

Year 1 2023-2024	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Dinosaurs</p>  <p>Dinosaurs were spectacular animals that ruled our planet for more than 150 million years. The word dinosaur means "terrible lizard", and, like lizards and snakes, dinosaurs were reptiles. Some were fierce hunters, while others were peaceful plant-eaters. These ancient reptiles lived on land, laid eggs, and built nests.</p>	<p>Location, Location, Location</p>  <p>Rosie the Hen takes a walk around the farmyard and then takes a second walk around our school! Plot a route for her and then answer her questions about the locality of the building before carrying out a travel and traffic survey to answer more of Rosie's questions. The children will learn simple fieldwork and observational skills while studying the human and physical geography of our local area. They will use compass directions and directional language to describe the location of features and routes on a map.</p>	<p>Ancient Egypt</p>  <p>The story of ancient Egypt has survived for thousands of years. Egypt was one of the greatest civilizations of the past. The monuments and tombs of their Pharaohs continue to stand intact today, some 4,000 years later! During this topic, the children will learn about ancient Egyptian life, hieroglyphics and Gods using different sources, including artefacts, websites and non-fiction texts.</p>	<p>To Exeter and Beyond</p>  <p>Children think about their locality, looking at the area of the school, the city of Exeter including houses, local landmarks and rivers.</p>	<p>Significant Sport Stars</p>  <p>We will be learning about important sports people who achieved great things in their sports nationally and internationally. They are famous in this country and around the world.</p>	<p>Wonderful Weather</p>  <p>Children will look at different types of weather and how they are linked to different seasons in the UK and other countries.</p>

<p>English Writing</p> <p>Y1 Texts</p>	<p>Key Stage: KS1 Text: The Dragon Machine by Helen Ward To write own story based on The Dragon Machine</p> <p>Creature Features: Dinosaurs by Natasha Durley</p> <p>To make their own information book</p>	<p>Oi Frog! By Kes Gray Rhyming Sentences</p> <p>Poetry</p> <p>Text: What I Like! Poems for the Very Young by Gervase Phinn</p> <p>Key learning outcome: To write a poem based on one of the senses</p>	<p>'Snow White' from Classic Fairy Tales by Berlie Doherty and Story Box by Anne Laval To write a traditional tale using the story-box cards</p>	<p>Lord of the Forest by Caroline Pitcher Length of sequence: 3 weeks To write a story using the pattern of the text</p> <p>Labels, Lists and Signs Transport by Ruth Thomson (Your Local Area series)</p>	<p>Genre: Poetry Text: On the Road by Susan Steggall</p> <p>To describe a journey to a familiar place</p> <p>Instructions 'Dress up as...an Egyptian Pharaoh'</p>	<p>Text: The Disgusting Sandwich by Gareth Edwards To write a story about some food that becomes more and more disgusting until it is finally eaten</p> <p>Hot and Cold by Terry Jennings and Honor Head (Now You Know Science series)</p>
<p>Maths</p> <p>Year 1</p>	<p>Power Maths</p> <p>Numbers to 10.</p> <p>Part-whole within 10.</p> <p>Addition and Subtraction within 10 (1)</p>	<p>Power Maths</p> <p>Addition and Subtraction within 10 (2)</p> <p>2D and 3D shapes</p> <p>Numbers to 20.</p>	<p>Power Maths</p> <p>Addition within 20.</p> <p>Subtraction within 20.</p> <p>Numbers to 50.</p>	<p>Power Maths</p> <p>Numbers to 50.</p> <p>Length and Height</p> <p>Weight and Volume</p>	<p>Power Maths</p> <p>Multiplication</p> <p>Division</p> <p>Halves and Quarters</p> <p>Position and Direction</p>	<p>Power Maths</p> <p>Numbers to 100.</p> <p>Time</p> <p>Money</p>

Science Year 1 Content	Polar Adventures	Who Am I?	Holiday	On Safari	Celebrations	Treasure Island
	I can ask and answer simple questions about habitats.	I can identify, name, draw and label the basic parts of the human body.	I can identify how certain materials are best suited to certain environments.	I can go on an invertebrate safari.	I can observe and comment on candles.	I can think about what it would be like to be shipwrecked!
	I can ask questions to find out more information.	I can associate the nose with smelling.	I know how to keep myself safe in the sun.	I can observe invertebrates closely.	I can identify light sources.	I can design and build a shelter.
	I can use the information I have found out to write a diary entry.	I can associate taste with my mouth and taste buds.	I can think about how to insulate a water bottle.	I can ask questions about invertebrates.	I can begin to explain how shadows are made.	I can something to protect me from the sun.
	I can investigate which materials would be best to keep warm.	I can identify the importance of our eyes.	I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	I can perform a test.	I can experiment to see if all materials make shadows.	I can design, build and evaluate a life raft.
	I can classify animals.	I can identify how I use my sense of touch.	I can identify and name a variety of everyday	I can identify simple food chains.	I can explore sound.	I can think about foods available on a desert Island
	I can begin to think about how food is fuel.	I can think about how we use our ears to hear.				

	<p>I can make observations on icebergs.</p>		<p>materials, including wood, plastic, glass, metal, water, and rock.</p> <p>I can identify how humans impact on habitats.</p>			
<p>History</p>	<p>Dinosaurs</p> <p>I can ask simple questions that I would like answered about dinosaurs.</p> <p>I can understand how fossils give us information about dinosaurs and the past.</p> <p>I can find out about a dinosaur using different sources of information.</p>		<p>Ancient Egypt</p> <p>Place known events and objects in chronological order. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p>		<p>Significant Sports Stars</p> <p>I can understand what the ancient Olympics were like.</p> <p>I can name some of the different sports from the ancient Olympics.</p> <p>I can understand who Jesse Owens was and why he is important.</p> <p>I can understand who Ellie Simmonds is and why she is important.</p>	

	<p>I can understand where dinosaurs lived.</p> <p>I can understand the different events that may have made the dinosaurs become extinct.</p> <p>I can place key events in the order of when they happened.</p>		<p>Describe some simple similarities and differences between artefacts. (Historical Enquiry)</p> <p>Sort artefacts from 'then' and 'now'. (Historical enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Talk, draw or write about aspects of the past. (Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people and changes)</p> <p>Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)</p>		<p>I can understand how sport has changed in the past 80 years since Jesse Owens was competing.</p>	
<p>Geography</p>		<p>Location, Location, Location</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p>		<p>Exeter and Beyond</p> <p>I can describe what I see on the way to school.</p>		<p>Wonderful Weather</p>

		<p>(Geographical skills and fieldwork)</p> <p>Use simple observational skills to study the geography of the school and its grounds. (Geographical skills and fieldwork)</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. (Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>Make simple maps and plans e.g. pictorial place in a story. (Geographical skills and fieldwork)</p> <p>Name, describe and compare familiar places. (Place knowledge)</p> <p>Link their homes with other places in their local community.</p>		<p>I can understand what Exeter is like.</p> <p>I can explain different types of housing in Exeter.</p> <p>I can use geographical vocabulary to talk about rivers</p> <p>I can suggest ways that we can improve the local area.</p>		<p>I can observe the weather where we live.</p> <p>I can use observations to identify wind speed and direction.</p> <p>I can use observation to describe the weather and measure rainfall.</p> <p>I can understand the dangers of extreme weather.</p> <p>I can describe seasonal weather changes.</p> <p>I can understand what weather forecasts show.</p>
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		(Place knowledge)				
Computing Year 1 Content	We are Good Digital Citizens		We are Treasure Hunters		We are collectors	
	<p>I can say what being a digital citizen means.</p> <p>I can recognise the kind actions of a Digital Citizen.</p> <p>I can identify actions online that I know are not right.</p> <p>I can explain what to do if something worries me online.</p> <p>I can create a Digital Citizen Information Poster.</p>		<p>I can provide instructions to help locate treasure.</p> <p>I can record an algorithm.</p> <p>I can programme a robot to perform a specific movement.</p> <p>I can collaborate and experiment with programming.</p> <p>I can use programming to locate treasure on a map.</p> <p>I can identify bugs in an algorithm.</p>		<p>I can use the internet to search for animal picture.</p> <p>I can use the internet to complete research and identify different types of fish.</p> <p>I can complete research about birds and organise them into two groups.</p> <p>I can sort mammals into different groups.</p> <p>I can sort insects into different groups.</p>	

<p style="text-align: center;">Design Technology Topic - Linked</p>		<p style="text-align: center;">To create a Roly Poly Toy</p> <p>I can ask questions about existing products. (Processes)</p> <p>I can create and investigate a simple design for my own roly poly wheels. (Processes)</p> <p>I can use pictures and words to describe what I want to do. (Processes)</p> <p>I can build my own roly poly based on a design specification. (Processes)</p> <p>I can create my roly poly and begin exploring ways to improve it. (Processes)</p>		<p style="text-align: center;">Where We Live- Create a vehicle</p> <p>I can investigate existing products and ask questions.</p> <p>1 Create simple designs for a product. (Processes)</p> <p>1 Use pictures and words to describe what he/she wants to do. (Processes)</p> <p>I can ask simple questions about existing products and those that I have made. (Processes)</p> <p>I can create a design based on ideas I have had</p> <p>I can Use a range of simple tools to cut, join and combine materials and components safely. (Processes)</p>		<p style="text-align: center;">Food Technology</p> <p>I can understand that food is a basic requirement</p> <p>I can understand that food keeps us healthy and gives us energy to grow</p> <p>Hygiene – whole school push</p> <p>Recipe and skills</p> <p>Food making</p> <p>Food evaluation</p>

		I can evaluate my completed product. (Processes)		I can use a range of simple tools to cut, join and combine materials for a final product. (Processes)		
Art Topic - Linked	<p>Term 1: Dinosaurs</p> <p>I can use artwork to record ideas, observations and experiences. (Learning)</p> <p>I can explain what I like about the work of others. (Learning)</p> <p>I can learn the names of tools, techniques and elements that I use. (Learning)</p> <p>I can explore mark-making using a</p>		<p>Exploring Ancient Egyptian Jewellery Through Paint and the Work of Paul Klee</p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Experiment with different materials to design and make products. (Learning)</p> <p>Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. (Techniques)</p> <p>Sort, cut and shape fabrics and experiment</p>		<p>Significant Sportspeople E.g. Jesse Owens and Ellie Simmonds</p> <p>I can use artwork to record ideas, observations and experiences. (Learning)</p> <p>I can explain what I like about the work of others. (Learning)</p> <p>I can manipulate different media to create an effect. (Technique)</p>	

	<p>variety of tools for an artistic purpose. (Techniques)</p> <p>I can use media to represent objects in lines. (Techniques)</p> <p>I can make marks in print using ...basic tools and use these to create (Techniques)</p>		<p>with ways of joining them. (Techniques)</p>		<p>I can combine two materials artistically for effect. (Technique)</p> <p>I can create simple structures by joining different media together. (Techniques)</p> <p>I can develop my ideas and create a more complex structure. (Technique)</p>	
<p>Music</p> <p>Topic - linked</p>		<p><u>Menu song</u></p> <p>Participate in creating a dramatic group performance using kitchen-themed props.</p> <p>Copy a leader in a call-and-response song, waiting their turn to sing.</p> <p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Listen and move in time to the song.</p>		<p><u>Dawn from sea. (3 weeks)</u></p> <p>Sing a simple singing game.</p> <p>Listen actively by responding to musical signals and musical themes using movement.</p> <p>Create a musical movement picture.</p> <p>Move and rock to music to develop a sense of beat.</p> <p><u>Musical conversations. (3 weeks)</u></p> <p>Compose musical sound effects and short sequences</p>		<p><u>Dancing and drawing to Nautilus. (3 weeks)</u></p> <p>Perform actions to music, reinforcing a sense of beat.</p> <p>Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</p> <p>Develop awareness of duration and the ability to move slowly to music.</p> <p>Create art work, drawing freely and imaginatively</p>

				<p>of sounds in response to a stimulus.</p> <p>Improvise question-and-answer conversations using percussion instruments.</p> <p>Create, interpret and perform simple graphic scores.</p> <p>Recognise how graphic symbols can represent sound.</p>		<p>in response to a piece of music.</p> <p><u>Cat and mouse. (3 weeks)</u></p> <p>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Listen and copy rhythm patterns.</p> <p>Notice how a change of pitch is used to create an effect</p>
<p>PSHE and SMSC</p> <p>Y1 Content</p>	<p>Me and My Relationships</p> <p>How they can contribute to the life of the classroom and school.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p>	<p>Valuing Difference</p> <p>To identify and respect the differences and similarities between people.</p> <p>To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.</p> <p>To recognise that they share a responsibility for</p>	<p>Keeping Myself Safe</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits</p>	<p>Rights and Responsibilities</p> <p>The importance of and how to maintain personal hygiene.</p> <p>What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p>	<p>Being My Best</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional</p>	<p>Growing and Changing</p> <p>Y1 – Y1 Content</p> <p>See Scarf.</p>

	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p>keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p>of physical activity, rest, healthy eating and dental health.</p> <p>Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>About the ways that pupils can help the people who look after them to more easily protect them.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>That household products, including</p>	<p>That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>	<p>health, to recognise that choices can have good and not so good consequences.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To offer constructive support and feedback to others.</p> <p>To recognise how their behaviour affects other people</p>	
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	<p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>That they belong to various groups and communities such as family and school.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>		<p>medicines, can be harmful if not used properly.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p>			
<p>RE</p>	<p>What do Christians believe God is like?</p> <p>I can identify a parable.</p> <p>I can explore the Story of the Lost Son.</p> <p>I can discuss the Story of the Lost Son means to Christians.</p>	<p>Why does Christmas matter to Christians?</p> <p>I can recognise that Jesus is believed to be God on Earth.</p> <p>I can recognise the importance of baby Jesus.</p> <p>I can retell the Nativity story.</p>	<p>Who do Christians say made the world?</p> <p>I can listen to the story of creation from Genesis.</p> <p>I can retell the story of creation from Genesis.</p> <p>I can identify how to show gratitude.</p>	<p>What is the 'good news' Christians believe Jesus brings?</p> <p>I can discuss the 12 disciples.</p> <p>I can identify how Jesus teaches us about forgiveness.</p> <p>I can identify how Jesus teaches us about peace.</p>	<p>Why does Easter matter to Christians?</p> <p>I can listen to and discuss the story of Holy Week.</p> <p>I can participate in an Easter Labyrinth.</p> <p>I can discuss the emotions of Jesus' followers.</p> <p>I can define the term resurrection.</p>	<p>Who is a Muslim and how do they live?</p> <p>I can state what a Muslim is.</p> <p>I can explore the name of the pillars of Islam.</p> <p>I can explain the Salah Pillar and what it means.</p>

	<p>I can explain how Christians show their belief in God.</p> <p>I can explain how Christians put their beliefs into practise.</p> <p>I can write about what I have learnt from the Story of the Lost Son.</p>	<p>I can explain why Christmas is important for Christians.</p> <p>I can define what 'advent' means.</p> <p>I can compare religious and non-religious views about Christmas.</p>	<p>I can identify ways that Christians show gratitude.</p> <p>I can ask questions about Creation.</p> <p>I can explain what I have learnt from Genesis.</p>	<p>I can identify ways that Christians bring Jesus' good news to others.</p> <p>I can identify ways that Christians say sorry to God.</p> <p>I can explain what I have learnt from the Gospel of Jesus.</p>	<p>I can talk about how Holy Week is celebrated.</p> <p>I can reflect on the way the story changes from sadness to happiness.</p>	<p>I can explain the Zakat Pillar and what it means.</p> <p>I can explain the Sawm Pillar and what it means.</p> <p>I can explain the Hajj Pillar and what it means.</p>
<p>PE</p>	<p>Multi Skills: Agility and Coordination</p> <p>I can change direction.</p> <p>I can develop skills to dodge in games.</p> <p>I can dodge to avoid being caught in a game.</p> <p>I can use my coordination skills.</p> <p>I can step forward as I roll or throw a ball.</p> <p>I can take part in a physical rock, paper, scissors game.</p>	<p>Multi Skills: Coordination with Equipment and Agility Reaction/Response</p> <p>I can take part in a rolling rally with a partner.</p> <p>I can catch a ball after it has bounced.</p> <p>I can catch a ball over an increased distance.</p> <p>I can develop my reaction times.</p> <p>I can move body parts in coordination.</p> <p>I can improve my dodging skills.</p>	<p>Dance</p> <p>I can interpret movements.</p> <p>I can perform two movements.</p> <p>I can perform two movements.</p> <p>I can perform three movements in a sequence.</p> <p>I can perform three movements in a sequence.</p> <p>I can show my sequence is ready to begin and when it is finished.</p>	<p>Gymnastics</p> <p>I can copy, practise, and improvise a gymnastic movement.</p> <p>I can select, and practise, a gymnastic movement.</p> <p>I can select, and practise, two gymnastic movements.</p> <p>I can apply my learning to apparatus.</p> <p>I can apply my learning to different apparatus.</p>	<p>Multi Skills: Athletics/Sports Day Activities</p> <p>I can run.</p> <p>I can jump.</p> <p>I can throw a small ball underarm, using the correct technique.</p> <p>I can throw.</p> <p>I can take part in running athletics activities.</p> <p>I can take part in field athletics activities.</p>	<p>Healthy Lifestyle and Nutrition</p> <p>I can identify and name some large bones.</p> <p>I understand why the brain, heart and lungs are important body parts.</p> <p>I know that exercise is good for our minds.</p> <p>I can begin to recognise if something in a bottle or packet can be harmful.</p>

						<p>I know how to stay safe in and around the water.</p> <p>I know that too much exposure to the sun can harm me.</p>
Curriculum Enrichment Activity	Ancient Egypt	Location, Location, Location	Vile Victorians	What a Wonderful World	The Great Fire of London	What a Wonderful World
	Ancient Egypt Workshop: RAMM			Local Area Walk		