

	<h2 style="text-align: center;">Year 1 Autumn Cycle A</h2> <p style="text-align: center;">Focus: Movers and Shakers (History)</p>	
Art	Mix it	Still life
	Children learn about basic colour theory by studying the colour wheel and colour mixing. They will also explore primary and secondary colours and how artists use colour in their artwork.	Children learn about the work of significant still life artists and still life techniques. They explore a wide variety of still life artwork and learn about the use of colour and composition. They create still life arrangements and artwork.
Computing Y1 Units	Technology around us Computing Systems and Networks	Digital painting Creating Media
	Children will identify IT and how its responsible use improves our world in school and beyond.	Children capture and change digital photographs for different purposes
Digital Literacy	Self-image and identity	Developing healthy Wellbeing
Design and Technology	Remarkable recipes	
	Children learn about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.	
Geography	Let's explore the world	
	Children learn about essential skills and knowledge required for using atlases, maps and cardinal compass points. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia. Children carry out fieldwork, collecting primary data in their locality to answer geographical questions.	
History	Movers and shakers	
	Children learn about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.	
Music	Starting Out Singing & Playing Unit	Performance Unit
	Children begin singing and playing with others using simple songs and basic percussion instruments together whilst encouraging careful listening to a variety of sounds in music.	Children learn songs and/or chants, listen and move to a range of music and compose music that is organised within different musical structures.
PSHE	Relationships – Be yourself	Relationships: TEAMS
	Children explore the importance of being themselves in the wider world and feeling proud of themselves and their individuality. They will develop strategies to understand and deal with uncomfortable feelings, build resilience and voice their thoughts.	Children explore the importance of teamwork, listening, being kind, recognising bullying and teasing, understanding our brains and mindsets and making good choices.
PE	Fundamentals	Fitness
	Children explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Children will be given opportunities to identify areas of strength and areas for improvement. They will work collaboratively with others, taking turns and sharing ideas.	Children develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.
	Sending and Receiving	Invasion
	Children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.	Children will develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They will develop their understanding of attacking and defending and what being 'in possession' means. They will have the opportunity to play uneven and even sided games, learn how to score points in these types of games and how to play to the rules. They will work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.
RE	Who is a Muslim and how do they live? Part 1	Why does Christmas matter to Christians?

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	<h2 style="text-align: center;">Year 1 Spring Cycle A</h2> <p style="text-align: center;">Focus: Coastline (Geography)</p>	
Science	<p style="text-align: center;">Changing materials</p>	<p style="text-align: center;">Plant survival</p>
	<p><i>Children will compare suitability of different materials.</i></p>	<p><i>Children will describe the basic needs of plants for survival and describe how different plants are suited to their habitats.</i></p>
Art	<p style="text-align: center;">Flower head</p>	
	<p><i>Children learn about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.</i></p>	
Computing Y1 Units	<p style="text-align: center;">Moving a robot <i>Programming A</i></p>	<p style="text-align: center;">Grouping data <i>Data and Information</i></p>
	<p><i>Children learn to write short algorithms and programs for floor robots and predict program outcomes.</i></p>	<p><i>Children explore object labels, then use them to sort and group objects by properties.</i></p>
Digital Literacy	<p style="text-align: center;">Managing online information</p>	<p style="text-align: center;">Copyright and ownership</p>
Design and Technology	<p style="text-align: center;">Beach hut</p>	
	<p><i>Children learn about making and strengthening structures, including different ways of joining materials.</i></p>	
Geography	<p style="text-align: center;">Coastline</p>	
	<p><i>Children learn about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</i></p>	
Music Y1 units	<p style="text-align: center;">Beat and Rhythm Unit</p>	<p style="text-align: center;">Pitch Skills Unit</p>
	<p><i>Children learn to sing, play and move with a strong sense of the beat individually and in a group, to identify and respond to different durations including silence and begin to read simple notation.</i></p>	<p><i>Children learn to identify simple pitch changes, to improve the range and quality of the singing voice and to play with increasing accuracy a range of pitched instruments.</i></p>
PSHE	<p style="text-align: center;">Living in the Wider World: One world</p>	<p style="text-align: center;">Living in the Wider World: Money Matters</p>
	<p><i>Children explore similarities and differences between environments, families, homes and schools around the world and consider our impact on the planet, discussing how we can actively help our environment and global community. Lessons discuss how people use natural resources and how we can make a positive impact on the planet.</i></p>	<p><i>Children understand what money is, where it comes from, how we can look after it and what we need it for.</i></p>
PE Y1 Units	<p style="text-align: center;">Yoga</p>	<p style="text-align: center;">Ball Skills</p>
	<p><i>Children develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</i></p>	<p><i>Children will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Children will have the opportunity to work independently, in pairs and small groups. Children will be able to explore their own ideas in response to tasks.</i></p>
	<p style="text-align: center;">Gymnastics</p>	<p style="text-align: center;">Target Games</p>
	<p><i>Children will learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Children are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Children begin to understand the use of levels, directions and shapes when travelling and balancing.</i></p>	<p><i>Children will develop their aim using both underarm and overarm actions. Children will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</i></p>
RE	<p style="text-align: center;">Who is a Muslim and how do they live? Part 2</p>	<p style="text-align: center;">Why does Easter matter to Christians?</p>

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	Year 1 Summer Cycle A	
	Focus: Magnificent Monarchs (History)	
Science	Humans and keeping healthy	Sound
	Children learn to understand the importance of exercise, eating a balanced diet and to understand basic rules around personal hygiene.	Children learn to identify how sounds are made. They recognise that vibrations from sounds travel through a medium to the ear.
Art	Portraits and poses	
	Children learn about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.	
Computing Y1 Units	Digital writing Creating Media	Programming animations Programming B
	Children learn to use a computer to create and format text, before comparing to writing non-digitally.	Children design and program the movement of a character on screen to tell stories.
Digital Literacy	Understanding online bullying	Understanding online reputation
Design and Technology	Cut, stitch and join	Push and pull
	Children learn about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.	Children learn about three types of mechanism: sliders, levers and linkages. They make models of each mechanism before designing and making a greetings card with a moving part.
Geography	Revision and retrieval practice	
	Children will have opportunities to consolidate and deepen the geographical content that has been taught so far.	
History	Magnificent Monarchs	
	Children will learn about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research some of the most significant sovereigns.	
Music Y1 Units	Class Composing Unit	Musical Structures Unit
	Children work together as a class to create new lyrics and accompaniments to known songs and/or chants and to create music that represents a specific idea and/or mood.	Children learn how to perform music to a variety of audiences, follow simple musical instructions and to know how to improve their performance and to work towards a shared goal.
PSHE	Health and wellbeing: Think Positive!	Health and wellbeing: Growing up (RSE)
	Children explore concepts such as 'thinking happy to feel happy', growth mindset, individual choices, ambitions, letting thoughts and feelings out, being thankful and being mindful.	Supports the children to consider what should be private and the concept of consent, as well as who their trusted adults are that they would talk to if worried about anything. They will learn scientific names for parts of their body and how respect their own bodies and those of other people. They will learn about stereotypes and the many different types of families.
PE Y1 Units	Net and Wall	Striking and Fielding
	Children will be introduced to the basic skills required in Net and Wall games. Children will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	Children develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.
	Invasion	Athletics
	Children develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	Children develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.
RE	What is the 'good news' that Christians say Jesus brings?	What makes some places sacred to believers?