

Curriculum Planning Grid Y1 (February 2020)

	<b>CCL</b>	<b>Computing</b>	<b>Music</b>	<b>P.E</b>	<b>R. E</b>
Aut 1	<p><b><u>Holidays</u></b></p> <p><b>Art</b> – Children learn about primary and secondary colours by mixing paints together. Look at work of Georges Seurat/Use paint, crayons and felt tips to create a pointillism (dotty) ice cream painting.</p> <p><b>History</b> – Compare Victorian holidays and holidays now. eg transport difference, entertainment, style of dress and accommodation</p> <p><b>Geography</b> – Introduction to the countries that make up the UK and their capital cities. Begin to learn about different climates around the world. Identify and compare physical and human features in Brighthouse and Cairns</p>	<p><b><u>E-Safety:</u></b></p> <p>Discuss and sign the Acceptable Use Policy. Staying safe online: Content, Contact, Conduct using ThinkuKnow. Creation of Holidays picture using DB Primary.</p>	<p><b><u>Hey You!</u></b></p> <p>Old school Hip hop style music for the children to learn about the difference between pulse, rhythm and pitch and how to learn how to rap and enjoy it in its original form.</p>	<p><b><u>Gymnastics</u></b></p> <p>Travelling sequence incorporating high and low movements and linking these to create short and repetitive sequences</p> <p><b><u>Throwing and catching.</u></b></p> <p><b>*Autumn 1 and 2</b></p> <p>Children to throw and catch independently and in groups using a range of balls, beanbags and hoops. Transfer these skills into small game environments. Children to identify strengths and weakness in their performance.</p>	<p><b><u>Which books and stories are special?</u></b></p> <p>Pupils start by thinking about special books and stories for themselves, offering important links to literacy. They reflect on the meanings (or ‘morals’) in stories, including secular tales and fables. The unit goes on to investigate special books and writings for religious believers, in particular the Bible and the Qur’an. Pupils consider why these are special and how they are respected and treated. They hear and think about special stories, some of which are contained in special books.</p>

Aut 2	<p style="text-align: center;"><b><u>Day and Night</u></b></p> <p><b>Science</b> –Name and sort light sources and non-light sources, identify those that are natural.</p> <p><b>Art</b> – Children explore shades of a colour by adding white or black to create light and dark. Look at the work of Vincent Van Gogh and identify light and dark in his work. Children create their own painting inspired by ‘A Starry Night’.</p> <p><b>Geography</b> – Introduce children to the Earth, Moon and Sun and how these create day and night at different times. Compare day and night around the world</p> <p><b>History</b> – Introduce Neil Armstrong and the significant role he played during the first moon landing.</p>	<p style="text-align: center;"><b><u>2create</u></b> a story</p> <p>Children to use the 2create software to create a painting and write a sentence(s) to go with it. Linked to the learning in CCL about diurnal and nocturnal animals.</p>	<p style="text-align: center;"><b><u>Nativity</u></b></p> <p>Children learn traditional songs linked to the Nativity story.</p>	<p style="text-align: center;"><b><u>Yoga</u></b></p> <p>Children to begin to master balancing on a range of points and patches (two feet, one foot, two hands and two feet, one hand one foot...)</p> <p style="text-align: center;"><b><u>Throwing and catching.</u></b></p> <p style="text-align: center;"><b>*Autumn 1 and 2</b></p> <p>Children to throw and catch independently and in groups using a range of balls, beanbags and hoops. Transfer these skills into small game environments. Children to identify strengths and weakness in their performance.</p>	<p style="text-align: center;"><b><u>How do we celebrate special events?</u></b></p> <p>This unit allows the pupils to consider the concept of celebration. It links a number of ideas together: the ways in which we celebrate special events and how religions mark festival days. It will help develop pupils’ understanding of celebrations, including religious festivals. It includes a study of Harvest festival, Eid ul Fitr and Sukkot. Pupils are enabled to respond and reflect by creating their own class celebration.</p>
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Spr 1

**Explorers**

**Science** – Distinguish between a material and an object. Investigate materials suitable for a sleeping bag.

**Art** – Children will appraise the work of local artist Peter Brooks.

**Geography** – Introduce children to the 7 continents of the world. Identify and locate the North and South Poles and the surrounding oceans. Children will also begin to identify the compass points North and South.

**DT** – Children will design and create a sleeping bag using a range of materials and begin to sew independently.

**History** – Introduce the explorer Christopher Columbus and how he discovered America. Make connections between Neil Armstrong and Christopher Columbus being explorers and how their transport differed. Find out who was the first person to go to the Arctic and Antarctic. Compare expedition equipment from the past with equipment now.

Creating e-books using Photostory on iPads, linked to Explorers topic

**Rhythm In The Way We Walk**

Old school Reggae style music for the children to learn about the difference between pulse, rhythm and pitch and begin to look at texture and timbre.

Children will explore composing their own music using xylophones and glockenspiels.

**Dance**

Children will create a dance based on the life cycle of a penguin. It will explore balance, levels and change in dynamics. It will introduce the idea of gestures and how these can be used in a dance to tell a story.

**Bat and Ball skills**

**\*Spring 1 and 2**

Children will continue to develop their accuracy when throwing or rolling a ball towards a target and begin to develop accurate foot work to control a ball. They will develop striking and control skills using a variety of bats.

**How and why do we care for others?**

This unit allows pupils to develop skills of questioning, explanation and awareness of what 'caring' looks like for different pupils and people of different faith backgrounds.

It will develop skills in reflection and communication and encourage self-esteem and empathy.

Spr 2

**Plants and Animals**

**Science** – Name and label parts of the human body, identify and name the 5 sense and use each sense in isolation to identify a mystery object/material. Children will classify animals (mammals, birds, reptiles, fish and amphibians) and sort animals based on their diets. Children will also name and label parts of deciduous and evergreen trees and flowering plants.

**Art** – Children will look at the artist Claude Monet and create their own artwork inspired by his painting ‘The Water Lilies’ They will explore adding texture using sponges and firm brushes.

Using algorithms in sequences to programme Beebots.

**In the Groove**

This unit will teach children about different styles of music. It is a song that allows the children to develop an understanding of repetition within a song. It has been arranged in six different styles (Blues, Baroque, Latin, Bhangra, Folk and Funk) for the children to listen and appraise. They will identify similarities and difference between the pitch, texture, dynamics and timbre when listening to the different styles.

**Gymnastics**

Children will learn a variety of rolls (teddy bear roll, side roll and log roll). They will also recap balancing on a range of points and patches (two feet, one foot, two hands and two feet, one hand one foot...). They will then incorporate both rolls and balances when creating a sequence in a small group.

**Bat and Ball skills**

**\*Spring 1 and 2**

Children will continue to develop their accuracy when throwing or rolling a ball towards a target and begin to develop accurate foot work to control a ball. They will develop striking and control skills using a variety of bats.

**How is new life welcomed?**

Pupils will learn how babies are welcomed into families. They will think about how it is important to welcome people and especially new babies. They will study initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. Pupils will be given the opportunity to reflect on the concept of promise and to compare different approaches to welcoming new life.

Sum 1	Plants and animals continued  <u>Building</u> <b>Science</b> – materials and properties <b>Art</b> - Hunderwasser <b>History</b> - home through time and the Great Fire of London <b>Geography</b> – maps/climates/types of housing		Round and Round	Yoga/Zumba	How do we celebrate special occasions?  Which books and stories are special?
Sum 2	Buildings continued  Healthy living - water			<i>Athletics</i>	