



SEAFORD PRIMARY SCHOOL

Year One Term 1

<p>Topic Title- We all fit together!</p>		
<p><u>History</u> <u>Significant people-</u> No History in Term 1 <u>Great events -</u></p>	<p><u>Geography – No Geography in Term 1</u> <u>Knowledge</u> <u>Key Skills:</u> <u>Enquiry:</u></p>	<p><u>Science</u></p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including birds, fish, amphibians, reptiles and mammals. • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Identify and name a variety of common animals that are carnivores, herbivores and omnivore. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, and mammals, including pets). • know that all animals, including humans, grow and change as they become older. • Name and correctly label the main external parts of the body • Understand what it means to be healthy • Describe how to look after particular parts of my body & I can explain why it is important to keep clean • Know that human have babies that grow into children and then into adults <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions
<p><u>English</u> <u>Genre/Text</u> Stories relating to own experience e.g. Percy the Park Keeper- After the Storm Funny bones Dear Zoo Poetry- Autumn theme 1 week Initial reading and phonic assessments with individuals</p>	<p><u>Maths (opportunities for maths links)</u></p> <ul style="list-style-type: none"> • Count, read and write backwards from any number 0 to 10 • Count one more • Count one less • One to one correspondence to start to compare groups • Compare groups using language such as equal, more/greater, less/fewer 	<p><u>Computing (in small groups due to COVID Bubbles)</u> <u>E-safety: personal information</u> To identify which information is personal information and understand why we shouldn't share it on the internet <u>Digital Literacy: using a computer</u> safely use a device, logging on/off Safely use a device, opening a programme Understand how to use a keyboard and mouse Follow rules using a computer</p>

<p>Writing Task Characters' feelings Letter to Percy Label skeleton writing a sentence favourite part planning a story own version of story</p> <p>Audience Letters to be read by adults</p>	<ul style="list-style-type: none"> • Introduce <, > and = symbols • Compare numbers • Order groups of objects 	
<p>Design Technology</p> <p>No design technology this term.</p> <p>Key skills</p>	<p>Art and Design</p> <p><u>Knowledge</u> Study the work of a range of artists, craft makers and designers. Rousseau, Steiff, Ruffell</p> <p><u>Drawing Skills</u> Use a range of different drawing media, e.g. crayon, pencil, graphite, pencil. Mixed media Rousseau animals.</p> <p><u>Craft Skills</u> Experiment with collage and cut colours, shapes, textures and images from a range of sources. Mixed media Rousseau animals.</p>	<p>P.E</p> <p>Indoor P.E will be exploring music and movement in dance and outdoor P.E we will be learning how to catch and throw.</p> <p><u>Skills</u> To move and be still under basic control so that movements are performed with accuracy and clarity. To repeat and co-ordinate simple movement combinations so that they link together. To use simple equipment with purpose and basic control.</p> <p><u>Condition, Health and Well-being</u> To find and use space well showing an awareness of others and basic safety. How to use simple tactics and compositional ideas with consistency. Some simple things they can do to be healthy.</p> <p><u>Decision Making</u> To recognise and copy simple actions and follow basic instructions with some accuracy. To describe what they and others are doing with some accuracy. To come up with and suggest ideas that relate to their performance</p>
<p>PSHE</p> <p>Being me in my world</p> <p>I feel special and safe in my class. I know that I belong to my class.</p> <p>I know how to use my Jigsaw Journal</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I understand the rights and responsibilities for being a member of my class</p> <p>I know my views are valued and can contribute to the Learning Charter</p>	<p>R.E.</p> <p>My World</p> <p>observe the wonder, beauty, detail and order of creation</p> <p>Pupils find out about what people with different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. Harvest, generosity to those in need) responding to questions about being generous</p> <p>Linking to PSHE, pupils make lists of the different groups to which they belong, and consider how this contributes to human happiness</p> <p>Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong?</p> <p>Linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry.</p>	<p>Music 1BW (1HM in Term 2) – due to COVID Bubbles</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Sing a melody accurately at their own pitch. Sing songs expressively. Follow pitch movements with their hands and use high, low and middle voices. Begin to sing with control of pitch (e.g. following the shape of the melody).</p> <p>Reading and writing notation</p> <p>Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score.</p> <p>Performance skills</p> <p>Perform together and follow instructions that combine the musical elements.</p>

I can recognise the choices I make and understand the consequences

I understand my rights and responsibilities within our Learning Charter

Super Start: Baby photo exhibition

Magic Middle: Senses Day

Fabulous finish: Rousseau pictures

Curriculum Careers links- What is the NHS? <https://www.bbc.co.uk/newsround/38906932> Short film about the NHS and jobs within it (who looked after us when we were born?).