

Year group: 1

Teachers: Nikki Bowen Louise Jacobs Ruth Allery

| Term | Project Name | English | Computing | Subject 1 | Subject 2 | Learning Values |
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| A1 6 weeks | Down in the Jungle | Say aloud what they are going to write. Compose a sentence orally before writing it. Sequence sentences to retell a story. Re-Read what you have written to check that it makes sense. | <u>Skills/Lessons</u> E safety - Going Places Safely. Log on to computer and navigate to a programme. | <u>Art</u> Collage 3D masks Printing Drawings | <u>Music</u> Follow the pulse and simple rhythms. Play instruments and use body percussion in different ways to create sound effects. | Independence Thinking Teamwork Creativity |
| A2 4/5weeks | All Change (The Seasons) | Compare settings in stories from hot and cold places. Write a postcard - simple sentences Say aloud what they are going to write. Compose a sentence orally before writing it. Sequence sentences to retell a story. Re-Read what you have written to check that it makes sense. Read aloud your writing clearly for others to hear. | <u>Skills/Lessons</u> Use word purposefully to create, organise, store manipulate and retrieve digital content. E safety – ABC of searching internet safely <u>Applications</u> <i>Take photos of children following the Golden Rules.</i> <i>Take photos of surroundings – school, grounds environment.</i> | <u>Geography</u> Daily weather patterns Seasons - changes Hot and cold places -contrast changes Look at 2 islands (Barbados and Iceland) | <u>D . T</u> Structures – shelters – hot/cold countries Science – seasonal changes | Thinking Creativity Questioning Teamwork |
| Sp1 5/6 weeks | Animal Kingdom | <u>Poetry</u> Pattern and rhyme Body poems Say aloud what they are going to write. Compose a sentence orally before writing it. Sequence sentences to retell a story. Re-Read what you have written to check that it makes sense. | <u>Skills/Lessons</u> Skype – hot/cold countries. Google earth – Hot/cold places E safety - Safer internet day <u>Applications</u> Record chn’s weather reports. | <u>Science</u> Animals including humans Know that off spring come from animals and humans. | <u>Music</u> Singing in correct pitch – awareness of pulse and rhythm | Thinking Reflection Creativity |
| Sp2 5 weeks (Easter 2 weeks) | Show me the Way. (trip around | Directions – Explain how to get from A to B to a partner. Say aloud what they are going to write. | <u>Skills/Lessons</u> Identify digital resources around them in and out of school. <u>E Safety</u> – My Creative Work <u>Applications</u> | <u>Geography</u> understand the school and its grounds & surrounding environment Investigate their surroundings Make observations about where | <u>History</u> Changes within living memory. Significant local historical event, people and places in own locality. Recognise the difference between past and present in their | Thinking Creativity Teamwork Independence |

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| | school local area & investigate) | Compose a sentence orally before writing it. Sequence sentences to retell a story. Re-Read what you have written to check that it makes sense. | <i>Write a short information text for display.</i> <i>Photo journey.</i> | things are e.g. within school or local area. Sketching Use a simple picture map to move around the school; Recognise that it is about a place.. | own lives and lives of family members. -Sequencing events in their own lives, expanding this to include the changes in the lives of family members. | |
| Su1 5 weeks | How Does Your Garden Grow? | Traditional stories and fairy tales. Oral Story telling Say aloud what they are going to write. Compose a sentence orally before writing it. Re-Read what you have written to check that it makes sense. Rewrite ending for a traditional tale. Identify the 3 main parts of a story. Reading and understanding instructions. | <u>Skills/Lessons</u> Use photostory3 purposefully to create, organise, store manipulate and retrieve digital content E safety -Keep it Private <u>Applications</u> Use photo story to sequence and retell story. | <u>Science</u> Growing plants Identifying and describe basic structure of basic flowering plants and trees | <u>D . T</u> Food – making a fruit salad <u>Art</u> as an extra Printing with fruit and veg | Thinking Independence Teamwork Reflection |
| Su2 6/7 weeks | Beside the Seaside | Oral story telling. Plan and write a seaside story. Say aloud what they are going to write. Compose a sentence orally before writing it. Sequence sentences to retell a story. Re-Read what you have written to check that it makes sense. Edit writing | <u>Skills/Lessons</u> Introduction to algorithms - using beebots manually and computer program Focus on Beetbots to programme a set of instructions. <u>E safety</u> – sending emails <u>Applications</u> Navigating a seaside map | <u>History</u> Local History – Victorian Seaside | <u>Art</u> Collage – shells Repeated printing Weaving | Thinking Creativity Independence |