

Music

- Exploring sounds found in their school environment.
- The children use voices, movement and instruments to explore changes of pitch.

RE

- Religion: Judaism.
- Is Shabbat important to Jewish children?
- Does celebrating Chanukah make Jewish children feel closer to God?

Spanish

- Nursey Rhymes

Science

- Identify and describe the basic parts of plants.
- Observe how they change over time.
- Learning about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates.
- Describe their common structures, diets and how to care for them.

PE

- Dance: Growing
- Dance: The Zoo
- Ball Skills: Rackets, Bats and Balls
- Ball Skills: Hands 2

Maths

- Counting in 2s, 5s and 10s.
- Exploring doubles, halves and quarters.
- Position and direction.
- Measure and record lengths and heights, weight, capacity and volume.
- Number bonds to 100.
- Time: to the hour, to the half hour.
- Money: recognising coins and notes.

School Days

Computing

- Introduction to data and information.
- Sort objects into different groups to answer questions about data.

Trips/experiences

- Trip to Kent Life - Victorian workshop.
- Food preparation day – linked to DT project.

Geography

- Developing simple field work and observational skills – Identify the characteristics of the school grounds.
- Explore basic human and physical features of a geographical location using aerial photographs and maps.
- Create simple maps featuring a key of basic symbols.
- Explore and describe how geographical features have changed over time – School grounds.

English

- Book study on the text *Whiffy Wilson: The Wolf Who Wouldn't Go to School* by Caryl Hart.
- Writing poetry to celebrate life in school.
- Write a diary entry based on a Victorian school lesson.
- Write a letter to the head-teacher to explain how to make a positive contribution to the school.
- Adding prefixes and suffixes to words.
- Punctuating sentences using question marks or exclamation marks.

History

- Learning about events beyond living memory: Victorian schools.
- Learn about the similarities and differences between present day schools and Victorian era schools.
- Studying significant individuals – Samuel Wilderspin.
- Exploring historical Victorian era artefacts.

Art/DT

- Studying artist: James Rizzi.
- Using drawing, painting and sculpture to create 3-D buildings.
- Explore street art and murals.
- Using drawing and painting to design 3-D murals for buildings.
- Explore sources of food.
- Design a healthy salad and sandwich.
- Learn basic hygiene rules for food preparation.

Computing

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.

Geography

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Maths

- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.
- Solve one-step problems involving multiplication and division.
- Recognise, find and name a half and a quarter of an object, shape or quantity.
- Recognise and know the value of different denominations of coins and notes.
- Tell the time to the hour and half past the hour; draw the hands on a clock face to show these times.
- Describe position, direction and movement.
- Record and measure length, height, weight, capacity and volume.

School Days

Science

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Observe closely, using simple equipment
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Music

- Exploring different sound sources and materials.
- Interpreting sounds and exploring instruments.
- Understanding musical structure by listening and responding.

RE

- Religion: Judaism
- Key questions: Is Shabbat important to Jewish children? / Does celebrating Chanukah make Jewish children feel closer to God?

Art/DT

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and ICT.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learning 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.

Artist: James Rizzi

English

- Join words and join clauses using 'and'.
- Link what they read or hear to their own experiences.
- Read words with contractions and understand that the apostrophe represents the omitted letter(s).
- Sequence sentences to form short narratives.
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Spell words containing each of the 40+ phonemes already taught
- common exception words.
- Add prefixes and suffixes.

PE

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

History

- Learning about events beyond living memory that are significant nationally or globally.
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- Learn about the lives of significant individuals in the past.

Year 1 – Topic 3 – School Days

Key Enquiry Question: What is school life like now and what was it like in the past?

Key Skills:

- Learn about changes within living memory.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use a range of materials creatively to design and make products.

Victorian School History:

We will study the history of school life in the Victorian era, and compare it to what school life is like in the present day. We will explore what their schools looked like and what lessons they studied.



Prior Knowledge:

- I can identify some similarities and differences between things in the past and now.
- I understand some people in history are significant for things

Facts about famous people we will study:

- Queen Victoria was the monarch during the Victorian era.
- Samuel Wilderspin was a teacher who is known as the founder of infant education. He invented the school playground, so children could play outside.

Key Information:

- The Victorian era was the time from 1837 to 1901.
- Queen Victoria was the monarch of the United Kingdom during this era.



Key Vocabulary:

	Word	Definition
1	Arithmetic	Adding, subtracting, multiplying and dividing.
2	Cane	A long piece of wood that was used to punish children
3	Centenary	The 100 year anniversary of a place or event.
4	Chronological	The order in which events happened.
5	Invention	Something new that has never been made before.
6	Monarch	A King or Queen who rules a kingdom.
7	Punishment	An unpleasant experience given to someone who has broken a rule.
8	Strict	Following and enforcing rules exactly.