

Year 1

<p>Topic Title History/Geography/Science</p>	<p style="text-align: center;">THE TOY STORY</p> <p style="text-align: center;"><i>Your mission is to find out about traditional and modern toys to consider why and how some have changed over time.</i></p> <p style="text-align: center;">History Focus – Traditional Toys(Autumn 1) DT Focus – Improving a traditional toy (Autumn 2)</p> <p style="text-align: center;">Presentation: Invite parents into school to be involved in/see our toy workshop/museum. They will see/make the toys that they have designed based on their learning about different toys.</p>		<p style="text-align: center;">COLD, COLD, COLD</p> <p style="text-align: center;"><i>Your mission is to discover all about icy places and what exists in these places.</i></p> <p style="text-align: center;">History Focus – Great Explorers (spring 1) Art Focus – Animal Art (spring 2)</p> <p style="text-align: center;">Presentation: Parents to be invited to an information fair to find out all about places which have extreme cold weather conditions.</p> <p style="text-align: center;">Science focus Identifying groups of animals that inhabit these cold places</p>		<p style="text-align: center;">MAKING GARFORTH GLORIOUS</p> <p style="text-align: center;"><i>Your mission is to find out about Garforth and what new features would help to make it an even better place to live!</i></p> <p style="text-align: center;">Geography focus – The town of Garforth(summer 1) DT focus – Making a new attraction (summer 2)</p> <p style="text-align: center;">Presentation: Parents will be invited to view the proposed new attractions for Garforth designed and created by Year 1 and vote for their preferred one.</p>	
<p>Potential Visits</p>	<p>Castle Museum – York – link to Victorian toys and living</p> <p>Castleford Heritage Centre visitor – milling flour demonstration.</p> <p>Invite grandparents to talk about their old toys.</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>A.. Investigate the beliefs and practices of religions and other world views</p> <ul style="list-style-type: none"> • Recall and talk about • Talk about • Notice 		<p>B. Investigate how religions and other world views address questions of meaning, purpose and value</p> <ul style="list-style-type: none"> • Respond to questions • Talk about • Notice details 		<p>C. Investigate how religions and otherworld views influence morality, identity and diversity</p> <ul style="list-style-type: none"> • Find out about • Talk about ideas 	
	<p>Which books and stories are special Christianity, Islam, Judaism, Bible, Quran, Torah</p>	<p>How do we celebrate special events? Christianity, Islam, Hinduism, Judaism - Eid, Christmas, Diwali, Hanukkah</p>	<p>What does it mean to belong to a church or mosque? Christianity, Islam</p>	<p>What is the importance of Easter? Christianity</p>	<p>How and why do we care for others? Christianity, Community, school</p>	<p>Who brought messages about God and what did they say? Christianity, Islam- Angels (Jibril - Gabriel)</p>
<p>Science</p>	<p style="text-align: center;">Everyday Materials</p>		<p style="text-align: center;">Animals including Humans</p>		<p style="text-align: center;">Plants</p>	
<p>Seasonal Changes</p>						

Reading spine	Dogger		Traction Man		Tin Forest	
PE	Multi skills Throwing and catching	Racket and ball skills (tennis planning)	Gymnastics – Stepping Start to move – object control	Dance - Topic Start to move - stability	Bat and ball (cricket)	Sports day practice Football
<p data-bbox="199 469 327 493">Geography</p> <p data-bbox="107 533 387 879">Vocabulary: country, city*, capital city, town*, village*, factory, farm, house, office, port, harbour, shop*, beach*, cliff, forest, hill, sea, river, soil, season, weather, equator,</p> <p data-bbox="114 927 412 1114">*introduced in EYFS but recapped in Year 1 to ensure full understanding and appropriate usage.</p>	<p data-bbox="589 469 835 499">THE TOY STORY</p> <p data-bbox="528 512 889 539"><u>Toys from the UK and beyond</u></p> <p data-bbox="443 580 539 604"><u>Objectives</u></p> <ul data-bbox="490 612 965 906" style="list-style-type: none"> • I can say and write my street name and house number. • I can name, locate and identify characteristics of the four countries, seas and capitals of the U.K. • I can use maps, globes and aerial images to locate areas of the UK. • I can identify seasonal and daily weather patterns in the UK. <p data-bbox="450 948 969 1070">Children to discover where toys are made both in UK and around the world. Children to explore some traditional toys that have origins in different countries.</p> <p data-bbox="479 1078 958 1169">Children to connect with Ugandan partner school to discover the traditional and modern toys that they have.</p> <p data-bbox="629 1286 792 1310"><u>Key questions:</u></p> <ul data-bbox="495 1318 974 1414" style="list-style-type: none"> • What is your delivery address? • Where are toys made in the UK? • Where might you send a gift in the UK? 		<p data-bbox="1115 469 1408 499">COLD, COLD, COLD</p> <p data-bbox="1102 560 1424 587"><u>Icy areas around the world</u></p> <p data-bbox="1001 592 1097 616"><u>Objectives</u></p> <ul data-bbox="1048 652 1514 1015" style="list-style-type: none"> • I can name, locate and identify characteristics of the four countries, seas and capitals of the U.K. • I can identify hot and cold areas of the world in relation to the equator and North and South Poles • I can identify seasonal and daily weather patterns in the UK. • I can make simple maps. • I can use maps, globes and aerial images to locate areas of the UK. <p data-bbox="1003 1054 1520 1177">Consider where icy places are in relation to the North and south pole and the equator. Using maps and globes find out where certain animals and people live.</p> <p data-bbox="1180 1254 1344 1278"><u>Key questions:</u></p> <ul data-bbox="1064 1286 1514 1477" style="list-style-type: none"> • Where is the equator and the North and South Pole on a globe? • Where are polar bears and penguins found? • Where do people live in the polar regions? 		<p data-bbox="1597 469 2085 499">MAKING GARFORTH GLORIOUS</p> <p data-bbox="1711 544 1966 571"><u>The town of Garforth</u></p> <p data-bbox="1547 580 1644 604"><u>Objectives</u></p> <ul data-bbox="1594 639 2123 1102" style="list-style-type: none"> • I can say and write my street name and house number. • I can name, locate and identify characteristics of the four countries, seas and capitals of the U.K. • I can describe differences and similarities between our town and a nearby city. • I can identify seasonal and daily weather patterns in the UK. • I can use maps, globes and aerial images to locate areas of the UK. • I can use simple fieldwork and observational skills to study the geography of my school. • I can make simple maps. <p data-bbox="1559 1142 2123 1265">Comparing UK towns and their attractions to Garforth. Explore what is in Garforth and why it is a town. Children to relate the location of different UK cities and countries to their home town.</p> <p data-bbox="1756 1310 1919 1334"><u>Key questions:</u></p> <p data-bbox="1574 1342 2103 1465">Where is your school and where is your house? Where is Garforth in the UK and what is near it? What are the features of a town? How can towns be different?</p>	

			<p>How does Garforth differ to the capital cities of the UK?</p>
<p>History</p> <p>Vocabulary: then, next, after, a while later, consequence, same, different, artefacts, explorer, change</p>	<p>THE TOY STORY <u>Traditional toys</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> I can begin to use some common words and phrases relating to the passing of time. I can identify some similarities and differences between the past and the present using pictures and artefacts. I can sequence a small number of historical artefacts, pictures and events in time order. I can ask questions that intrigue me about the past. I can collect historical information from at least two different sources, e.g. books, pictures and stories. I can give one reason why an event happened and show awareness that historical events have consequences. <p>Look into the evolution of some toys and sequence how some specific toys have developed. Compare the differences and similarities between modern and traditional toys. Consider why toys have changed. Use different sources of information to find out about the history of toys.</p> <p>Key Questions:</p> <p>Why have some toys changed over time? What kind of toys did boys and girls play with in Victorian times? What do we mean by traditional and modern toys? Why are teddy bears so called?</p> <p>Black History Month – Mary Seacole</p>	<p>COLD, COLD, COLD <u>Explorers from the past</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> I can discuss the life of people of national significance. I can identify some similarities and differences between the past and the present using pictures and artefacts. I can give one reason why an event happened and show awareness that historical events have consequences. I can talk about their own understanding of historical events giving some reasons for their ideas. I can ask questions that intrigue me about the past. I can collect historical information from at least two different sources, e.g. books, pictures and stories. <p>Children to find out about different explorers and their expeditions. They will consider the challenges and significant features about their historical ventures: Antarctic explorers Scott and Amundsen; Arctic explorers Mathew Henson and Sir Wally Herbert; mountaineers Edmund Hillary and Sophia Danenburg/Sibusiso Vilane.</p> <p>Key Questions:</p> <p>Who were the first people to reach the North and South Poles? What challenges did the explorers face? What was sad about Scott’s Expedition? What was the difference between Henson and Herbert’s expeditions?</p>	<p>MAKING GARFORTH GLORIOUS <u>Our local mining history</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> I can describe some significant historical events, people and places related to Garforth. I can identify some similarities and differences between the past and the present using pictures and artefacts. I can identify changes in my living memory (relating to my local area) and develop an awareness of changes beyond my lifetime. I can talk about their own understanding of historical events giving some reasons for their ideas. I can ask questions that intrigue me about the past. I can collect historical information from at least two different sources, e.g. books, pictures and stories. <p>Consider what has changed in recent years in Garforth. Children to find out from different sources about the mining history of Garforth and how mining has shaped the town.</p> <p>Key Questions:</p> <p>What have you noticed that has changed in Garforth in the last year? Where were the mines in Garforth? Who owned the mines in Garforth? What was mined in Garforth and how was this done? What were the dangers in the mines? Why did the mines close?</p>

	<ul style="list-style-type: none"> I can discuss the life of people of national significance. <p>Children find out what it means to 'belong?' by looking at Mary Seacole's life. How can we help people find the feeling of belonging? Explore the concept through the lens of migrants and refugees.</p> <p>Key Questions: Where was Mary Seacole born? Why did she come to live in UK? What challenges did she face through her work? How does Mary Seacole compare with Florence Nightingale?</p>	<p>Who are the famous mountaineers to reach the summit of Mount Everest?</p>	
<p>Art</p> <p>Vocab: line, shape, tone, portrait, landscape, primary colours, secondary colours, tints, shades, warm colours, cool colours, 3D, sculptor, craftsmanship, Impressionism.</p>	<p>Artists/Designers Studied: We will explore the use of colour and 'cut paper collage' techniques of Henri Matisse alongside some of his artwork using this method.</p> <p>Objectives</p> <p>Painting:</p> <ul style="list-style-type: none"> I can copy an image or piece of art. I can use different materials to draw (e.g. pencil, crayon, pastels, chalk, felt tips, ink). I can name and mix secondary colours, tints and shades. I can experiment with different types of paint (e.g. watercolour and tempera). <p>Key Questions: What do you understand by 'secondary colours'? Why did Henri Matisse begin to use 'paper cuts' as a technique? What is this technique also known as?</p>	<p>Artist study: We will look at how Beatrix Potter developed drawings using pencils and pen outlines and then uses watercolours to create animal pictures. Children will also look at Beswick, Royal Albert and Border Fine arts figurines and sculpt their own animals in clay.</p> <p>Objectives</p> <ul style="list-style-type: none"> Drawing: I can draw lines of varying thickness with different materials. I can use different materials to draw (e.g. pencil, crayon, pastels, chalk, felt tips, ink). Painting: I can name and mix secondary colours, tints and shades. I can experiment with different types of paint (e.g. watercolour and tempera). 	<p>Artist study: We will look at local artist David Hockney (and Claude Monet) and his use of colour to create images of landscapes and the seaside relating to the towns we look at in our topic.</p> <ul style="list-style-type: none"> Drawing: I can draw lines of varying thickness with different materials. I can use different materials to draw (e.g. pencil, crayon, pastels, chalk, felt tips, ink). Painting: I can name and mix secondary colours, tints and shades. I can experiment with different types of paint (e.g. watercolour and tempera). <p>Key Questions: What kind of artist was David Hockney/Claude Monet? How can you create different colours, shades and tints?</p>

	<p>What did he call some of his artworks using this technique?</p>	<ul style="list-style-type: none"> • Sculpture: I can use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. • I can manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading. <p>Key Questions: Who was Beatrix Potter? What did she create? What painting style did she use? Which 'potters' used Beatrix Potter designs in their sculpture art? What do you understand by 'shades and tints'?</p>	
	<ul style="list-style-type: none"> • I can talk about what I think or feel about my own art work and other people's work. • I can identify the work of a range of artists. • I can try different materials and methods to improve my art. • I can begin to use key vocabulary to demonstrate knowledge and understanding. 		
<p>DT</p> <p>Vocabulary: product, criteria, cutting, shaping, joining, finishing, textiles, ingredients, stable, structures</p>	<p>THE TOY STORY <u>Design and make a toy</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • I can design products for a particular purpose based on a given criteria. • I can use pictures and words to describe what I want to make • I can use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • 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>COLD, COLD, COLD <u>Making Mittens for an Explorer</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • I can design products for a particular purpose based on a given criteria. • I can use pictures and words to describe what I want to make • I can use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • 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>MAKING GARFORTH GLORIOUS <u>Box model of a local attraction</u></p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> • I can build structures, exploring how they can be made stronger, stiffer and more stable • I can design products for a particular purpose based on a given criteria. • I can use pictures and words to describe what I want to make • I can use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. • I can use a range of materials e.g. construction materials, textiles and

	<ul style="list-style-type: none"> I can evaluate my ideas and products against design criteria. <p>Design an improved version of a traditional toy that could be given as a gift. Choose materials and explain why they are suitable. Make the toy and evaluate whether it is better than the original toy.</p> <p>Key Questions: Can you present your design using pictures and words? Why have you chosen your design? How is your design different to the original toy? Why are your materials suitable for your design? How does your design meet the criteria? Can you explain whether your new toy is now better than the original?</p> <p style="text-align: center;"><u>Bread Making</u> (Related to Literacy)</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> I understand where food comes from. I can prepare simple dishes by following a set of instructions. <p>Children to explore the origins of a type of food, including the ingredients that are used to make bread. After a visit from a flour mill, the children will follow instructions to make bread.</p>	<ul style="list-style-type: none"> I can evaluate my ideas and products against design criteria. <p>Reflecting on this term's mission, the children will design and create a pair of mittens fit for a cold climate.</p>	<p>ingredients, and begin to explain why they are suitable for my design.</p> <ul style="list-style-type: none"> I can evaluate my ideas and products against design criteria. <p>Children to design and create a box model of a new attraction for their local area.</p>
<p style="text-align: center;">Music</p> <p>Vocabulary: syllable, woodwind, percussion, strings, soundscape,</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes. 	<p><u>Objectives</u></p> <ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes. 	<p><u>Objectives</u></p> <ul style="list-style-type: none"> I can play a non-tuned instrument, such as maracas and tambourines. I can follow a musical pattern using the instruments I am familiar with.

<p>higher, lower, pitch, lyric, rhythm</p>	<ul style="list-style-type: none"> I can listen to and begin to talk about music. I can keep a steady beat (pulse) <p>Christmas production – Children will perform songs as part of a production. The Toy Story – The Marvellous Little Toy by Tom Paxton relating to our topic. Charanga music – Hey You! Children will be introduced to Hip Hop music and its origins.</p>		<ul style="list-style-type: none"> I can play a non-tuned instrument, such as maracas and tambourines. I can follow a musical pattern using the instruments I am familiar with. I can keep a steady beat (pulse) <p>We will look at how Inuit people make their style of music considering the use of voice and instruments.</p>		<p>Children will experience making music using recorders</p>	
<p>Computing</p> <p>Vocabulary: algorithm, start menu, log on, shut down, open, save and close.</p>	<p><u>Objectives</u></p> <ul style="list-style-type: none"> I can log on and shut down a laptop I can create an image using paint software I can write a simple algorithm and program this into a robot, eg beebot I can understand when to ask an adult for help on a device 		<p><u>Objectives</u></p> <ul style="list-style-type: none"> I can navigate a web page using buttons, arrows, menus, 'back button' and hyperlinks. I can identify and use: caps lock, shift, space bar, enter (return) I can understand the need to keep information private, eg passwords. 		<p><u>Objectives</u></p> <ul style="list-style-type: none"> I can write a simple algorithm and program this into a robot, eg beebot I can create an image using paint software 	
<p>PSHE and RSE</p>	<p>Talk about British Values Children can name people that they trust. Children know that families are important as they give love, security and stability. The importance of regular exercise and how to achieve this (eg. walking, cycling to school)</p>	<p>The characteristics of friendships including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. The principles of planning and preparing regular healthy meals.</p>	<p>The importance of respecting others even when they're very different (eg. physically, in character, in personality or backgrounds) or make different choices, or have different preferences or beliefs. Children can describe what bullying is.</p>	<p>Children should know that people sometimes behave differently online (eg. pretending to be someone they're not). Children should understand how to look after our environment and why this is important worldwide.</p>	<p>The concept of privacy and the implications of it for both adults and children, including that it's not always right to keep secrets if they relate to being safe. Children should be able to describe how to keep safe in familiar situations.</p>	<p>The benefits of rationing time spent online; the risks of excessive time spent on electrical devices and the impact of positive and negative content online on their own and others' mental wellbeing.</p>