



Queensgate Foundation Primary School

<b>Year 1 2019 - 2020</b>	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
<b>Katie Stone</b> <b>Carolyn Edmonds</b>	<b>On The Farm</b> Visiting Tapnell Farm, harvest celebration, <u>The Little Red Hen</u> , <u>The Very Busy Spider</u> , non-fiction, information, scarecrows, 'Out & About', cooking...	<b>There's No Place Like Home</b> Christmas Osborne House, Nativity, <u>The 3 Little Pigs</u> , <u>Footprints in the Snow</u> , homes in the past artefact collection, a model room, 'Out & About', cooking...	<b>Toys</b> Toys in the past artefact collection, Carisbrooke Castle museum, <u>Lost in the Toy Museum</u> , <u>Dogger</u> Victorian child's day, Osborne House, our favourite cuddly toys to visit school, making games...	<b>How do you do it?</b> How to Wash a Woolly Mammoth, board and dice games, body parts and hygiene,	<b>Giants!</b> Plants, gardens, Jack and the Beanstalk, sensory exploration, sunflowers, Vincent van Gogh, miniature container gardens, 'Out & About', cooking ...	<b>The Lighthouse</b> Visiting the RNLI, seaside, lighthouses, lifeboats, sea-life, rock pools, water and sun safety, making model lifeboats, Grace Darling, 'Out & About', cooking...
<b>English</b>	<b>Story telling with 'The Little Red Hen'. Story beginnings. T4W</b>  <b>Very Busy spider speech sentences and actions/verbs.</b>  <b>Animal information text and simple report writing.</b>	<b>Story telling with 'The Three Little Pigs'. Story middles.</b>  <b>Footprints in the snow. Story endings</b>  <b>Nativity dialogue and drama. Christmas stories.</b>	<b>Lost in the toy museum. Directions/instructions/ clues.</b>  <b>Dogger. Describing, lost posters.</b>	<b>How to wash a woolly mammoth. Instructions.</b>	<b>Story telling with 'Jack and the Beanstalk'. Own versions. Giant chants and rhymes and a poem (Pie Corbett Freaky Week/ In the giant's rucksack.)</b>  <b>Giant stories.</b>	<b>Alternative text styles (animation to infer and add words: The Lighthouse)</b>  <b>Newspaper reports</b>  <b>Interviewing Grace.</b>
<b>Maths</b>	<i>See discrete plans (including assessments) for English and Maths.</i>					
<b>Science</b>	<b>Animals- including humans</b>	<b>Everyday materials</b>	<b>Forces and materials</b>	<b>The human body &amp; senses</b>	<b>Plants</b>	



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	<p><b>Seasonal changes/weather</b></p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores and classify animals into different groups</p>	<p><b>Seasonal changes/weather</b></p> <p>identify, name and group a variety of everyday materials, distinguishing between an object and the material from which it is made</p>	<p><b>Seasonal changes/weather</b></p> <p>describe the simple physical properties of a variety of everyday materials</p>	<p><b>Seasonal changes/weather</b></p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b>Seasonal changes/weather</b></p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and describe their basic structure</p>	<p><b>Seasonal changes/weather</b></p> <p>describe weather associated with the seasons and how day length varies</p>
<p><b>Art &amp; Design</b></p>	<p><b>Animal art, artists and landscapes</b></p> <p>can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (via Out &amp; About... Goldsworthy/Archimboldo (seasons faces only)</p> <p>Farm animal art in different media.</p>	<p><b>Seasonal art &amp; design</b></p> <p>can use a range of materials creatively to design and make products</p>	<p><b>Illustrators art and portraits</b></p> <p>can use painting to develop and share their ideas, experiences and imagination</p>	<p><b>Posters</b></p> <p>ways to change our world posters</p>	<p><b>Van Gogh artist study</b></p> <p>can describe the work of a range of artists</p>	<p><b>Seascapes</b></p> <p>demonstrates range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
<p><b>Computing</b></p>	<p><b>Learning with IT</b></p> <p>can use technology to create, organise, store, manipulate and retrieve digital content</p>	<p><b>IT in the home</b></p> <p>can recognise common uses of info. technology beyond school, can explain e-safety</p>	<p><b>Discovery coding unit 1</b></p> <p>can create simple programs</p>	<p><b>Discovery coding unit 1.2</b></p> <p>can debug simple programs</p>	<p><b>Discovery coding unit 2</b></p> <p>can explain that programs execute by following precise instructions</p>	<p><b>Discovery coding unit 2.2</b></p> <p>can predict the behaviour of simple programs</p>



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<p><b>Design &amp; Technology</b></p>	<p><b>Using tools safely</b></p> <p>Can use scissors and other tools safely</p> <p>can use a range of tools and equipment to perform practical tasks</p>	<p><b>Using a range of materials</b></p> <p>can use a wide range of materials and components and describe their characteristics</p>	<p><b>Make a toy</b></p> <p>can use mechanisms in their products</p>	<p><b>Designing and making a game</b></p> <p>can design purposeful, functional, appealing products for themselves</p>	<p><b>Grow, cook, eat</b></p> <p>Can name, describe and use a wide range of ingredients in food preparation</p>	<p><b>Strong structures</b></p> <p>can build structures showing how they can be made stronger, stiffer and more stable</p>
<p><b>Geography</b></p>	<p><b>Human and physical features of our Island</b></p> <p>can use geographical vocabulary to refer to key human and physical features of the environment</p>		<p><b>Maps, directions and routes</b></p> <p>use simple compass directions and locational and directional language</p>	<p><b>Ten Things I can do to save my world</b></p> <p>Can recognise ecological issues and raise awareness of how we can make a difference to our environment</p>	<p><b>Hot and cold, near and far</b></p> <p>describe geographical similarities and differences</p>	<p><b>Countries, capitals, continents and oceans</b></p> <p>name &amp; locate world's seven continents &amp; five oceans, name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas</p>
<p><b>History</b></p>		<p><b>Homes in the past</b></p> <p>explain significant historical events, people and places in their own locality (<b>Osborne House</b>)</p> <p><b>Guy Fawkes</b></p>	<p><b>Toys then and now</b></p> <p>identify similarities and differences between ways of life in different periods</p> <p><b>Toys in the past</b></p> <p><b>Life as a Victorian child and Victorian school day (Osborne House)</b></p>			<p><b>How do we know about Grace Darling?</b></p> <p>describe some of the ways in which we find out about the past and learn about Grace Darling and Ethel Langton</p>



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<b>Music</b>	<b>Storytime</b> (see Music Express). Focus: Exploring sounds. Link: English  Play a simple rhythm pattern on an un-tuned instrument.	<b>Our Bodies</b> (see Music Express). Focus: Beat. Link: Science  Recognise and keep a steady beat.	<b>Machines</b> (see Music Express). Focus: Beat. Link: PSHE  I can identify changes in tempo (speed) when I listen to music.	<b>Our School</b> (see Music Express). Focus: Exploring Sounds. Link: Geography.  I can choose sounds to create a soundscape of sounds around our school.	<b>Seasons</b> (see Music Express). Focus: Pitch. Link: Science.  I can recognise changes in pitch.	<b>Water</b> (see Music Express). Focus: Pitch. Link: Art
<b>PE</b>	<b>Games and multiskills</b>  demonstrate skills including throwing, catching, aiming and dribbling	<b>Gym and multiskills</b>  demonstrates balance, agility and co-ordination	<b>Games and multiskills</b>  can show simple tactics for attacking and defending in games situations	<b>Gym and multiskills</b>  performs controlled in a range of activities	<b>Dance and Multiskills</b>  performs dances using simple movement patterns	<b>Athletics and multiskills,</b>  Show mastery of movements including running and jumping
<b>PSHE</b>	<b>New Beginnings</b>  describe similarities and differences between people  School code and class transition  Growth mind-set	<b>Getting On &amp; Falling Out Say No To Bullying</b>  can say how to make up with a friend after 'falling out'  know how to respond to bullying	<b>Going For Goals</b>  can set simple goals and recognise achievements with growth mind-set and resilience	<b>Good To Be Me</b>  can talk about being proud and say how to help another person feel proud	<b>Relationships</b>  describe important relationships within own experience and recognise different family set-ups	<b>Changes (and SRE)</b>  recognise and describe how people change over time, preparing for change and learning about our changing, growing bodies
<b>RE</b>	<b>Christianity</b>  <b>Celebrations</b>  (Link concept of thanking) Harvest	<b>Christianity</b>  <b>Journey's End</b>  Journeys in the Nativity.	<b>Christianity</b>  <b>Authority A</b>  Key events in Jesus' life.	<b>Christianity</b>  <b>Welcoming A</b>  Palm Sunday.	<b>Christianity</b>  <b>Remembering A</b>  (Passover)	<b>Christianity</b>  <b>Special Places (church)</b>  (Specialness)



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<p><b>Out &amp; About</b></p>	<p><b>On the Farm</b></p> <p>Local walk – looking at landscape features, geographical terminology, eg hedges, gates, crops, valley, River Medina. Using the patch.</p> <p><b>Art- see above</b></p>	<p><b>There's no place like home</b></p> <p>Visit to Winkle Street, looking at different cottages, materials used, sketching, Pooh sticks in stream, revisit geographical language and architectural language.</p> <p><b>Walk around the local area looking at homes from flats to palaces.</b></p>	<p><b>Toys</b></p> <p><b>Local walk to play parks and understand forces of pushes and pulls, use and naming of materials.</b></p>	<p><b>How do you do it?</b></p>	<p><b>Giants</b></p> <p>Looking for giant trees, gardens and growing places in the local area. Out &amp; About using a compass, NESW. Map making through a wood.</p>	<p><b>The Lighthouse</b></p> <p>Visit to Puckpool Battery and Appley.</p> <p>Understanding about dangers on the beach and on the water.</p> <p>The RNLI factory in East Cowes. Aspirational employment, looking at manufacturing site and materials.</p>
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