



# How and why do things change? Knowledge and Skills - Year 1

<p><b>Core Subjects</b></p>	<p><b>Foundation subjects</b></p>
<p><b>Religious Education</b></p>	<p><b>Art &amp; Design Technology</b></p>
<p><b><u>Domestic Church - Family:</u></b></p> <ul style="list-style-type: none"> <li>• Children will be able to talk about their families and understand that not all families are the same.</li> <li>• They will explore different roles of people within families and how families show love and care for each other.</li> <li>• They will be able to recognise some stories and psalms which reveal God's love and care.</li> </ul> <p><b><u>Baptism/Confirmation – Belonging:</u></b></p> <ul style="list-style-type: none"> <li>• Children will be able to talk about different groups that they belong to.</li> <li>• They will be able to recognise and use some religious words and phrases used in Baptism, such as 'I baptise you in the name of the Father...'</li> </ul> <p>They will understand that Baptism is the beginning of life in the Church family.</p>	<p><b><u>Art:</u></b></p> <ul style="list-style-type: none"> <li>• Children to extend the variety of drawings tools to include charcoal by doing an observational drawing of an olden day toy.</li> <li>• Develop drawing and painting skills using a range of different media.</li> <li>• Study the work of Vincent Van Gogh</li> <li>• Use sketchbooks to record and explore ideas, evaluate my own and others' work and explain how a piece of art makes me feel.</li> <li>• Develop understanding and use of the formal elements of art including colour, shape, line &amp; tone.</li> <li>• Explore &amp; develop ideas by selecting and recording from first- hand observation, experience and imagination.</li> <li>• Evaluate &amp; develop work through discussion and by describing differences and similarities between types of media used.</li> <li>• Develop drawing and painting skills using a range of different media.</li> <li>• Study the work of Vincent Van Gogh</li> <li>• Use sketchbooks to record and explore ideas, evaluate my own and others' work and explain how a piece of art makes me feel.</li> <li>• Develop understanding and use of the formal elements of art including colour, shape, line &amp; tone.</li> <li>• Explore &amp; develop ideas by selecting and recording from first- hand observation, experience and imagination.</li> <li>• Evaluate &amp; develop work through discussion and by describing differences and similarities between types of media used.</li> </ul> <p><b><u>Design Technology: Creatively design and make a toy.</u></b></p> <ul style="list-style-type: none"> <li>• Children will design a purposeful and functional toy (puppet or car).</li> <li>• Children will select from and use a range of tools and equipment to perform practical tasks.</li> <li>• They will explore and use mechanisms.</li> <li>• Children will evaluate their ideas and products.</li> </ul>
<p><b>English</b></p> <p><b><u>Reading:</u></b> Children will develop pleasure in reading by being encouraged to link what they read to their own experiences. They will show an understanding of books by discussing the significance of the title and events. Children will read accurately by blending sounds in unfamiliar words.</p> <p>Class readers: The Colour Monster, The Colour Monster goes to School, The Huge bag of worries and Elmer.</p>	

# Key enquiry question: knowledge and skills

<p><b>Core Subjects</b></p>	<p><b>Foundation subjects</b></p>
<p><b>English</b></p>	<p><b>Music</b></p>
<p><b>Writing: Instructions</b> Children will use the text 'Toys' by Jane Bingham to help them write a set of instructions on how to operate a toy.</p> <p><b>Fiction:</b> Using the text 'The Old Toy Room', the children will write an adventure story.</p> <p><b>SPAG:</b> Children will learn to spell words containing each of the 40+ phonemes already taught and common exception words. They will learn to use a capital letter for the personal pronoun 'I'.</p>	<p><b>Music will be taught in the second half of the term</b></p>
	<p><b>PE</b></p>
	<p><b>Kinetic Sport</b> - Ball skills with a particular focus on netball.</p>
	<p><b>History</b></p>
<p><b>Mathematics</b></p> <p><b>Place Value:</b></p> <ul style="list-style-type: none"> <li>Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to 10 in numerals and words.</li> <li>Given a number, identify one more or one less.</li> </ul> <p>Identify and represent numbers using objects and pictorial representations.</p> <p><b>Part-Whole within 10:</b></p> <ul style="list-style-type: none"> <li>Exploring partitioning numbers using a part-whole model.</li> <li>Related facts – number bonds.</li> <li>Finding number bonds.</li> </ul> <p>Comparing number bonds.</p>	<p><b>Changes within living memory</b></p> <p>Children will look at aspects of daily life and how it has changed through the ages.</p> <p>The children will develop a chronology of domestic life, clothes, transport, toys, and music. They will explore the toys they play with compared to those their parents and grandparents had</p>

# How and why do things change? Knowledge and Skills - Year 1

Core Subjects	Foundation subjects
<b>Science and Understanding of the World</b>	<b>PSHE</b>
<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Children will distinguish between an object and the material from which it is made.</li><li>• They will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li><li>• The children will describe the simple physical properties of a variety of everyday materials.</li><li>• They will compare and group together a variety of everyday materials on the basis of their simple physical properties.</li></ul> <p><b>Working scientifically:</b> The children will perform simple tests to explore questions, (e.g. What material is best for jacket to wear on a sea journey).</p>	<p><b><u>New beginnings:</u></b></p> <ul style="list-style-type: none"><li>• To communicate feelings, recognise how others show feelings and respond.</li><li>• To know how to contribute to the life of the classroom and to follow rules and understand them.</li></ul> <p><b><u>Me my Body and my Health:</u></b></p> <p>To learn:</p> <ul style="list-style-type: none"><li>• We are unique, with individual gifts, talents and skills.</li><li>• The names of the parts of our bodies.</li><li>• The importance of physical activity, dental health and healthy eating.</li><li>• The importance of sleep rest and play for our health.</li><li>• How to maintain personal hygiene.</li></ul>
	<b>Computing</b>
	Children will use Bee Bots and programmable toys to create and debug a simple program.

# How and why do things change? Knowledge and skills YR

## Early Learning Goals

### Literacy

#### Reading:

- To recognise set 1 speed sounds
- Read Word Time words 1.1/1.3
- Read green words using Fred Talk.
- Spell some simple **cvc** words using Fred Fingers

#### Writing:

- Give meaning to marks as they draw, write and paint
- **Practise** writing own name
- **Practise** correct formation of set 1 phonic sounds

### Understanding the World

#### People, Culture and Communities:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

#### Past and present:

- Know some similarities and differences between things in the past and now.

#### The Natural world:

- Use their 5 senses to explore the natural world around them, making observations and drawings of animals and plants.

### Numeracy

#### Numbers to five.

- Learn to count reliably to 5 and recognise the numerals 1, 2, 3, 4 and 5.
- Begin to recognise different representations of numbers up to 5, such as those shown in a five frame and on dice, and to understand that even if the order or arrangement changes, the number stays the same.

#### Comparing groups within five

- Children will be introduced to the language of more and fewer by comparing groups of up to 5 objects presented in different ways, including dice formation.
- They will also learn that groups of objects can have the same amount in them, even if they look different.

### Communication and Language

#### Listening, Attention and understanding:

- Begin to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Begin to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Speaking:

- Participate in small group and one-to-one discussions, begin to offer their own ideas.
- Begin to include recently introduced vocabulary from stories, non-fiction, rhymes and poems appropriately.

# How and why do things change? Knowledge and skills YR

## Early Learning Goals

### Expressive Arts and Design

#### Creating with materials:

- Design and make a sock puppet
- To make a self portrait
- Being to explore mixing colours

#### Being imaginative:

- ~~GoNoodle~~ - imitates movement in response to music
- Sings and puts actions to familiar songs and nursery rhymes
- Taps out simple repeated rhythms using body parts
- Being to perform our T4W stories with their peers.

### RE

#### Domestic Church - Family:

- Children will be able to talk about their families and understand that not all families are the same.
- They will explore different roles of people within families and how families show love and care for each other.
- They will be able to recognise some stories and psalms which reveal God's love and care.

#### Baptism/Confirmation – Belonging:

- Children will be able to talk about different groups that they belong to.
- They will be able to recognise and use some religious words and phrases used in Baptism, such as 'I baptise you in the name of the Father...'

They will understand that Baptism is the beginning of life in the Church family.

### Physical Development

#### Gross motor skills:

- ~~Practise~~ moving in a range of different ways.
- Begin to negotiate space and obstacles safely
- Take part in Squiggle while you Wiggle programme.

#### Fine motor skills:

- Begin to use one-handed tools and equipment, e.g. makes snips in paper with childscissors
- Can copy some letters, e.g. letters from their name

### Personal, Social and Emotional Development

#### Self-Regulation:

- Explore their own feelings and those of others, and begin to regulate their behaviour accordingly.

#### Managing self:

- Go to the toilet and wash hands independently.
- Put on and take off jumper/cardigan/coat independently.
- Understand the importance of good oral hygiene and take part in daily teeth brushing programme.

#### Building relationships:

- Being to play cooperatively and take turns with others.
- Being to form positive attachments to adults and friendships with peers.