

Year 1 – Where We Live

	National curriculum aims	National Curriculum objective(s)	Success criteria	Project work	Tier 2 Vocabulary	Tier 3 Vocabulary	Links to previous and future learning
History	<ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 	<p>- Learn about significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> I can order special events in my own lifetime. I can demonstrate my understanding of a local pottery designer and her impact on the city of Stoke-on-Trent. I can recall 3 facts about Emma Bailey. (She worked at Wedgewood Pottery for 16 years, she started her pottery company in 2010, her shop is in Middleport (Stoke-on-Trent)) 	<ul style="list-style-type: none"> Create our own timeline from when you were born to present day. Create a bottle kiln profile on Emma Bailey, demonstrating 3 key facts (She worked at Wedgewood Pottery for 16 years, she started her pottery company in 2010, her shop is in Middleport (Stoke-on-Trent)) Create a large version for display – individual bricks. Record on timeline display. 	<ul style="list-style-type: none"> Pottery Designer Pattern Factory Local Events Special 	<ul style="list-style-type: none"> Bottle kiln Emma Bailey Glaze Slip Chronology Timeline 	History of own lives and discussing previous birthdays and celebrations
Geography	<ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 	<ul style="list-style-type: none"> Recognise features on aerial photos and plans; devise a map with symbols and key. Study the geography of the school and its grounds. Use basic geographical vocabulary to refer to: key physical and human features (refer to Curriculum) 	<ul style="list-style-type: none"> I can name and sort physical and human features (field, tree, shop, house) I can use aerial photographs to identify a human and physical feature in our city (Park Hall and Weston Infant Academy). I can find the school on a map. I can name the city and town that I live in (Stoke-on-Trent, Longton/Weston Coyney/Bentilee) 	<ul style="list-style-type: none"> Find and locate our school on an aerial photograph including the surrounding area. Children to identify human and physical features on the map. Create a map of the school and the classroom. Field trip to park hall and record weather / use a simple map. (linked to human and physical features) 	<ul style="list-style-type: none"> Maps Photographs City Town Field Shop House Trees 	<ul style="list-style-type: none"> Burslem Stoke Hanley Tunstall Fenton Longton Stoke-on-Trent Physical features Human features 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art and Design</p>	<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination. • To use wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • 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. 	<ul style="list-style-type: none"> • I can sculpt an identifiable bottle kiln from clay using moulding with hands. • I can describe the techniques used by Emma Bailey (line, colour, paint) • I can explore different types of colour, inspired by the work of Emma Bailey (bright, primary colours) • I can explore different types of line inspired by the work of Emma Bailey (thin, thick, curved, straight) • I can create a piece of artwork in the style of Emma Bailey. • I can use a continuous line to create the shape of an object. 	<ul style="list-style-type: none"> • Use form and shape to create a clay bottle kiln. • Look at Emma Bailey designs and discuss the key features (bright colours, different line styles) • Explore creating straight lines (with a ruler), curved lines, thick lines and thin lines. • Explore colour using primary coloured paints. • Create a piece of artwork inspired by Emma Bailey, using bright colours and different types of lines. • Continue to look at line and create a drawing using one continuous line. 	<ul style="list-style-type: none"> • Line • Colour • Shape • Artist • Straight • Thick • Thin • Bright • Curved • Diagonal 	<ul style="list-style-type: none"> • Clay • Mould • Form • Emma Bailey • Primary • Continuous 	<p>Exploring of colour mixing in EYFS. Using paintbrushes and paints to make marks.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design and Technology</p>	<ul style="list-style-type: none"> • develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook. 	<ul style="list-style-type: none"> • Design - Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Make - Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). • Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. • Evaluate - Explore and evaluate a range of products and ideas. • Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms (e.g. levers, sliders, wheels and axles) 	<ul style="list-style-type: none"> • I can say how Emma Bailey has influenced my design. • I can design and make a cup in the style of Emma Bailey. • I can uplevel my design using feedback from a friend. • I can use my design to decorate a piece of pottery. • I can name 3 fruit. • I can name 3 vegetables. • I can evaluate my design. 	<ul style="list-style-type: none"> • Learn about the work of Emma Bailey (see History) • Design, make and evaluate a piece of pottery in the style of Emma Bailey (using peer feedback to up level design) • Learn about fruit and vegetables. Identifying and choosing the best tasting to use in a smoothie. • To design, make and evaluate my own smoothie.) 	<ul style="list-style-type: none"> • Design • Make • Pattern • Colour • Space • Fruit • Vegetables • Smoothie 	<ul style="list-style-type: none"> • Emma Bailey • Coil • Evaluate • Uplevel 	<p>3D model making and loose parts play. Generating and creating various models adapting them as they played with them.</p>

R.E.	<p>There are no statutory aims</p> <p><i>From the SOT agreed syllabus:</i></p> <ul style="list-style-type: none"> make sense of a range of religious and non-religious beliefs understand the impact and significance of religious and non-religious beliefs <p>make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p>	<ul style="list-style-type: none"> Learn about special places of worship Learn about special religious people Learn how religious people show they belong to a faith community 	<ul style="list-style-type: none"> I can retell the Creation story from the Bible. I can sequence the Christmas story and verbally retell the key parts. I can recognise the words of the Shema as a Jewish prayer. I can retell stories used in Jewish celebrations. (Chanukah) I can name special objects Jewish people might have. 	<ul style="list-style-type: none"> Sequence the Creation story. Discuss and name special objects Jewish people might have in their home. Role play the Christmas story. 	<ul style="list-style-type: none"> Christian Christianity Jews Places People Christmas Creation 	<ul style="list-style-type: none"> Jesus Cross Mezuzuah Jewish Shema Chanukah 	Sequenced and role played Christmas story.
P.S.H.E & R.S.E.	<p>New scheme coming September 2023</p>						
Computing	<ul style="list-style-type: none"> can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology. 	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personally information private; knowing where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> I can log into Purple Mash. I can remember my log in for Purple Mash. I can use computers safely and the importance of keeping logins safe. I can save and retrieve pieces of work. Use Purple Mash to sort using a variety of criteria. I can data as a class and create simple pictograms. 	<p>See Unit 1.1 , 1.2 and 1.3 Purple Mash</p> <ul style="list-style-type: none"> Login to purple mash practise Find letters needed onto a keyboard. Grouping and sorting. (both on and off the computer) Collecting data and making a pictogram 	<ul style="list-style-type: none"> Laptop Log in Shut down 	<ul style="list-style-type: none"> Username Password Keyboard Safety SMART Rules 	IPad to take pictures and access paint phonic programs etc.

<p style="text-align: center;">Science</p>	<ul style="list-style-type: none"> Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them <p>Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</p>	<p>Working Scientifically (Y1 and Y2)</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. (Materials) <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies 	<ul style="list-style-type: none"> I can label parts of the body. (eyes/nose/mouth/hands/feet.) I can take pictures of an object and label what it is made of. I can discuss properties of materials. (hard/smooth/squashy) I can say what signs of autumn I can see. (brown leaves/conkers/bare trees.) I can discuss the weather in Autumn. (cold/windy/rainy) 	<ul style="list-style-type: none"> To label parts of the body on an IPAD. (eyes, nose, mouth, ears, hands,feet) To take pictures of an object and label materials. Circle time to discuss objects and match materials properties. (hard/smooth/squashy/bumpy) To go on a seasonal walk outside and record findings. To record the weather in autumn to compare the seasons. 	<ul style="list-style-type: none"> Eyes Nose Mouth Ears Hands Feet Body Hard Smooth Squashy Bumpy Cold Windy Rainy 	<ul style="list-style-type: none"> Wood Metal Plastic 	<p>Growing beanstalks</p> <p>Exploring materials using different senses.</p>
<p style="text-align: center;">Music</p>	<ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence 	<ul style="list-style-type: none"> To use 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. 	<ul style="list-style-type: none"> I can sing a various Christmas songs I can explore ways of using my voice expressively and develop the skill of singing while performing. I can develop a sense of steady beat through movement, body percussion and instruments. I can develop a sense of pitch through movement, body percussion and instruments. I can identify high and low pitches. I can use voices, movement and instruments to explore ways to describe weather. 	<p>Music Units; Ourselves, Number, Animals, Weather</p> <ul style="list-style-type: none"> Perform a story and suggest different endings. Create actions to perform to a beat. Select and use percussion instruments to represent animals in music. Create and chant a score. Create a performance using instruments to represent the weather. 	<ul style="list-style-type: none"> Sound Pace Note High Low 	<ul style="list-style-type: none"> Pitch Level Tempo Beat Rhythm 	<p>Limited due to Covid</p>