

Year 1

<p>Topic Title History/Geography/Science</p>	<p>WHAT DOES THE WORLD CELEBRATE? <i>Your mission is to find out how some events are celebrated in different countries.</i></p> <p>Geography focus <i>Parents to be invited to a party planned by the children using what they have discovered about celebrations around the world.</i></p>		<p>COLD, COLD, COLD <i>Your mission is to discover all about cold places and what exists in these places.</i></p> <p>Science focus <i>Parents to be invited to an information fair to find out all about cold places around the world.</i> <i>Or something more specific about animals in cold places.</i></p>		<p>MAKING GARFORTH GLORIOUS <i>Your mission is to create a new attraction for Garforth to make it an even better place to live!</i></p> <p>History focus <i>A year group within school will be invited to see the proposed attractions year 1 have designed and created.</i></p>	
<p>Potential Visits</p>	<p>Visit or visitor from Castleford Heritage Centre to demonstrate how to make flour. (Links to Harvest Festival and Chartwells food session –to make party food or healthy pizzas?)</p> <p>Farmer from Farmvention – possibly take part in the challenge to create street food from locally produced foods. https://www.nfuonline.com/about-us/</p>		<p>Yorkshire Wildlife Park to find out about animals in particular about polar bears.</p>		<p>Open cast mine at St. Aiden’s to find out about local mining and plants.</p> <p>Local walk to Garforth Main Street.</p>	
<p>RE</p>	<p>Which books and stories are special? How do we celebrate special events?</p>	<p>Why do Christians celebrate Christmas?</p>	<p>What does it mean to belong to a church or mosque?</p>	<p>What is the importance of Easter?</p>	<p>How and why do we care for others?</p>	<p>Who brought messages about God and what did they say? Jesus Stories</p>
<p>Science</p>	<p>Everyday Materials</p>		<p>Animals including Humans</p>		<p>Plants</p>	
<p>Seasonal Changes</p>						
<p>Reading spine</p>	<p>Dogger</p>		<p>Traction Man</p>		<p>Tin Forest</p>	
<p>PE</p>	<p>Multi skills Throwing and catching</p>	<p>Racket and ball skills (tennis planning)</p>	<p>Gymnastics – Stepping</p>	<p>Dance - Topic Start to move - stability</p>	<p>Bat and ball (cricket)</p>	<p>Sports day practice Football</p>

			Start to move – object control		
Geography	Ongoing weather discussions (I can identify seasonal and daily weather patterns in the UK)	Explore polar bears and penguins. (I can identify hot and cold areas of the World in relation to the equator and North and South Poles.)	Comparing UK towns and their attractions to Garforth. (I can name locate and identify the four countries, seas and capitals of the UK. I can use maps, globes and aerial images to locate areas of the UK. I can use basic geographical vocabulary to refer to human features)		
History	Bible study. (I can begin to use books, pictures and stories to find out about the past) Exploration of how festivals began and have evolved. (I can place objects and things that happened in the correct time and order. I can begin to use some common words and phrases relating to the passing of time.)	Explore the life and feats of Scott and Amundsen. (I can discuss the life of people of national significance.)	Explore how Garforth has changed to become a more attractive place to live. (I can describe some significant historical events, people and places related to my locality. I can identify changes in my living memory relating to my local area.)		
Art	Artists/Designers Studied: We will explore the works of Giuseppe Archimboldo and Henri Matisse. We will create collages of our own based on their style of paintings and artwork. I can experiment with and control marks made with different media: (e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalks)	Artist study: We will look at how Quentin Blake develops drawings using pencils and pen outlines and then uses watercolours to create animal pictures. Or someone else? I can name and mix primary colours, shades and tones. I can use a variety of tools and techniques with which to paint (e.g. different sizes and types of brush.) I can invent lines and shapes in drawing.	Artist study: We will look at local artist David Hockney and his use of colour to create images of landscapes and the seaside. Or someone else? I can experiment with tools and techniques in painting (e.g. layering and mixing) I can create textured paint by adding material (e.g. sand or plaster) I can name and mix primary colours, shades and tones.		
	<ul style="list-style-type: none"> I can identify the work of a range of artists I have been introduced to this year and begin to explain what makes their work unique. 				

	<ul style="list-style-type: none"> I can comment on what I like and what I don't like about a piece of art. 					
DT	<p>I can use a range of materials e.g. construction materials, textiles and ingredients, and begin to explain why they are suitable for my design.</p> <p>I can design products for a particular purpose based on a given criteria.</p> <p>I understand where food comes from.</p> <p>I can prepare simple dishes by following a set of instructions.</p> <p>I can use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p>		<p>I can design products for a particular purpose based on a given criteria.</p> <p>I can use a range of materials e.g. construction materials, textiles and ingredients, and begin to explain why they are suitable for my design.</p> <p>I can use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p>		<p>I can design products for a particular purpose based on a given criteria.</p> <p>I can use pictures and words to describe what I want to make</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>I can use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p>	
	I can evaluate my ideas and products against design criteria.					
Music	<p>Christmas production (I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can listen to and begin to talk about music.)</p>		<p>Inuit music (I can keep a steady beat – pulse. I can follow musical pattern using the instruments I am familiar with. I can play a non-tuned instrument such as maracas and tambourines.)</p>			
Computing					<p>Beebot (I can write a simple algorithm and then program it in a simple floor turtle software I can explain what an algorithm is and why a computer needs them. I can use technology safely and respectfully. I can use technology safely and respectfully.)</p>	
PSHE and RSE	Talk about British Values	The characteristics of friendships including mutual	The importance of respecting others even when they're	Children should know that people sometimes behave	The concept of privacy and the implications of it for both adults and	The benefits of rationing time spent online; the risks of

	<p>Children can name people that they trust.</p> <p>Children know that families are important as they give love, security and stability.</p> <p>The importance of regular exercise and how to achieve this (eg. walking, cycling to school)</p>	<p>respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>The principles of planning and preparing regular healthy meals.</p>	<p>very different (eg. physically, in character, in personality or backgrounds) or make different choices, or have different preferences or beliefs.</p> <p>Children can describe what bullying is.</p>	<p>differently online (eg. pretending to be someone they're not).</p> <p>Children should understand how to look after our environment and why this is important worldwide.</p>	<p>children, including that it's not always right to keep secrets if they relate to being safe.</p> <p>Children should be able to describe how to keep safe in familiar situations.</p>	<p>excessive time spent on electrical devices and the impact of positive and negative content online on their own and others' mental wellbeing.</p>
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