

Year 1: Super Space! Neil Armstrong
Autumn 1

Prime question: Why is Neil Armstrong an important person?

Subsidiary questions:

1. Who is Neil Armstrong?
2. What did he do?
3. How did he become an astronaut?
4. What challenges did Neil Armstrong face and how did he overcome them?
5. How did his team help him to achieve his goals?
6. What can we learn from Neil Armstrong?

Science: animals (including humans)

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and 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 (birds, fish, amphibians, reptiles and mammals, and including pets).
- Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

Science: seasonal change (continued throughout the year)

- To be able to observe and describe weather associated with the seasons and how day length varies.
- To be able to observe changes across the four seasons
- To be able to ask simple questions and recognise that they can be answered in different ways.
- To be able to identify objects
- To be able to perform simple tests and be able to observe closely, using equipment
- To be able to gather and record data to help answer a question

History: Neil Armstrong

- To be able to ask questions and answer them about the life of Neil Armstrong
- To be able to use stories/non-fiction books and other historical information to find out about the life of Neil Armstrong.
- To understand the importance of Neil Armstrong in changing our world.
- To use historical vocabulary to demonstrate key events in his life.

Art: Mark-making

- To use a range of materials creatively to design and make products
- To use painting to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- To use drawing to develop and share their ideas, experiences and imagination

Music: Electronic drums

- Play tuned and untuned instruments musically
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Computing: Technology around us

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Year 1: Let's go on safari
Autumn 2

Prime question: What can I learn about Kenya?

Subsidiary questions:

1. Where is Kenya?
2. What is the weather like in Kenya?
3. What animals live in Kenya?
4. What is the landscape like in Kenya?
5. What is Kenyan culture like?

Science: animals (including humans)

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and 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 (birds, fish, amphibians, reptiles and mammals, and including pets).
- Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.

Geography: Let's go on safari

- Name and locate the world's seven continents and five oceans.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Art: African Art

- Use a range of materials creatively to design and make products
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space
- To use painting to develop and share their ideas, experiences and imagination

Music: Music theory with keyboards

- Use their voices expressively and creatively by singing and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Digital painting

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Year 1: My super school!
Spring 1

Prime question: What can I found out about my school?

Subsidiary questions:

1. Where do we live?
2. What places can we find in our local area?
3. Can we locate them on a map?
4. What should we include on a map of our local area?

Science: Everyday materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.
- 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 physical properties.

Geography: My super school

- To understand what a local area is.
- To describe places in our school, and locate them on a map using directional language (e.g. near, far, left and right).
- To observe our surroundings and discuss positioning where they are using geographical language.
- To draw our school on a basic map.
- To follow a simple map (e.g. of the school) to find a location.
- To use geographical language to describe the physical geography of the local area – forest, hill, river, soil, valley, vegetation.
- To use and follow simple compass directions.

DT: Playgrounds

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Music: Singing

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Computing: Moving a robot

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Year 1: Childhood then and now
Spring 2

Prime question: What is a Savannah?

Subsidiary questions:

1. Which toys were played with in the past?
2. How have homes changed?
3. What was school like in the past?
4. How have clothes changes?

Science: Everyday materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.
- 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 physical properties.

History: Changes in living memory

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

DT: Homes

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
- To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups.

Music: Songwriting with glockenspiels

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Grouping data

- Use technology purposely to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.

Year 1: Fire! Fire!!
Summer 1

Prime question: What happened during the Great Fire of London?

Subsidiary questions:

1. How did the Great Fire of London start?
2. What damage did the Great Fire of London cause?
3. How do we know about the Great Fire of London?
4. What happened to London after the Great Fire of London?

Science: Plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
- Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.

History: Fire! Fire!

- To understand when the Great Fire of London occurred on a timeline.
- To use secondary sources to find out about the Great Fire of London.
- To talk about which sources are most useful in finding out about the past.
- To talk about how London (and houses) were different in the 17th century compared to today.
- To be able to put the events of the Great Fire of London in chronological order

Art: Sparks and flames

- To use painting and sculpture to develop and share their ideas and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Music: Keyboards

- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Digital writing

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Year 1: Let's go to the jungle!
Summer 2

Prime question: What are jungles like?

1. Where are the jungles of the world?
2. What is a mangrove?
3. What is a cloud forest?
4. What are the differences between a British woodland and a tropical jungle?

Science: Plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
- Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.

Geography: Jungle

- To use world maps, atlases and globes to identify the United Kingdom and other countries
- To understand geographical similarities and differences between the United Kingdom, and a contrasting non-European country
- To use photographs to recognise landmarks and basic human and physical features
- To devise a map and construct basic symbols in a key

DT: eat more fruit and veg

Pupils should be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

Music: Class jam

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

Computing: Programming animations

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies