

**Keresforth Primary School**

**Year 1**

**2018-2019**

	<b>1 EXPELLIARMUS!</b>	<b>2 AN ISLAND HOME</b>	<b>3&amp;4 SUPERHEROES!!! Florence Nightingale/ Mary Seacole Elizabeth 1/Queen Victoria Guy Fawkes/Rosa Parks/Neil Armstrong</b>	<b>5&amp;6 AUSTRALIAN ADVENTURE!</b>
<b>History</b>			<ul style="list-style-type: none"> <li>• To find out about famous people in the past.</li> <li>• To find out why they were famous.</li> <li>• Why do we remember these people and what impact have they had on our lives?</li> </ul>	
<b>Geography</b>		<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes</li> <li>• Use simple compass directions and locational and directional language</li> <li>• Study the human and physical geography of an island.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Use basic geographical vocabulary to refer to key physical and human features.               <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four counties and</li> </ul> </li> </ul>		<p>-Compare and contrast the locality of our school with a non-European country, Australia.</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences to the UK.</li> <li>• Use world maps, atlases and globes to name and locate the 7 continents and 5 oceans of the world</li> <li>• Study the human and physical geography of Australia.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> </ul> <p>Discover some of Australia's amazing places such as:</p> <ul style="list-style-type: none"> <li>• The mysterious pink waters of Lake Hillier</li> <li>• The stunning Katherine Gorge in the Northern Territory</li> <li>• The remarkable rocks (and kangaroos, of course) of Kangaroo Island</li> <li>• The beautiful Uluru</li> <li>• The deep forests of the Yarra Ranges</li> <li>• The incredible Painted Cliffs in Tasmania</li> </ul>

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		capital cities of the UK and its surrounding seas.		<ul style="list-style-type: none"> <li>• The peaks of the Australian Alps</li> <li>• The breathtaking Kings Canyon</li> <li>• The tropical Daintree Rainforest in Queensland</li> <li>• The fantastic views of Sydney Harbour</li> <li>• Brisbane, Perth and the sprawling outback inbetween</li> </ul> <p>Locate the main areas and cities. Explore how the climatic conditions of Australia affect Australian's way of life. Discover what to pack if visiting Australia and explore some of the differences in the way the British and Australians speak English. Find out about everyday life, customs and leisure. Discover Aboriginal heritage and beliefs. Find out about what the Aboriginal people call 'Dreamtime' and the origins of the didgeridoo and boomerang. Discover how life in the vast outback of Australia is very different to that of coastal cities.</p>
<b>Science</b>	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials including; wood, plastic, glass, metal, water, rock and their particular uses</li> </ul>	<p>Animals, including humans</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	Plants	Living things and their habitats

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	<ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> <li>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<ul style="list-style-type: none"> <li>Identify, classify and describe their basic structure</li> <li>Observe and describe growth and conditions for growth.</li> </ul>	<ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> <li>Research some of Australia's most famous wildlife; kangaroo, koala, wallaby, wombat, dingo, Tasmanian Devil, emu, kookaburra.</li> </ul>		
<b>Art</b>	<p>Form/Sculpture:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>Construct</li> <li>Use materials to make known objects for a purpose</li> <li>Carve</li> <li>Pinch and roll coils and slabs using a modelling media.</li> <li>Make simple joins</li> </ul> <p>Y2:</p>	<p>Printing:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>Create patterns</li> <li>Develop impressed images</li> <li>Relief printing</li> </ul> <p>Y2:</p> <ul style="list-style-type: none"> <li>Print with a growing</li> </ul>	<p>Pattern:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>Awareness and discussion of patterns</li> <li>Repeating patterns</li> <li>Symmetry</li> </ul> <p>Y2:</p> <ul style="list-style-type: none"> <li>Experiment by arranging, folding, repeating, overlapping,</li> </ul>	<p>Drawing:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>Extend the variety of drawings tools</li> <li>Explore different textures</li> <li>Observe and draw landscapes</li> <li>Observe patterns</li> <li>Observe anatomy (faces, limbs).</li> </ul> <p>Y2:</p>	<p>Colour:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>name all the colours</li> <li>mixing of colours</li> <li>Find collections of colour</li> <li>applying colour with a range of tools</li> </ul> <p>Y2:</p>	<p>Textiles:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>Weaving</li> <li>Collage</li> <li>Sort according to specific qualities</li> <li>How textiles create things</li> </ul> <p>Y2:</p>

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	<ul style="list-style-type: none"> <li>Awareness of natural and man-made forms</li> <li>Expression of personal experiences and ideas</li> <li>to shape and form from direct observation (malleable and rigid materials)</li> <li>decorative techniques</li> <li>Replicate patterns and textures in a 3-D form</li> <li>work and that of other sculptors.</li> </ul> <p>Fruit and vegetable people.</p>	<p>range of objects</p> <ul style="list-style-type: none"> <li>Identify the different forms printing takes</li> </ul> <p>Under the sea art, pastel rubbings of shells.</p>	<p>regular and irregular patterning</p> <ul style="list-style-type: none"> <li>Natural and manmade patterns</li> <li>Discuss regular and irregular.</li> </ul> <p>Bonfire art, line drawings/collage of famous people, silhouettes of heads.</p>	<ul style="list-style-type: none"> <li>Experiment with tools and surfaces.</li> <li>Draw a way of recording experiences and feelings.</li> <li>Discuss use of shadows, use of light and dark.</li> <li>Sketch to make quick records.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe colours by objects</li> <li>Make as many tones of one colour as possible (using white)</li> <li>Darken colours without using black</li> <li>using colour on a large scale</li> </ul> <p>Aboriginal art, collage/paint of animals researched.</p>	<ul style="list-style-type: none"> <li>Overlapping and overlaying to create effects</li> <li>Use large eyed needles – running stitches</li> <li>Simple appliqué work</li> <li>Start to explore other simple stitches</li> <li>Collage</li> </ul>
<b>DT</b>	Make food from local produce.	Design a hut suitable for an island, design own islands.	Design pirate ship, maps, treasure chest.		Rain sticks	
<b>Music</b>	<ul style="list-style-type: none"> <li>To understand the importance of listening within music, focussing on contract:</li> <li>High/low</li> <li>Loud/quiet</li> <li>Smooth/jumpy</li> <li>Fast/Slow</li> </ul>		<ul style="list-style-type: none"> <li>To continue to develop listening, rhythmic and concentration skills with the emphasis on three note values:               <ul style="list-style-type: none"> <li>Crotchets</li> <li>Minims</li> <li>Quavers</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>To continue to develop listening, rhythmic and concentration skills.</li> <li>To be able to recognise and distinguish visually and aurally between six 4/4 rhythms to understand how they are built up and to be able to clap/play them confidently.</li> <li>To begin to compose.</li> </ul>

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<b>PE</b>	Autumn Term 1- Fundamental Movement Skills and Ball Skills Autumn Term 2- Fundamental Movement Skills and Gymnastics		Spring Term 1 – Fundamental Movement Skills and Dance Spring Term 2 - Fundamental Movement Skills and Ball Skills		Summer Term 1 – Fundamental Movement Skills and Athletics Skills Summer Term 2 -Fundamental Movement Skills and net/wall skills.	
<b>RE</b>	Christianity 1. Why are these words special? 2. Why are some places special? 3. How can faith contribute to Community Cohesion? 4. Why are sometimes special? 5. What can be learnt from lives of significant people? 6. How do I and others feel about life and the universe?		Islam 1. Why are these words special? 2. Why are some places special? 3. How can faith contribute to Community Cohesion? 4. Why are sometimes special? 5. What can be learnt from lives of significant people? 6. How do I and others feel about life and the universe?		Hinduism 1. Why are these words special? 2. Why are some places special? 3. How can faith contribute to Community Cohesion? 4. Why are sometimes special? 5. What can be learnt from lives of significant people? 6. How do I and others feel about life and the universe?	
<b>PSHE</b>	<u>New Beginnings</u> 1. Belonging 2. Self-awareness 3. Managing my feelings 4. Understanding others' feelings 5. Making choices 6. Understanding rights and responsibilities.	<u>Getting on and falling out</u> 1. Friendship 2. Seeing things from another point of view 3. Working together 4. Managing feelings – anger 5. Resolving conflict	<u>Going for goals</u> 1. Knowing myself 2. Setting a realistic goal 3. Planning to reach a goal 4. Persistence 5. Making choices 6. Evaluation and review	<u>Good to be me</u> 1. Knowing myself 2. Understanding my feelings 3. Managing my feelings 4. Standing up for myself 5. Making choices	<u>Relationships</u> 1. Knowing myself 2. Understanding my feelings 3. Managing my feelings 4. Understanding the feelings of others	<u>Changes</u> 1. Knowing myself 2. Planning to reach a goal 3. Making choices
<b>Computer Science</b>	Word processing Computer skills		Painting Programming (toys) e-safety		Programming (scratch jr) Using and applying	
<b>MFL</b>	-greetings and Spanish Culture -classroom instructions -animals -at the pet shop -numbers and plurals -connectives and simple sentences.	-gender - -memorisation and storytelling -Me llamo	-Colours and alien story -Colours and opinions -word order of adjectives -word order and opinions -the enormous turnip -Numbers 1-10	-Numbers and tengo -age -definite and indefinite articles	-The connective 'pero' -Es and the hare and tortoise -Tambien -Numbers 1-15 -Days of the week -revision and raps -assessment and rap performance	

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		-Spanish names -Soy and Mi Mama story -Christmas		-Easter -Quisiera.	-Barcelona.
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