as you progress through the unit.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>KS1 - Nativity Performance</p>	<p>Musical Spotlight: Exploring Sounds</p> <p>Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.</p> <p>Social Question: How Does Music Make the World a Better Place? Explore this question as you progress through the unit.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p>Musical Spotlight: Learning to Listen</p> <p>Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?</p> <p>Social Question: How Does Music Help Us to Understand Our Neighbours? Explore this question as you progress through the unit.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p>Musical Spotlight: Having Fun with Improvisation</p> <p>Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.</p> <p>Social Question: What Songs Can We Sing to Help Us Through the Day? Explore this question as you progress through the unit.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p>Musical Spotlight: Let's Perform Together!</p> <p>Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.</p> <p>Social Question: How Does Music Teach Us About Looking After Our Planet? Explore this question as you progress through the unit.</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B</p>
<p>Music of the term: Blacklace – I am the Music Man</p>	<p>Music of the term: Elton John – Crocodile Rock</p>	<p>Music of the term: Nursery Rhymes</p>	<p>Music of the term: Sir Malcolm Arnold – Wind Chamber Music – East Winds</p>	<p>Music of the term: Leo Delibes – Flower Duet from Lakme</p>	<p>Music of the term: Vaughan Williams – A Sea Symphony</p>

PE Expectations in Year 1

As sports stars the children will...



	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirate's Life For Me	Green Fingered Fun	Creepy Crawlies
<u>Being a Sports Star</u>	<ul style="list-style-type: none"> Describe how the body feels before, during and after exercise. Carry and place equipment safely. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. Watch and describe performances. Begin to say how they could improve. 					
<u>Dance</u>	<ul style="list-style-type: none"> perform basic body actions use different parts of the body singly and in combination show some sense of dynamic, expressive and rhythmic qualities in their own dance choose appropriate movements for different dance ideas remember and repeat short dance phrases and simple dances move with control vary the way they use space describe how their lungs and heart work when dancing describe basic body actions and simple expressive and dynamic qualities of movement 					
<u>Gymnastics</u>	<ul style="list-style-type: none"> show basic control and coordination when travelling and when remaining still choose and link 'like' actions remember and repeat these actions accurately and consistently find and use space safely, with an awareness of others identify and copy the basic actions of gymnasts use words such as rolling, travelling, balancing, climbing make their body tense, relaxed, stretched and curled describe what they do in their movement phrases 					

PE Expectations in Year 1

As sports stars the children will...



	Me and My Body	Our Furry Friends	Once Upon a Time	A Pirate's Life For Me	Green Fingered Fun	Creepy Crawlies
<u>Ball Skills</u>	<ul style="list-style-type: none"> • Use hitting skills in a game. • Practise basic striking, sending and receiving. • Throw underarm and overarm. • Catch and bounce a ball. • Use rolling skills in a game. • Practise accurate throwing and consistent catching. 					
<u>Games</u>	<ul style="list-style-type: none"> • Travel with a ball in different ways. • Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. • Pass the ball to another player in a game. • Use kicking skills in a game. • Use different ways of travelling in different directions or pathways. • Run at different speeds. • Begin to use space in a game. • Begin to use the terms attacking and defending. • Use simple defensive skills such as marking a player or defending a space. • Use simple attacking skills such as dodging to get past a defender. • Follow simple rules to play games, including team games. • Use simple attacking skills such as dodging to get past a defender. • Use simple defensive skills such as marking a player or defending a space. 					
<u>Athletics</u>	<ul style="list-style-type: none"> • Can run at different speeds. • Can jump from a standing position. • Perform a variety of throws with basic control. 					

Computing in Year 1

the children will...



Content / Skills

Year Group 1

Me and My Body	Our Furry Friends	Once Upon A Time	A Pirate's Life For Me	Green Fingered Fun	Creepy Crawlies
<p><u>Computer Science</u> To explore a range of control toys and digital devices (BeeBots/microphones?/pads/laptops)</p> <p>To follow instructions to move around to complete a simple task</p>	<p><u>Computer Science</u> To record instructions simply using pictures To understand that instructions should be given clearly and in the correct order.</p> <p>To talk about what will happen when instructions are given in a sequence</p> <p><u>Digital Literacy</u> To know that we can communicate online (email/text)</p> <p><i>Email Santa</i></p> <p><i>Use 2 Simple to draw Christmas Cards</i></p>	<p><u>Information Technology</u> To use a digital device to take a picture or record their work (digital camera) <i>Children to take pictures of their model castles and annotate.</i></p> <p>Follow age-appropriate links provided by the teacher to research information <i>Research local castles</i></p> <p><u>Computer Science</u> To talk about what will happen when instructions are given in a sequence</p> <p>to navigate a Bee Bot around a course</p> <p><i>Draw own Fairy story Beebot Mat</i></p>	<p><u>Information Technology</u> To select or record a sound to add to their work. <i>Sea sounds</i></p> <p><i>With support, use sound recording tools to convey a simple message</i></p> <p><i>Modern day message in a bottle•</i></p> <p><u>Digital Literacy</u> To contribute ideas to a class email or respond to a message To conduct a keyword search online using given words</p>	<p><u>Information Technology</u> To use predefined layouts or templates for presentation. <i>Make a class power point on plants and bugs. Each child to do a page</i></p> <p>To know other uses for ICT outside of school. To discuss examples of other ICT uses. Use simple writing tools to create their own content (Word/Docs)</p>	<p><u>Information Technology</u> To be familiar with a keyboard To select images on a computer/laptop To begin to type sentences (with support using capital letters, full stops and other punctuation To create a story to combine words, pictures, sounds and animations (ppt)</p>

Online Safety:

- **Acceptable Use Policy:** teach children our safety rules (online safety overview) Internet overview: what is it? Where does it go? What is a link? What will they see once they have clicked a link? What should we NOT click on (eg ads)?
- **Discussion:** What do we use/ enjoy computers for at school/home? What is the difference between computers, iPads and other devices we might use at home?
- **Internet safety and reporting** (what do we do if we see something that makes us feel uncomfortable?)
- **Personal information** – understand that many websites ask for information that is private; understand what to reveal and what to keep secret. Screen time: what is a good amount?

Me and My Body	Our Furry Friends	Once Upon a Time...	A Pirate's Life For Me	Green Fingered Fun	Creepy Crawlies
<p>Creation story God Creation Key Question: Does God want Christians to look after the world? Religion: Christianity</p> <p>Suggested Teaching A lift the flap book – God made... under the flap is a picture and a caption/sentence. Explain to a partner what you have put where to demonstrate your understanding. Discuss the idea of stewardship: looking after something. Christians believe we can be stewards of God's world. Children to make a poster highlighting an environmental issue, and be able to say what aspect of God's creation it affects and how it could be stopped e.g. Stop using single use plastics as it ends up in the sea which God made on Day 3.</p>	<p>Christmas Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity</p> <p>Suggested Teaching Children to bring in something that is 'special' to them from home. Class to guess what the object might be and children to then unwrap, giving their reason. Would this be a good present for a baby today? Would it have been a good present for Jesus?</p>	<p>Jesus as a friend Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity</p> <p>Suggested Teaching Using stills from the story, give speech/thought bubbles to the characters? What might they be saying/thinking during that moment? Reach a point in the story and ask the children to predict what might happen next? How might Jesus act/what might he do? Consider Jesus as a friend. Remember that Christians are not saying that Jesus found it too difficult to overcome because he was God and man. But he did sometimes experience and show human emotions e.g. when his friend Lazarus died, he wept, even though he knew he could bring him back to life.</p>	<p>Easter – Palm Sunday Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity</p> <p>Suggested Teaching Hot seating a person in the crowd waiting to see Jesus arriving in Jerusalem. How does it feel? Why is he special? Sorting actual objects/symbols that are relevant/not relevant to the Easter story. Children to sort and give reasons for their choices.</p>	<p>Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism</p> <p>Suggested Teaching Set up an area of the classroom for the children to create a Shabbat but leave a basket of artefacts, some to do with Shabbat and some not. Can the children lay the table with the correct artefacts that are important for Jewish people when celebrating Shabbat? Children to make the Challah bread and share a meal with squash 'red wine' and the bread. Explain the symbols of all pieces. Thought tracking – using character of Joshua. Class to contribute ideas as if they are speaking the thoughts of Joshua, showing the conflict he may be feeling.</p>	<p>Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism</p> <p>Suggested Teaching Hang apple templates on a tree/large twig, with the children writing their hopes for the new year on one side and a forgiving action on the other. Make a Tzedakah box as a class and think of ways to show kindness.</p> <p>Optional enquiry: Does celebrating Chanukah make Jewish children feel closer to God? Make an eight night countdown calendar, children to think of a Chanukah tradition for each one.</p> <p>Suggested Teaching Make a little jar of big thanks – have an empty jar and ask the children to write something/someone they are thankful for and put in the jar. What do they think a Jewish child might write on it? Different things or mostly the same?</p>



Me and My Body	Our Furry Friends	Once Upon a Time...	A Pirate's Life For Me	Green Fingred Fun	Creepy Crawlies
<p><u>Questions to support Greater Depth</u> How do you feel about your creation? How would you like someone to treat it? Which parts of the creation story can you remember? Which is your favourite part and why? What do you think/believe happened to make the world? (ask prior to learning about the Creation story and afterwards) Does everyone have the same belief? Why do you think/believe that? How do you think God would feel about what is happening in the world today? What changes could you make to protect the environment?</p> <p><u>Christianity Key Content</u> Creation Story - environmental issues recycling/ stewardship</p>	<p><u>Questions to support Greater Depth</u> Can you think of a special gift you were given? What made it so special? Can you remember how you felt when you opened/received it? Jesus was given 3 gifts which had special meaning. What were they? Why did the kings/wise men choose those gifts? If you had to think of a gift a Christian might give baby Jesus today what might it be? What makes that gift a special one for baby Jesus?</p> <p><u>Christianity Key Content</u> Giving - care taken as to the choice of gift</p>	<p><u>Questions to support Greater Depth</u> Are you a good friend? If someone took a picture/film of you being a good friend what would they see? Can you think of a time when Jesus was a good friend? What was he doing at that time that makes you think that? Christians see Jesus as their role model. Who/what might help them to be a good friend like Jesus? Is it possible to be kind to people you don't know? Can you think of a way that a Christian might help others like Jesus helped his friends?</p> <p><u>Christianity Key Content</u> Zacchaeus - Jesus stills the storm Lazarus - friendship</p>	<p><u>Questions to support Greater Depth</u> Can you think of a special person that you might like to meet? If you were lucky enough to meet them, how would you behave/act? How would you show that person you were excited to see them? Palm Sunday is a special day for Christians. What makes it such an important day? In the Easter story there are special symbols which are important to Christians. Can you remember any of these? What were they and why are they important/special? When Jesus arrived in Jerusalem, can you think of a reason people were pleased to see him? Why do Christians believe he was such a special person? If Jesus was on Earth today, what might Christians do to welcome him?</p> <p><u>Christianity Key Content</u> Preparing for a special person The Messiah</p>	<p><u>Questions to support Greater Depth</u> Can you think of a day of the week that is important to you and give a reason why? Is there a time that you had a 'special' meal with family and friends? What was the meal/occasion and what made it so special? Were there things/objects that made it extra special? Shabbat is a special time for Jewish people. Can you think of any things they do to show it is a special time? Can you remember things that are done or said during Shabbat to show it is an important time? Have you ever had to miss anything because you had another commitment? E.g. holiday booked and missed a party? Why might Joshua decide to stay at home for Shabbat and miss a party he really wanted to go to?</p> <p><u>Judaism Key Content</u> Special day - Shabbat meal - synagogue</p>	<p><u>Questions to support Greater Depth</u> What do you think 'forgiveness' means? If you forgive someone how does it make you feel? Can you think of a time when you have forgiven someone? What was the reason? What do you think is the most important event that happens in Rosh Hashanah/Yom Kippur and explain why?</p> <p><u>Judaism Key Content</u> Forgiveness - repentance - Food and symbolism New year plans, prayer, synagogue</p> <p><u>Questions to support Greater Depth</u> What does it mean to be grateful? Can you think of someone you are grateful to and would like to thank and why? Can you think of a part of the Chanukah celebrations and why it is important to a Jewish child? During Chanukah Jewish children believe that the things they practise during this time help them feel closer to God? Can you think of one of these practices? Does anything that happens during Chanukah remind you of another celebration? If so, what and why?</p>

PSHRE in Year 1

the children will think about and explore the following questions...



Me and My Body	Our Furry Friends	Once Upon a Time...	A Pirate's Life For Me	Green Fingered Fun	Creepy Crawlies
<u>What is the same and different about us?</u>	<u>Who is special to us?</u>	<u>What helps us stay healthy?</u>	<u>What can we do with money?</u>	<u>Who helps to keep us safe?</u>	<u>How can we look after each other and the world?</u>
Relationships: Ourselves and others; similarities and differences; individuality; our bodies.	Relationships: Our selves and others; people who care for us; groups we belong to; families.	Health and wellbeing: Being healthy; hygiene; medicines; people who help us with health.	Living in the wider world: Money; making choices; needs and wants.	Health and wellbeing: Keeping safe; people who; help us	Living in the wider world: Ourselves and others; the world around us; caring for others; growing and changing.
<p>Ask the children to think about what they like and what they are good at.</p> <p>Are their answers the same? What makes them special? Talk about how their personal features and qualities are unique to them.</p> <p>How they are similar or different to others, and what they have in common.</p> <p>Use the correct names for the main parts of their bodies, including external genitalia.</p> <p>Talk about how the parts of our bodies that we cover with underwear are private.</p>	<p>Family is one of the groups we belong to, as well as school, friends, clubs.</p> <p>Talk about the different people in their family/those that love and care for them.</p> <p>Ask the children to talk about what people who are special to them do for them to make them feel loved and cared for. How families are all different but share common features. What is the same and different about them.</p> <p>Talk about family life, discuss what families do/enjoy together.</p> <p>Talk about how important it is to tell someone like their teacher if something about their family makes them feel worried or unhappy.</p>	<p>Talk about what being healthy means and who helps us to stay healthy. e.g.. Parent, dentist, doctor</p> <p>Talk about how the things we put into our bodies can affect how we feel.</p> <p>Think about medicines including vaccinations and immunisations can help people stay healthy and that some people need to take medicine everyday to stay healthy.</p> <p>Talk about why hygiene is important and how simple routines can stop germs from spreading and being passed on.</p> <p>Talk about how we take care of ourselves and keep clean.</p>	<p>Talk about what money is and that it comes in different forms.</p> <p>Think about how money is obtained, earned, won, gifted, borrowed.</p> <p>Think about how people make choices about what they do with their money, including spending and saving it .</p> <p>The difference between need and want. Talk about how we can't always have what we want.</p> <p>Think about how we can keep money safe.</p>	<p>Think about the roles in the community, who helps us keep safe.</p> <p>Think about the jobs these people do.</p> <p>How and who should we ask for help in different situations.</p> <p>The importance of asking for support and help when needed.</p> <p>How to get help if there is an accident and someone is hurt.</p> <p>How to dial 999 in an emergency.</p>	<p>Talk about how unkind behavior can affect others.</p> <p>The importance of being polite and courteous.</p> <p>How to play and work co-operatively.</p> <p>The responsibilities we share in and out of the classroom.</p> <p>How we need to look after and care for animals.</p> <p>Think about what can harm the local and global environment.</p> <p>Think about how we can care for it.</p> <p>Think about how we grow and change as we grow from young to old.</p> <p>Talk about moving to a new class.</p>

Year 1

Our Nine Standard Challenge





At the end of year one the children will...

Dexterity	Green	Know myself	Community	Food	Helping at Home	Health and Wellbeing	Enjoying the Outdoors	Global/Cultural
Button a shirt	grow a plant from seed	Write own name and date of birth - complete & correct	Clear litter from an area	use a knife and fork correctly	Hoover your bedroom	Know how to apply a plaster	Walk a mile	Visit a castle

Memories Board



Me and My Body	Our Furry Friends	Once Upon a Time...	A Pirate's Life For Me	Green Fingered Fun	Creepy Crawlies
		 <p>King Aris</p> <p>I would like to be a king when I grow up because I can make up a castle and I can have a queen and my in the end</p>			

Congratulations _____ for completing the Year One,
 Nine Standards Challenge.
 Well Done!



Dexterity	Green	Know myself	Community	Food	Helping at Home	Health and Wellbeing	Enjoying the Outdoors	Global/Cultural
Button a shirt	Grow a plant from seed	Write own name and date of birth - complete & correct	Clear litter from an area	Use a knife and fork correctly	Hoover your bedroom	Know how to apply a plaster	Walk a mile	Visit a castle