



YEAR A					
	Autumn Term		Spring Term	Summer Term	
	Houses and Homes	Let's celebrate	Me and my world	Amazing animals	Africa
English Text	Three Little Pigs	Bonfire night/fireworks poetry	Non fiction - seasonal information Froggy Day Lila and the secret of rain	Lion King Tinga Tinga Tales	Handa's Surprise Tinga Tinga Tales
History	<p><u>Changes in living memory</u> What was it like to live a long time ago?</p> <ul style="list-style-type: none"> How can we find out about houses 50/60 years ago? How are they different to now? Why are they different? How have household objects changed over time? Can you compare the old and new objects? 	<p><u>Events beyond living memory</u></p> <p><u>Lives of significant individuals in the past</u> <i>The life of a significant individual in the past who have contributed to national and international achievements.</i> Guy Fawkes and the gunpowder plot.</p> <ul style="list-style-type: none"> Who was Guy Fawkes? How did Guy Fawkes live differently to how we do today? What problems did the plotters encounter? What were the main events of The Gunpowder Plot? How is The Gunpowder Plot remembered? 	<p><u>Significant historical events, people and places in their own locality - Stafford.</u></p>		
Geography		•	<p>Stafford - School Location <i>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.</i></p> <ul style="list-style-type: none"> What makes up the locality where we live? 	<p>Hot and Cold Places <i>Name the four countries in the UK. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles.</i></p> <ul style="list-style-type: none"> What do you notice about the landscape/features of hot/cold places? How are hot/cold places different to Stafford? 	

			<ul style="list-style-type: none"> • What can you find in the local area around our school? • What are the natural features? • What are the different types of buildings in the area? • What jobs are there in the area? • Why is there a play area in Holmcroft? 	<ul style="list-style-type: none"> • What types of animals and plants would you find in the hot/cold places? • What jobs do people do? • Why do people dress differently to those in the UK? • What do people need to survive in hot/cold places? 	
Science (Year 1 Focus)	<p>Materials <i>Distinguish between an object and a material from which it is made.</i></p> <p><i>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</i></p> <p><i>Describe the simple physical properties of a variety of everyday materials.</i></p> <p><i>Compare and group together a variety of everyday materials on the basis of their simple, physical properties.</i></p> <p><i><u>Pupils will work scientifically by performing simple tests to explore questions (linked to D&T)</u></i></p>	<p>Seasonal changes <i>Observe changes across the four seasons Autumn/Winter</i></p> <p><i>Observe and describe weather associated with the seasons and how day length varies.</i></p> <p><i><u>Pupils will work scientifically by making tables and charts about the weather and making displays of what happens in the world around them, including day length, as the seasons change.</u></i></p>	<p>Plants <i>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i></p> <p><i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i></p> <p><i><u>Pupils will work scientifically by observing closely and comparing and contrasting familiar plants.</u></i></p> <p><i><u>Describing how they were able to identify and group them and drawing diagrams showing the parts of different plants.</u></i></p> <p><i><u>Pupils might keep records of how plants have changed over time and compare and contrast what they have found out about different plants.</u></i></p>	<p>Seasonal changes <i>Observe changes across the four seasons.</i> Spring/Summer</p> <p><i>Observe and describe weather associated with the seasons and how day length varies.</i></p> <p><i><u>Pupils will work scientifically by making tables and charts about the weather and making displays of what happens in the world around them, including day length, as the seasons change.</u></i></p>	<p>Animals <i>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</i></p> <p><i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i></p> <p><i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</i></p> <p><i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i></p> <p><i><u>Pupils will 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.</u></i></p> <p><i><u>Grouping animals according to what they eat and using their senses to compare different textures, sounds and smells.</u></i></p>
Art	<p>Sketching/Drawing houses in the local area Skills - drawing Element - Pattern and colour Artist - Lowry</p>	<p>Diwali/Bonfire night Element - Pattern and colour Skills - painting Artist - Fred Tomaselli</p>	<p>Sketching/Drawing leaves Element - Texture Skills - drawing Artist - William Morris</p>	<p>Seasons Element - colour, texture Skills - Painting Artist - Van Gough</p>	<p>Animal art Element - Pattern and Skills - drawing</p> <p>Clay work Element - Mixing colours to create hot and cold paintings . Skills - African masks focusing on colour and</p>

						sculpture
DT	<p>Construction - Houses Building a house for The Three Little Pigs</p> <ul style="list-style-type: none"> • What resources will you use to construct your house? • How will you join materials together? • What would you have done differently if you could do it again? 					<p>Food technology Design and make a fruit salad</p> <ul style="list-style-type: none"> • What do you have to do before handling food? • Which tools would you use to cut the food? • Why are fruit and vegetables important to us?
RE (Year 1 Focus) <i>Discovery RE Scheme</i>	<p>Theme - Creation story Does God want Christians to look after the world?</p>	<p>Theme - Christmas incarnation What gifts might Christians in Stafford have given Jesus if he was born here rather than in Bethlehem?</p>	<p>Theme - Jesus is a friend Was it always easy for Jesus to show friendship?</p>	<p>Theme - Easter Palm Sunday Why was Jesus welcomed liked a king/celebrity by the crowds on Palm Sunday?</p>	<p>Theme - Shabbat Is Shabbat important to Jewish children?</p>	<p>Theme - Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>
PSHE (Year 1 Focus) <i>Jigsaw Scheme</i>	<p>Being Me in My World -Special and safe -Belonging to my class -Rights and responsibilities -Rewards and feeling proud -Consequences -Owning our learning charter</p>	<p>Celebrating Differences -Similarities and differences between people in my class -What is bullying? -What do I do about bullying? -Making new friends -Celebrating difference, celebrating me</p>	<p>Dreams and Goals -Setting simple goals and steps to achieve my goals -working well with a partner -tackling new challenges to stretch my learning -Overcoming obstacles -Celebrating my success</p>	<p>Healthy Me -Difference between healthy and unhealthy and ways I can keep myself healthy -Healthy lifestyle choices -Keeping myself clean and healthy and knowing that germs cause disease/illness -Knowing household products are dangerous if not used correctly (including medicines) -Medicine safety -Road safety -Happy, healthy me</p>	<p>Relationships -Families -Making friends -Greetings (appropriate physical contact) -People who help us -Being my own best friend -Celebrating my special relationships</p>	<p>Changing Me -Life cycles and animals and humans -Changing me -My changing body -Boys and girls bodies -Learning and growing -Coping with changes</p>
PE	<p>Gymnastics Apparatus - travelling</p>	<p>Ball skills Throwing and catching</p>	<p>Dance Weather and seasons</p>	<p>Gymnastics</p>	<p>Games Bat and ball games</p>	<p>Games</p>

				Apparatus - Travelling and balance		Bouncing and dribbling activities
ICT (Year 1 Focus) <i>Switched on ICT scheme</i>	1.1 We are treasure Hunters - Bee Bots	1.6 - We are celebrating - Creating a digital greetings card.	1.3 - We are painters - illustrating an e book	1.5 - We are Storytellers - creating a talking book	1.4 - We are Collectors - Using the internet to find pictures of animals	1.2 - We are TV Chefs - filming making a meal
Music (Year 1 Focus) <i>Music Express Scheme</i>	<p><u>Ourselves</u> Musical Focus: Exploring Sounds <i>Exploring ways of using voices effectively, developing skills of singing and performing actions and creating an expressive story.</i></p> <p><u>Number</u> Musical Focus: Beat <i>Develop a sense of steady beat through using movement, body percussion and instruments</i></p>	<p><u>Animals</u> Musical Focus: Pitch <i>Develop an understanding of pitch through using movement, voices and instruments. Identify contrasts of low and high pitches and create animal chant sounds and sequences.</i></p> <p><u>Weather</u> Musical Focus: Exploring Sounds <i>Use voices, movement and instruments to explore different ways that music can be used to describe the weather.</i></p>	<p><u>Machines</u> Musical Focus: Beat <i>Explore beat through movement. Body percussion and instruments. Combine steady beat with word rhythms and explore changes in tempo.</i></p> <p><u>Seasons</u> Musical Focus: Pitch <i>Develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</i></p>	<p><u>Our School</u> Musical Focus: Exploring Sounds <i>Explore sounds in the school environment and investigate ways to produce and record sounds.</i></p> <p><u>Pattern</u> Musical Focus: Beat <i>Develop an understanding of metre - groups of steady beat - through counting, body percussion and readying scores.</i></p>	<p><u>Story time</u> Musical Focus: Exploring Sounds <i>Learn how music can be used to tell a story. Identify contrasts of fast and slow, loud and quiet, leading to a performance.</i></p> <p><u>Our bodies</u> Musical Focus: Beat <i>Respond with bodies to steady beat and rhythm in music. Experience combining rhythm patterns with steady beat using body percussion.</i></p>	<p><u>Travel</u> Musical Focus: Performance <i>Develop performance skills and learn songs about travel and transport from around the world.</i></p> <p><u>Water</u> Musical Focus: Pitch <i>Use voices, movement and instruments to explore changes of pitch. Develop a performance with different vocal pitch shapes and tuned percussion.</i></p>