


## Curriculum Cycle One 2021/2022 Class two (Year one)

	Autumn Term		Spring Term		Summer Term	
<b>Term dates</b>	Autumn One 2.9.21-15.10.21 6 weeks 2 days	1.11.21-17.12.21 7 weeks	3.1.22-11.2.21 6 weeks	21.2.22-1.4.21 6 weeks	18.4.21-27.5.22 2.5.22-Bank Holiday 6 weeks	5.6.22-29.7.22 8 weeks
<b>Significant dates</b>	October Black History Month 6.10.21-National Poetry Day	Diwali 4.11.21 Bonfire night 5.11.21 8.11.21-13.11.21 Maths week Remembrance Day 11.11.21 15.11.21-19.11.21 Anti Bullying Week Christmas	Chinese New Year 4.2.22 <i>Tiger</i>  Shrove Tuesday 1.3.22	3.3.22 World Book Day  11-20.3.22 National Science Week  Mothering Sunday 27.3.22  Easter 17.4.22	St George's Day 23.4.22	Year One Phonics screening Father's Day-19.6.22 Gypsy, Roma and Traveller Month June Eid 9.7.22

<b>Key topic title</b> Driver subjects	<b><u>What's on my doorstep?</u></b>  <i>Science and Local Geography Driver</i>	<b><u>Why is the Xbox more fun than my grandparent's toys?</u></b>  <i>History and computing Driver</i>	<b><u>Why did Paddington travel to London? –</u></b>  <i>Science and Geography Driver</i>	<b><u>Once upon a story</u></b>	<b><u>Where the wild things are</u></b>  Rainforest and Dragon Stories  <i>Science and Geography Driver</i>	<b><u>How deep Is the sea?</u></b>  Art and History driver
<b>Wow moments</b> (visits/visitors) Real Experiences	<i>Visit to Potteric Carr Local walk</i>	<i>Author Visit Gail Jones – Sammy Robot Liz Minnion</i>	Afternoon tea with the queen	<i>Finding an egg in the allotment</i>	<i>Pupils dress up as a character</i>	<i>The Deep-Visit</i>
<b>Parental</b>	Parent Maths	Grandparents playing	<i>Structures challenge and</i>	<i>Book and buns</i>		<i>Boat making challenge</i>

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engagement	Workshops	with toys and games	<i>problem solving</i>			
<p><b>Core Text And English outcomes</b></p> 	<p style="color: red;">Superworm The Owl Babies The Owl who was afraid of the dark Oi Frog Wild</p> <ul style="list-style-type: none"> <li>sequence a story</li> <li>Retell a familiar story</li> <li>participate in discussions</li> <li>write labels and captions</li> <li>write simple sentences</li> <li>perform a poem for Harvest festival</li> </ul> <p><b>Story Time</b> sessions- Nick Sharratt Books</p>	<p style="color: red;">Y1-Toys in space Mini Gray Kipper's Toybox – Mick Inkpen Lost in The Toy Museum – David Lucas Pattan's Pumpkin Hair Love</p> <ul style="list-style-type: none"> <li>sequence events in a story</li> <li>retell stories</li> <li>write labels/captions/sentences</li> <li>collaborate on an information texts about toys</li> <li>perform a seasonal poem</li> </ul>	<p style="color: red;">Y1-The Queen's Hat The Queen's Handbag (London landmarks) (UK landmarks) Naughty Bus</p> <ul style="list-style-type: none"> <li><i>instructions</i></li> <li><i>changing the locations in the story to the local area</i></li> <li><i>writing exclamation sentences</i></li> <li><i>facts about London/The Great Fire of London</i></li> </ul>	<p style="color: red;">Y1-Jack and the Beanstalk Chicken Little Little Red Riding Hood</p> <ul style="list-style-type: none"> <li><i>Compare and contrast different versions of traditional tales</i></li> <li><i>Story maps</i></li> <li><i>Perform a rhyme</i></li> <li><i>Innovate a rhyme</i></li> <li><i>Innovate a story</i></li> </ul>	<p style="color: red;">Y1- Where the wild things are? Zog</p> <ul style="list-style-type: none"> <li><i>Descriptive writing</i></li> <li><i>Write a diary entry as 'King of the wild things'</i></li> <li><i>Information texts about rainforests</i></li> </ul>	<p style="color: red;">Y1-Sea Tiger Storm Whale</p> <ul style="list-style-type: none"> <li><i>Non-chronological reports</i></li> <li><i>Collaborate to present information and publish a non-fiction text</i></li> <li><i>Write question and exclamation sentences</i></li> <li><i>Write letters and postcards</i></li> </ul>

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Maths- Year One




Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shapes	Number: Place Value (within 20)		
Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation	
Consolidation	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	

<p>Cross Curricular Maths Projects And Magic maths Monday problem solving</p>	<p>How big is our playground? Statistics-mini beasts/ bird survey</p>	<p>Geometry-Christmas decorations and cards</p>	<p>Measurement length and height –Smartest Giant in Town Fractions-afternoon tea with the queen</p>	<p>Food recipes-measurement application Temperature-climate</p>	<p>Market gardener-plant and grow cress and herbs for resale at the summer fair-Money</p>	<p>Time and Money</p>
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<p><b>Science See Science LT plan</b>  <b>Year Two topics</b></p>	<p><b><u>Living Things and their Habitats –</u></b> -explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the</p>	<p><b><u>The Use of everyday Materials</u></b> -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -Find out how the shapes of solid objects made from</p>	<p><b><u>Animals, including humans</u></b> --notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.  • Carnivore, omnivore, herbivore</p>	<p><b><u>Living Things and their Habitats –</u></b> <i>Revisit-compare habitats – ocean</i>  <i>Revisit-Plastics /materials</i></p>
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	<p>basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>-identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (NFU resources)</p>	<p>some materials can be changed by squashing, bending, twisting and stretching.</p>	<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p><b>Plants-sowing</b></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> </div>		<div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p><b>Plants-planting outside</b></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Explore how different plants are suited to their habitats-rain forest</p> </div>	
<p><b>History (H)</b></p> 		<p><b>Significant historical events, people and places in their own locality</b></p> <p><b>Festivals – Bonfire Night, Remembrance</b></p> <p>Remembrance-William Hackett Bessie Coleman Land girls/</p> <p><b>the lives of significant individuals in the past who have contributed to</b></p>	<p><b>Events beyond living memory that are significant nationally</b></p> <p>The Great Fire of London</p> <p>-know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods</p>		<p><b>The lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p>Environmentalists: David Attenborough Chris Packham</p> <p>the lives of significant individuals in the past who</p>	<p><b>Learn about events beyond living memory that are significant nationally or globally</b></p> <p>The Titanic</p> <p>-Understand historical concepts such as continuity and change.</p> <p>-Identify similarities and differences between ways of life in different periods.</p>


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		<p><b>national and international achievements</b>          Link to anti bullying week and Black History Month          -Malala Yousafi, Rosa Parks, Ruby Bridges          Inventors- William Caxton (brought the printing press to England) and Tim Berners-Lee (founder of WWW)  <b>changes within living memory</b>          Toys and books          Technological changes around the home- artefacts          Chn's TV programmes          Set up a toy and book museum          Grandparents and parents- time line          Alexander Graham Bell          Changes at Christmas</p>	<p>-ask and answer questions, choosing and using parts of stories to show that they know and understand key features of events          Castles around the British Isles and Conisborough Castle          Castle</p> <ul style="list-style-type: none"> <li>• significant historical events, people and places in their locality</li> <li>• changes within living memory</li> <li>•</li> </ul>	<p><b>THIS MAY NEED TO CONTINUE INTO SPRING 2</b></p>	<p>have contributed to national and international achievements          -famous authors and illustrators</p>	<p>Grace Darling and The RNLI          -he lives of significant individuals in the past who have contributed to national and international achievements.</p>
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<p><b>Geography</b> (G) </p>	<p><b>A small area of the United Kingdom- Mexborough</b> Our local area, our playground, the park -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 basic geographical vocabulary for key human features: city, town, village, factory, farm, house, office, and shop -use basic geographical vocabulary to refer to key physical features - hill, canal, river, -use plan perspectives and aerial photographs to recognise landmarks and basic human and physical features</p>		<p><b>Name, locate and identify characteristics of the 4 countries and capital cities of the United and its surrounding seas</b> Focus on London-the capital city of England - -use basic geographical vocabulary to refer to key physical features -use world maps, atlases and globes to identify the UK and its countries -use plan perspectives and aerial photographs to recognise landmarks and basic human and physical features -devise a simple map; use and construct basic symbols in a key</p>	<p><b>Where does our food come from?</b> Link to PSHCE Healthy Me and Science-plants -compare climates of the Caribbean/ Mediterranean and UK -conditions needed to grow foods -journey of food and impact on the environment</p>	<p><b>A small area in a contrasting non-European country Rainforests of South America</b> -seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles -name and locate the world's 7 continents and 5 oceans</p>	<p><b>Oceans and seas around the world (inc UK)</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans</li> </ul> <p>-use world maps, atlases and globes to identify the UK and its countries... -interpret maps, globes and aerial photographs -use basic geographical vocabulary to refer to key physical features, including: sea, weather and ocean</p>
<p><b>DT</b></p>	<p><b>-Design and build a park based on Rocket</b></p>	<p><b>DT-Crafts and skills from people of the past-</b></p>	<p><b>Structures</b> <i>-investigate how to build</i></p>	<p><i>DT-recipes and food preparation</i></p>	<p><i>DT-making pop up books about The Rainforest</i></p>	<p><i>DT-building a crane to lift a wreck</i></p>

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	Park-explore simple joins and how to use equipment safely	finger bobs/ puppets/ sewing. Make a moving part robot on wheels – link to materials	<i>for height and strength</i> <i>-Bridge challenges</i>		<i>Outside area development – planters/ small world etc</i>	<i>Up cycling-creating an aquarium from recycled materials</i>
 <b>Art and Design</b>  <b>Drawing</b>	<p style="text-align: center;"><b>Painting</b></p> <p>Colour mixing paint-landscapes/ seasons colours / moods Brugel</p> <p>Link to digital photography to create landscapes of Mexborough-<b>collage</b></p> <p><b>Focus Artist -3D</b> Andy Goldsworthy - art in nature, weaving frames</p> <p><b>Printing/ Collage</b> Leaves and seeds Windows/ doors and roof tops collage</p> <p><b>3D</b> Clay mini beast tiles Making twig frames for weaving and framing</p> <p><b>Printing</b>-leaf art and printing</p>	<p style="text-align: center;"><b>Drawing</b></p> <p>Focus study of portraits- National Portrait Gallery</p> <p>Focus Artist-Andy Warhol Pop art</p> <p>Book illustrations-Old comics</p> <p style="text-align: center;"><b>Artist Study</b></p> <p>Paintings of childhood- Mary Cassatt</p> <p style="text-align: center;"><b>Collage</b></p> <p>Link to Winter and Christmas Theme</p> <p><b>3D</b> Clay tea light holders</p>	<p style="text-align: center;"><b>Pastels and charcoal</b></p> <p><i>Charcoal sketches of St Paul's Cathedral/ castles</i> <i>Compare with Paul Klee's The Castle and The Sun and create own pictures with crayons/oil pastels and watercolours</i></p>		<p style="text-align: center;"><b>Focus Artist-Henri Rousseau</b></p> <p><b>Printing</b>-large rainforest creatures printed images <b>Collage</b> of textures and papers-paper folding</p> <p><b>Textiles</b>-Rainforest creatures and canopy Large exotic flowers – sun flowers or Georgia O Keefe <b>Exotic birds</b> – collage <i>How Gaudi used nature in his architecture</i></p>	<p style="text-align: center;"><b>Painting</b></p> <p><i>water colour landscape, 3D</i> <i>creating an underwater display from plastic (collaboration), collage of a coral reef, Clay sea animals / shells-creating texture</i></p> <p><b>Seascapes</b> – Turner <i>textured watercolours and sea-storm collages different effects of texture and patterning.</i></p> <ul style="list-style-type: none"> <li>•<i>Mix colours to create a range of hues appropriate for use in paintings of the sea.</i></li> <li>•<i>Use a range of materials creatively to design and make products.</i></li> <li>•<i>Use drawing and painting to develop and share their ideas, experiences and imagination.</i></li> <li>•<i>Look carefully at paintings of sea storms by J. M. W. Turner and use these as a basis for their own work.</i></li> <li>•<i>Use the techniques of blotting and adding salt to watercolour</i></li> </ul>

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<b>Music</b> 	Hey You! 	Rhythm In The Way We Walk and Banana Rap 	In The Groove 	Round And Round 	Your Imagination 	Reflect, Rewind and Replay 
	Harvest festival	Christmas production		Easter production		
<b>P.E.</b> 	Your PE – Dance Fundamental movement skills	Ball skills gymnastics	Fundamental movement skills	Gymnastics dance	<i>Athletics Invasion games</i>	
<b>R.E.</b>  Linked to Discovery RE	<b>Christianity-What did Jesus teach?</b>  <b>NC Reference-AT1 A</b> Beliefs, teachings and sources  AT 2 F Values and commitments  <b>Key Skills-</b> retelling the creation story and exploring how this influences how Christians behave towards nature and the environment	<b>Christianity-Jesus as a gift from God</b>  <b>NC Reference-AT1 A</b> Beliefs, teachings and sources  AT 2 D identity, diversity and belonging  <b>Key Skills-</b> reflecting on the Christmas story and what gifts would be meaningful for Jesus  Visit to St John's Church-	<b>Judaism-The Passover</b>  <b>NC Reference-</b> AT1 A Beliefs, teachings and sources  AT 2 D identity, diversity and belonging  <b>Key Skills-</b> identifying when it is easy and difficult to show friendship and exploring when Jesus may have found it difficult.	<b>Christianity-Easter</b>  <b>NC Reference-AT1 A</b> Beliefs, teachings and sources  AT 1C forms of expressing meaning  AT2 E Meaning, purpose and truth  <b>Key skills –</b> learning how Jesus is special to	<b>Judaism-Prayer at home</b>  <b>NC Reference-AT1 B</b>  Practices and ways of life  AT 1C forms of expressing meaning  AT 2 D identity, diversity and belonging <b>Key Skills-</b> empathising with Jewish children; understanding what they do during Shabbat and why it is important to them; understanding what it feels like to take part in Chanukkah activities	



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					Christians and how his welcome on Palm Sunday shows this		
 <p><b>Computing</b></p>	Y1	<p><u>Computing systems and networks –Technology around us</u> As this is a Year 1 unit, no prior knowledge is assumed.</p> <p>This unit progresses students' knowledge and understanding of technology and how they interact with it in school. Learners will build their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse.</p>	<p><u>Creating media – Digital painting</u> Learners should be familiar with:</p> <ul style="list-style-type: none"> <li>• How to switch their device on</li> <li>• Usernames</li> <li>• Passwords</li> </ul>	<p><u>Creating media – Digital writing</u> This unit progresses students' knowledge and understanding of using computers to create and manipulate digital content, focussing on using a word processor. The learners will develop their ability to find and use the keys on a keyboard in order to create digital content. The learners are then introduced to manipulating the resulting text, making cosmetic changes, and justifying their reason for making these changes.</p>	<p><u>Data and information – Grouping data</u> This unit will introduce pupils to data and information. It will introduce pupils to the concept of labelling and grouping objects based on their properties. Pupils will develop their understanding that objects can be given labels, which is fundamental to their future learning concerning databases and spreadsheets. In addition, pupils will begin to improve their ability to use dragging and dropping skills on a device.</p>	<p><u>Programming – Moving a robot</u> As this is a Year 1 unit, no prior knowledge is assumed.</p> <p>This unit progresses students' knowledge and understanding of giving and following instructions. It moves from giving instructions to each other to giving instructions to a robot by programming it.</p>	<p><u>Programming – Introduction to animation</u> This unit progresses learners' knowledge and understanding of programming and follows on from 'Programming A – Moving a robot', where children will have learned to program a floor robot using instructions.</p>
 <p><b>PSHCE</b></p> <p>Learning behaviours to be promoted throughout the year -</p> <p><b>Concentration</b></p> <p><b>Collaboration</b></p> <p><b>Curiosity/ Enquiry/ imagination</b></p>	<p><b>Being me in my world</b></p> <p>Feeling safe and special in my class.</p> <p>My rights and responsibilities.</p>	<p><b>Celebrating Difference</b></p> <p>I can tell you some ways I am different from my friends I understand these differences make us all special and unique</p> <p>Anti-Bullying week- diversity and tolerance</p> <p>Remembrance</p>	<p><b>Dreams and Goals</b></p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest</p>	<p><b>Healthy Me</b></p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p><b>Relationships</b></p> <p>I can tell you why I appreciate someone who is special to me and express how I feel about them</p> <p><b>Changing Me</b></p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these. I respect my body and understand which parts are private.</p>		

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<b>Reflection and evaluation</b>	<b>Reflected Units throughout the year-metacognition</b>				
<b>Resilience Challenge</b>					