

Year 1 - Who am I?

	Science	Geography	History	DT	Art
Learning Objectives	<p>Working scientifically</p> <ul style="list-style-type: none"> To work scientifically <p>Biology</p> <ul style="list-style-type: none"> To understand animals and humans To investigate living things To understand evolution and inheritance 	<ul style="list-style-type: none"> To investigate places To investigate patterns To communicate geographically 	<ul style="list-style-type: none"> To investigate and interpret the past To understand chronology To communicate historically 	<ul style="list-style-type: none"> To master practical skills To design, make, evaluate and improve To take inspiration from design throughout history <p>DT to be taught using the following cycle:</p> <p>Evaluate Explore skills Design Make Evaluate</p>	<ul style="list-style-type: none"> To develop ideas To master techniques To take inspiration from the greats <p>Art to be taught using the following cycle:</p> <p>Evaluate Explore skills Plan Create Evaluate</p>
Milestones	<p>To work scientifically</p> <ul style="list-style-type: none"> Ask simple questions. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. <p>To understand evolution and inheritance</p> <ul style="list-style-type: none"> Identify how humans resemble their parents in many features. <p>To investigate living things</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, that are dead and that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. 	<p>To investigate places</p> <ul style="list-style-type: none"> Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>To investigate patterns</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. Identify land use around the school. 	<p>To understand chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. <p>To communicate historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <p>To investigate and interpret the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented 	<p>To master practical skills</p> <p>Materials</p> <ul style="list-style-type: none"> Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>Construction</p> <ul style="list-style-type: none"> Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. To design, make, evaluate and improve • Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. <p>To design, make, evaluate and improve</p> <ul style="list-style-type: none"> Design products that have a clear purpose and an intended user. Make products, refining the design as work progresses. <p>To take inspiration from design throughout history</p> <ul style="list-style-type: none"> Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created. 	<p>To develop ideas</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. <p>To master techniques</p> <p>Painting</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.

PSCHE	Healthy me			
Music	Ourselves = 3 lessons		Our bodies = 3 lessons	
RE	How do you live with family and friends?		How do Christians celebrate Christmas?	
PE units	Gymnastics & yoga	Games	Dance - Sleigh ride	Circle games
Spanish	Greetings, Saying goodbye; How are you? ; What is your name?		Colours; Number 0-12; Christmas (use...)	
Educational experience	Artist visit Visit to local place of worship - Small group RK			