

Year 1 Curriculum Planning

Term	Week	Unit and 'I can' statements	
Autumn 1	1-2	<p>All About Us</p> <p>Science: Animals including humans</p> <ul style="list-style-type: none"> • I can name parts of human body that can be seen. • I can explain what jobs some of our body parts do. • I can link the correct part of the body to each sense. 	<p>PSHE – Being me in my world</p> <ul style="list-style-type: none"> • I can understand and explain the school's code of conduct. • I can develop an understanding of rights and responsibilities. • I can make my own choices. • I can understand that actions have consequences. <p>RE – Does God want Christians to look after the world?</p> <ul style="list-style-type: none"> • I can say how it felt to make something. • I can remember the Christian Creation story and talk about it. • I can express an opinion about the Christian belief about creation. <p>Dance (Telling a story)</p> <ul style="list-style-type: none"> • I can perform my own dance moves. • I can make up a short dance. • I can make a sequence by linking sections together. • I can use dance to show mood or feeling. • I can dance with control and coordination. <p>Music – Hey you! Essex scheme</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other tunes.
	3	<p>History: Changes within living memory.</p> <p>To explore changes in ourselves and members of our family.</p> <ul style="list-style-type: none"> • I can use words and phrases like: Old, New and a long time • I can explain how I have changed since I was born. • I can discuss my different family members and can learn about how their life was different to mine. 	
	4-5	<p>Art: Sketching (Picasso)</p> <ul style="list-style-type: none"> • I can show how people feel in drawings. • I can describe what I see and give an opinion about the work of an artist. • I can create moods in artwork. • I can use pencils to create lines of different thickness in drawings. 	
	6	<p>Computing (with History) - The children will film themselves talking about how they have changed and watch it back.</p> <ul style="list-style-type: none"> • I can create digital content. • I can store digital content. • I can retrieve digital content. • I can use a camera. • I can record sound and play back. 	

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		Half Term	
Autumn 2	1	<p>Celebrating Britain</p> <p><i>Invictus Games unit – see separate planning English, maths. Geography, PSHE and PE.</i></p>	<p>PSHE – Celebrating Difference</p> <ul style="list-style-type: none"> • I can tell you some ways I am different from my friends. • I understand these differences make us all special and unique. <p>RE - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <ul style="list-style-type: none"> • I can talk about a gift that is special to me • I can remember some of the Christmas story. • I can suggest a gift I would give to Jesus. <p>Basketball</p> <ul style="list-style-type: none"> • I can take part in a team game. • I can learn and use tactics for attacking and defending. • I can move and stop safely. <p>Music – Christmas – Super Star</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other tunes.
	2 and 3	<p>Science: Seasons</p> <ul style="list-style-type: none"> • I can observe and comment on changes in the seasons. • I can name and comment on changes in the seasons and suggest the type of weather in each season (Autumn) 	
	4 and 5	<p>Geography: Location knowledge</p> <ul style="list-style-type: none"> • I can name the 4 countries that make up the UK and name their capital cities. • I can locate the 4 countries in the United Kingdom. 	
	6 and 7	<p><i>Christmas unit – see separate planning</i></p>	
		<p>Computing (Writing project – A real mystery diary entry- writing)</p> <ul style="list-style-type: none"> • I can save my work • I can retrieve my work 	
Christmas Holiday			

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Spring 1	1 and 2	<p>London's Burning</p> <p>Theatre company – Great fire of London</p> <p>Science: Every day materials.</p> <ul style="list-style-type: none"> • I can explain the materials that an object is made from • I can describe the properties of everyday materials • I can name wood, plastic, glass, metal, water and rock 	<p>PSHE– Dreams and Goals</p> <ul style="list-style-type: none"> • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. • I know how to store the feelings of success in my internal treasure chest. <p>RE – What is easy for Jesus to show friendship?</p> <ul style="list-style-type: none"> • I can talk about my friends and why I like them. • I can remember a story about Jesus showing friendship and talk about it. • I can say how Jesus tried to be a good friend. <p>Gymnastics (traveling)</p> <ul style="list-style-type: none"> • I can control my body when traveling. • I can copy sequences and repeat them. • I can roll, curl, travel and balance in different ways. • I can perform a sequence of movements • I can think of more than one way to create a sequence, which follows some rules. • I can work on my own and with a partner. • I can improve my sequence based on feedback. <p>Music – In the groove - Essex scheme</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other tunes.
	3	<p>Geography (with History)</p> <p>Case study London</p> <ul style="list-style-type: none"> • I can name some of the main towns and cities in the UK • I can explain where I live 	
	4 and 5	<p>History: Changes beyond living memory – The great fire of London</p> <ul style="list-style-type: none"> • I can answer questions about old and new objects • I can explain what an object from the past might have been used for • Significant figure in British History Samuel Pepys 	
	6	<p>DT: Cooking - To design, make and evaluate a bread roll</p> <ul style="list-style-type: none"> • I can use my own ideas to make something • I can make a simple plan before making • I can choose the appropriate resources and tools 	
Half Term			

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Spring 2	1	<p>Down Under</p> <p>Science: Animals including humans</p> <ul style="list-style-type: none"> • I can observe and comment on changes in the seasons. • I can name a variety of animals including Humans; fish amphibians, reptiles, birds and mammals. • I can say what is living and non-living 	<p>PSHE – Healthy Me</p> <ul style="list-style-type: none"> • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. • I can recognise how being healthy helps me to feel happy. <p>RE – why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <ul style="list-style-type: none"> • I can talk about a person I admire. • I can recall parts of the Easter story. I can recognise some symbols in the story. • I can start to show understanding that Jesus is special to Christians and say why. <p>Parachute Games</p> <ul style="list-style-type: none"> • I can follow rules. • I can develop my coordination through different games and activities. <p>Music – Round and round - Essex scheme</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other tunes.
	2	<p><i>World Book Day unit – see separate planning English and Drama.</i></p>	
	3 and 4	<p>Geography - Case study Australia</p> <ul style="list-style-type: none"> • I can explain some of the things that are in hot places • I can use basic geographical vocabulary to refer to key physical features, e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • I can say what I like and don't like about a place 	
	5 and 6	<p>Art and DT</p> <p>Aboriginal Art - looking at colour</p> <ul style="list-style-type: none"> • I can name primary and secondary colours • I can create a repeating pattern • I can describe what I can see and give an opinion about the work of an artist (aboriginal artist) <p>Animal masks – making things stronger</p> <ul style="list-style-type: none"> • I can make a simple plan before making • I can make my model stronger 	
Easter Holiday			

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Summer 1	1	<p>Hot and Cold</p> <p><i>Earth Week unit – see separate planning Geography, PSHE, DT, Science, Drama, Art and Computing.</i></p>	<p>PSHE – Relationships</p> <ul style="list-style-type: none"> • I can tell you why I appreciate someone who is special to me and express how I feel about them <p>RE Is Shabbat important to Jewish children?</p> <ul style="list-style-type: none"> • I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. • I can use the right names for things that are special to Jewish people during Shabbat and explain why. • I can start to make a connection between being Jewish and decisions about behaviour. <p>Athletics</p> <ul style="list-style-type: none"> • I can develop my running skills. • I can stop, start and change direction. • I can throw and catch with both hands. • I can talk about what is different from what I did and what someone else did. <p>Music – Your imagination - Essex scheme</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other tunes.
	2 and 3	<p>Science: Plants</p> <ul style="list-style-type: none"> • I can name a variety of common wild and garden plants. • I can name the petals, stem, leaf and roots of a plant • I can name the roots, trunk, branches and leaves of a tree 	
	4	<p><i>Science and Maths unit – see separate planning Temperature</i></p>	
	5	<p>Geography: Seasonal changes.</p> <ul style="list-style-type: none"> • I can explain clothes I will wear in hot or cold places • I can explain some of the main things that are in hot or cold places • I can keep a weather chart and answer questions about the weather. 	
Half Term			

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Summer 2	1 - 3	<p>Build It Up</p> <p>School Trip – Mountfitchet Castle</p> <p>History: Changes beyond living memory - Castles and settlements</p> <ul style="list-style-type: none"> • I can explain about how things from the past might have been used. • I can use words and phrases like: old, new and a long time ago. • I can recognise that some objects belonged to the past. • I can name the different parts of a castle and their uses. • I can understand why and where castles were built. 	<p>PSHE – Changing Me</p> <ul style="list-style-type: none"> • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. • I respect my body and understand which parts are private. <p>RE- Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <ul style="list-style-type: none"> • I can say how it feels to say sorry and what I have said sorry for. • I can tell you something that either Rosh Hashanah or Yom Kippur is about. • I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. <p>Sports Day Prep</p> <ul style="list-style-type: none"> • I can use hitting, kicking and/or rolling in a game. • I can use one tactic in a game. <p>Music – Reflect, rewind and replay - Essex scheme</p> <ul style="list-style-type: none"> • I can learn to sing, play, improvise and compose. • I can listen and appraise other tunes.
	4 and 5	<p>Art: Printing - Plan, design and evaluate a flag/bunting</p> <ul style="list-style-type: none"> • I can create repeating pattern in print 	
	6	<p>My money unit – see separate planning</p>	
	7	<p>Computing: Algorithms and programming - Beebots – escape the castle</p> <ul style="list-style-type: none"> • I can create a series of instructions. • I can plan a journey for a programmable toy. 	