

Chancellor Park Primary School – Year 1

Subject	<u>Autumn</u>	<i>IDEAS</i>	<u>Spring</u>	<i>IDEAS</i>	<u>Summer</u>	<i>IDEAS</i>
	Topic: Animals and Me		Topic: Where we live		Topic: Fire and Ice	
Science	<p>Sc1/2.2 Animals including humans</p> <p>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body</p>	<p>Life Cycles</p> <ul style="list-style-type: none"> -zoo or sea life -Food chains and habitats. -Comparing themselves to animals. -Senses -How many have blonde hair, brown hair etc. 	<p>Sc1/2.1 Plants</p> <p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Sc1/1.2 observing closely, using simple equipment</p>	<ul style="list-style-type: none"> -Growing plants and naming them. -Predicting how they will grow without light/water 	<p>Sc1/3.1 Everyday materials</p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Sc1/4.1 Seasonal</p>	<ul style="list-style-type: none"> -Melting ice. Predicting changes. -Looking at materials and what is made from them. -Seasonal changes.

	<p>is associated with each sense.</p> <p>Sc1/1 Working Scientifically</p> <p>Sc1/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sc1/1.4 identifying and classifying</p> <p>Sc1/1.5 using their observations and ideas to suggest answers to questions</p> <p>Sc1/1.6 gathering and recording data to help in answering questions.</p>				<p>Changes</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies</p> <p>Sc1/1.3 performing simple tests</p>	
<p>Geography</p>	<p>Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>Ge1/1.4c use aerial photographs and plan</p>	<p>Look at different habitats. Use aerial photos of different habitats.</p>	<p>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Ge1/1.3a identify seasonal and daily weather patterns in</p>	<p>-How has our town changed?</p> <p>-Trip to Oaklands museum.</p> <p>-Identify us on the map and name our countries.</p> <p>-Look at the equator.</p>	<p>Ge1/1.2a 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-</p>	<p>Hot/Cold – How the extremes are different from the Uk. Such as Arctic and equator.</p>

perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

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

Ge1/1.4a 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 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

key human features, including: city, town, village, factory, farm, house, office, port,

European country

Ge1/1.3a identify 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

			harbour and shop			
History	Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	-How the children have grown.	Hi1/1.3 significant historical events, people and places in their own locality.	A famous Chelmsfordian. - Links to the Chelmsford museum.		
Computing	<p>Creativity Illustrating and e-book</p> <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -E-book about life cycles of chosen animals. -Christmas cards. 	<p>Programmable Toys – Treasure Hunters</p> <ul style="list-style-type: none"> -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 -recognise common uses of information technology beyond school 	Creating a book about our town.	<p>Filming a recipe</p> <ul style="list-style-type: none"> -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions --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 	Computer Networks Finding images using the web

contact on the internet or other online technologies.

Productivity
Creating and card electronically
-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

Communication/ Collaboration
Producing a talking book.

-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

the internet or other online technologies.
-recognise common uses of information technology beyond school
-use logical reasoning to predict the behaviour of simple programs
We are collectors
-understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
-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. -recognise common uses of information technology beyond school	
Design and Technology	<p>DT1/1.1 Design</p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2 Make</p>	<p>-Make a clay animal -Make models out of paper Mache</p> <p>TEXTILES Make a puppet of themselves with a pre-made shape. Cut out clothes and decorate.</p>	<p>SEE AUTUMN for 1.1,1.2,1.3,1.4</p> <p>DT1/2.1 Cooking & Nutrition</p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from.</p> <p>Cooking -Group familiar food products. -Measure and weigh food items in non-statutory</p>	<p>Growing our own fruit and veg and then making food from them.</p> <p>Make a castle</p>	<p>SEE AUTUMN for 1.1,1.2,1.3,1.4</p> <p>DT1/2.1 Cooking & Nutrition</p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from</p> <p>Cooking -Group familiar food products. -Measure and weigh food items in non-statutory</p>	<p>-Cooking recipe's using the oven and freezing things to make food from them.</p>

<p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.3 Evaluate</p> <p>DT1/1.3a explore and evaluate a range of existing products</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <p>DT1/1.4 Technical Knowledge</p> <p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and</p>		<p>measures(spoons, cups) -Work safely and hygienically. Cut, peel and chop ingredients using a knife safely. Develop a food vocabulary. Understood the need for a variety of foods in a diet.</p> <p>SHEET MATERIALS Fold, tear and cut paper and card Roll paper to create tubes Cut along lines, straight and curved Investigate strengthening sheet materials. Investigate joining temporary, fixed and moving.</p>		<p>measures(spoons, cups) -Work safely and hygienically. Cut, peel and chop ingredients using a knife safely. Develop a food vocabulary. Understood the need for a variety of foods in a diet.</p>	
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more stable

DT1/1.4b explore and use mechanisms, in their products.

Cooking

-Group familiar food products.

-Measure and weigh food items in non-statutory measures (spoons, cups)

-Work safely and hygienically.

Cut, peel and chop ingredients using a knife safely.

Develop a food vocabulary.

Understood the need for a variety of foods in a diet.

TEXTILES

Cut shapes out of fabric.

Join fabrics using running stitch.

-Decorate fabrics with buttons, beads, sequins, braids and ribbons.

CONSTRUCTION

-Join appropriately for different materials and

	<p>situations. -Mark out materials to be cut using a template.</p> <p>SHEET MATERIALS Fold, tear and cut paper and card Roll paper to create tubes Cut along lines, straight and curved Investigate strengthening sheet materials. Investigate joining temporary, fixed and moving.</p>					
<p style="text-align: center;">Art</p>	<p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range</p>	<p>-Savannah pictures -Water colours background with a black silhouette.</p>	<p>Drawing: To find and make new lines and line patterns. To explore shapes by adding, altering and linking them. Painting: To understand what the primary colours are Understand how to make light colours by adding white. To use dark and light colours together to create a pattern. Printing: To create a printing block e.g. with plasticine. Printing To explore how</p>	<p>-Sculptures</p>	<p>Collage: To make and decorate new shapes by tearing and arranging paper. To understand how to create the fanning technique. To explore how to create holes in work by folding and cutting. To create a group collage. Sculpture: To develop form by inventing use of junk material, e.g. create a model monster. To explain the use of each part added to a junk model.</p>	<p>-Fire computer pictures. -Fire painting. Mixing colours</p>

	<p>of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 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.</p>		<p>To create vegetable prints. To explore making hand prints for pattern and colour.</p>		<p>To explore bending wire to create loops for sculpted work. To understand how to wrap, pad out and cover junk models.</p>	
RE	<p>Personal Experience</p> <p>Christianity</p> <p>talk about what makes me 'special' and what makes others 'special'</p> <p>respond sensitively to my own and others experiences of 'specialness'</p> <p>recognise Jesus as a special person for Christians in religious</p>	Essex guidance	<p>Christianity</p> <p>identify the Bible as a special book for Christians and recognise that Bibles might look different but contain the same stories</p> <p>retell a story from the Bible and identify a festival when the story might be remembered in</p>	Essex guidance	<p>Hinduism</p> <p>Judaism</p> <p>retell the story of Moses through words or pictures</p> <p>identify how special foods remind Jews of special people and stories</p> <p>retell the Hindu story of Rama and Sita</p> <p>recognise divas as</p>	Essex guidance

	<p>art</p> <p>describe how paintings show the importance of Jesus for Christians</p> <p>identify how the 'specialness' of Jesus for Christians is expressed on Christmas cards</p>		<p>identify prayer as one way in which Christians express their beliefs church</p> <p>respond sensitively to my own and others' feelings about their special books, stories and writings</p>		<p>artefacts associated with the Hindu story of Rama and Sita</p>	
Music	<p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>-African music and dance.</p> <p>-Singing Songs about themselves (head shoulders knees and toes)</p>	<p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Background music to pictures of our town.</p> <p>Local music such as blur and a class band.</p>	<p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.4 experiment with, create, select and combine sounds</p>	<p>Fire songs and making background music to fire.</p> <p>-London's burning.</p>
Physical Education Multiskills	<p>MULTISKILLS</p> <p>-To remember and repeat a series of running, throwing and jumping activities with growing control.</p> <p>-Familiarise</p>	<p>MUTISKILLS</p> <p>Mr Farrington</p>	<p>SPRING 1</p> <p>FOCUS ON BALL SKILLS AND GAMES</p> <p>To know and show</p>	<p>Val Sabine games</p> <p>Unit 1</p> <p>Gym Unit 1</p>	<p>Streamers</p> <p>-Make rounded, wide and thin shapes with their bodies</p>	<p>Val Sabine Dance</p> <p>Streamers</p> <p>Jack and the Beanstalk</p> <p>Fog and Sunshine</p>

themselves with equipment and use it appropriately.
-Recognise how their bodies feel in different activities.
-To watch copy and describe what others have done

AUTUMN 2

-To remember, repeat and link combinations of actions.
-To choose equipment suitable for the task to challenge.
- To describe what their bodies feel like during different activities.
-To watch, copy and describe what others have done

different ways of using a ball
To understand how to use apparatus for its intended purpose.

To observe, copy and play games as an individual and in two's.

To move safely and actively about the space.

THROWING AND CATCHING

To throw and catch using a range of apparatus.

To understand the concept of aiming games.

Change the rules to make the game harder.

Move actively and safely about the space when using the equipment.

-Draw rounded and spiky shapes in the air

-Move in different directions and high and low

-Travel rhythmically on feet, hopping and skipping.

Jack and the Bean stalk

-Turn, jump and travel in different ways and use gesture, shape and stillness

-Copy, remember and repeat simple dance phrases

-Select movements from those they practise to create a dance and understand the structure of the

SPRING 2

To travel confidently and competently on different parts of the body including hands.

To hold still balances positions on large or small body parts.

To link two balances together.

To adapt floor work safely onto apparatus.

To spin, rock, turn and roll with control, on various parts of the body.

To plan and link a series of movements together.

To work safely with an awareness of others.

To adapt work from the floor safely onto apparatus.

To travel, balance and jump

dance

-Work alone with, guidance from the teacher, to create movement ideas in response to the story.

-Observe each other and themselves dancing.

Fog and Sunshine

-Travel smoothly by rolling and sliding

-Change and carry actions – understand and demonstrate the contrasting dynamic elements of heavy and light.

-Work in pairs using simple relationships and compositional

confidently showing a variety of body shapes.
To understand and demonstrate contrasts in level and shape.
To observe, copy and describe what others are doing.
Select and link together three different movements.

ideas

-Observe each other and themselves

Games

-To play running games and use apparatus safely

-To use and develop their sending, receiving and travelling with skills in games with a partner.

-Change the rules of the game to make it more challenging.

-Observe and describe another child's activity.

-To steer and send a ball safely in different directions

					<p>using a bat.</p> <ul style="list-style-type: none"> -o skip with a rope -Change the rules of a game to make it better or more challenging. -Understand the importance of “rules” when playing with a bat. 	
<p>Physical Education</p>	<p>DANCE CONKERS</p> <ul style="list-style-type: none"> - Develop specific spiky shapes with their bodies and take the time to practise them. -Move and freeze with control and co-ordination -link movements suitable to the idea. -Observe and talk about each others dances. <p>THE RAINBOW FISH Perform the basic actions with</p>	<p>DANCE VAL SABINE – Conkers The Rainbow fish Handa’s surprise</p> <p>GYM Unit 1</p>	<p>MULTISKILLS</p> <ul style="list-style-type: none"> -To remember and repeat a series of running, throwing and jumping activities with growing control. -Familiarise themselves with equipment and use it appropriately. -Recognise how their bodies feel in different activities. -To watch copy and describe what others have done 	<p>MUTISKILLS Mr Farrington</p>	<p>MULTISKILLS</p> <ul style="list-style-type: none"> -To remember and repeat a series of running, throwing and jumping activities with growing control. -Familiarise themselves with equipment and use it appropriately. -Recognise how their bodies feel in different activities. -To watch copy and describe what others have done 	<p>MUTISKILLS Mr Farrington</p>

increasing control.
-Choose appropriate dance actions and phrases to convey the meaning of the story.
-Work co-operatively with a partner and later with others in a group to create a dance.
Watch each other's dances and suggest ways in which they can be improved.
-rehearse their dance to perform it with quality and style.

HANDA's SURPRISE
-Explore actions in response to stimuli
-Use a variety of basic actions to create a dance.
-Select movements from those practised, to create a dance and understand the structure of the dance.
-talk about the dance and why they liked it using appropriate

AUTUMN 2
-To remember, repeat and link combinations of actions.
-To choose equipment suitable for the task to challenge.
- To describe what their bodies feel like during different activities.
-To watch, copy and describe what others have done

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	<p>vocabulary.</p> <p>GYM</p> <ul style="list-style-type: none"> -To bounce, hop, spring and jump using variety of take offs and landings. -To observe, recognise and copy different body shapes. -To link together two or more actions with control and be able to repeat them. -To describe what they see using appropriate vocabulary 					
PSHE						