

## Year 1 Planning Document

Reading	<p>These skills are ongoing throughout the year. Guided reading sessions taught 3 times a week in small groups using guided reading books tailored to children’s reading abilities. Children read their phonetically matched reading book from oxford reading tree to an adult regularly throughout the week with some children reading daily.</p> <p>Reading fluency groups are taught twice a week as intervention.</p> <p><b>See phonics progression order document for weekly breakdown of phonics teaching.</b></p> <p>Children have the opportunity to take home a book from our library every week and attend library club.</p>
Reading	<ul style="list-style-type: none"> <li>☐ read accurately many words of two or more syllables containing graphemes taught so far<sup>1</sup> for all of the 40+ phonemes</li> <li>☐ read most words containing common Year 1 suffixes*</li> <li>☐ read most Year 1 common exception words* In age-appropriate<sup>1</sup> books, the pupil can:</li> <li>☐ read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li> <li>☐ sound out most unfamiliar words accurately In a book they can already read fluently, the pupil can:</li> <li>☐ check that it makes sense to them, correcting most inaccurate reading</li> <li>☐ answer questions and make some inferences</li> <li>☐ join in discussions about what has happened so far in what they have read</li> </ul>
Writing	<p>These skills are ongoing throughout the year. See Writing curriculum map and long term planning document for taught texts which are in progression order by term, genre and cycle.</p>
Writing	<ul style="list-style-type: none"> <li>• read own writing aloud clearly for others to hear and discuss</li> <li>• orally rehearse sentences and sequence them to form short narratives</li> <li>• join words and clauses with the conjunction ‘and’</li> <li>• use past, present and future accurately in speech and begin to incorporate these in their writing</li> <li>• demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• spell some Y1 common exception words* and the days of the week (see writing curriculum map)</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way</li> <li>• form many letters and digits correctly, with some difference between upper and lower-case letters</li> <li>• use spaces between words.</li> <li>• Regular plural noun suffixes –s or –es</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words</li> <li>• How the prefix un– changes the meaning of verbs and adjectives.</li> <li>• How words can combine to make sentences Joining words and joining clauses using <i>and</i></li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I</li> </ul>

# Year 1 Planning Document

Maths	We use the mixed year group Essential Maths for Year1/2. Termly diagnostic assessments take place. Maths fluency is taught at least three times each week, sometimes as an extension of the maths lesson and sometimes separately.					
<b>CYCLE A and B</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Maths	Positional language and sequencing, Subitising leading to more and fewer, Number magnitude, estimation and comparison, place value making tens and some more, Time, estimating sequencing and comparing	Additive Reasoning, the understanding and language of operations, part whole, equality and comparison, measures length, height and mass	Geometry 1, regrouping to add and subtract, strategy choices for addition and subtraction problem solving with addition and subtraction	Doubling and halving, multiplication counting multiples and repeated addition, multiplication number of groups, group size and product, division sharing and grouping, problem solving with multiplication and division.	Money, Fractions, problem solving all four operations, time turns and telling the time, time drawing hands on clock and interval of time	Measures and reading scales, statistics, geometry 2, place value with larger numbers, calculation review.
<b>CYCLE A</b>						
PE	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Health and Wellbeing</b> Understand what agility means and explore ways of being more 'agile' when moving. Explore ways of being balanced and to understand why we need to be balanced when playing sport.  <b>Running (locomotion)</b> Exploring running.	<b>Heroes (Dance)</b> Create a range of controlled movements. extend their sequence whilst performing as their character. respond to a rhythm performing a range of controlled movements  <b>Hands 1 (Ball Skills)</b> Introduce sending	<b>Feet 1 (Ball Skills)</b> Develop moving the ball using the feet. Apply dribbling into games. Consolidate dribbling. Explore kicking (passing). Apply kicking (passing) to score a point.  <b>Wide Narrow Curled (Gymnastics)</b> Introduction to wide, narrow, and curled.	<b>The Zoo (dance)</b> Exploring expression Developing our movements, adding movements together Responding to a rhythm: Introducing partner work Creating an animal sequence Exploring relationships within our motifs  <b>Hands 2 (Ball Skills)</b>	<b>Jumping (locomotion)</b> Recap jumping from EYFS Develop jumping Explore how jumping affects our bodies. Explore skipping Apply skipping and jumping into a game  <b>Rackets, Bats and Balls</b>	<b>Games for Understanding (attack and defence)</b> Understand the basic principles of attack. Learn what 'attacking' means and why we attack during a game. learn what 'defending' means and why we defend during a game.  <b>Team Building</b>

# Year 1 Planning Document

	<p>Apply running into a game, explore running at different speeds</p> <p>Running for speed: Acceleration, explore running in a team</p> <p>Consolidate running, apply running into a game</p>	<p>(bouncing) with control.</p> <p>Introduce aiming with accuracy.</p> <p>Introduce power and speed when sending a ball.</p> <p>Introduce/develop stopping, combining sending skills.</p> <p>Combine sending and receiving skills.</p>	<p>Exploring the difference between wide, narrow, and curled.</p> <p>Transitioning between wide, narrow, and curled movements.</p> <p>Linking two movements together.</p>	<p>Introduce throwing with accuracy.</p> <p>Apply throwing with accuracy in a team.</p> <p>Introduce stopping a ball</p> <p>Develop sending (rolling) skills to score a point.</p> <p>Consolidate sending and stopping to win a game.</p>	<p>Explore using a racket and a ball together.</p> <p>Develop their ability to keep a ball controlled using a racket and to apply this understanding.</p> <p>Develop their ability to keep a ball controlled using a racket.</p>	<p>Introducing teamwork.</p> <p>Develop teamwork.</p> <p>Building trust and developing communication.</p> <p>Cooperation and communication.</p> <p>Explore simple strategies.</p> <p>Problem solving: Consolidate teamwork</p>
<b>CYCLE B</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p><b>Health and wellbeing</b></p> <p>Consolidate our understanding of agility and when this is applied during sport.</p> <p>Develop ways of balancing on apparatus.</p> <p>Understand why we need to have good feet eye coordination when playing sport.</p> <p><b>Dodging (locomotion)</b></p> <p>Develop pupils' dodging technique applying this into games.</p>	<p><b>Mr Candy's Sweet Factory (Dance)</b></p> <p>Respond to the stimulus using a range of different, controlled movements showing expression.</p> <p>Develop our character work, adding movements, expression and emotion to create a motif.</p> <p><b>Hands (ball skills)</b></p> <p>develop dribbling in order to keep control and possession of the ball.</p>	<p><b>Feet (ball skills)</b></p> <p>Develop dribbling using our feet in order to keep control and possession of the ball.</p> <p>Combine dribbling, passing and receiving using our feet in order to keep possession of the ball.</p> <p><b>Linking (gymnastics)</b></p> <p>Apply 'champion gymnastics' to develop the different movements that pupils can link together on apparatus.</p>	<p><b>Hands (ball skills)</b></p> <p>Develop pupils' execution of an underarm throw and to extend their understanding of why we need to be accurate when we throw.</p> <p>Experience a competition against other pupils, developing their ability to collaborate.</p> <p><b>Explorers (dance)</b></p> <p>Control and co-ordinate their bodies to perform movements that represent an</p>	<p><b>Rackets, Bats and Balls</b></p> <p>Develop pushing (dribbling) a ball with a racket: Introducing control.</p> <p>Explore hitting and develop pushing a ball (with a racket) towards a target.</p> <p>Explore hitting a ball (with a racket) with accuracy and power.</p> <p><b>Jumping (locomotion)</b></p> <p>Apply pupils' knowledge of how to jump and how to</p>	<p><b>Team Building</b></p> <p>Understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>Develop their communication skills, enabling them to create simple strategies to complete a challenge.</p> <p><b>Games for Understanding</b></p> <p>Create and understand simple attacking principles,</p>

# Year 1 Planning Document

	Learn the roles of attacking and defending and start to understand when we attack and when we defend.	Combine dribbling, passing and receiving in order to keep possession of the ball.	Explore different ways pupils can perform the sequence. Jump, Roll, Balance.	explorer preparing for an expedition. Develop our character work, adding movements, expression and emotion to our motif.	jump in combination, into their own ideas for linking jumps. Explore jumping using different combinations, jumping for distance and speeds.	applying them as a team into a game. Develop their understanding of what 'defending' means and when and why we defend as a team during a game.
--	---	---	--	--	---	--

In KS1 we block science across each term to ensure that resources can be shared.  
See Forest School Curriculum plan for added information about seasons and habitats.

## CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	<b>Animals Including Humans</b> <b>Amazing Me!</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Seasonal Changes</b> <b>Wild Weather</b> Observe and describe weather associated with the seasons and how day length varies. Observe changes across the four seasons.	<b>Everyday Materials</b> <b>Brilliant Builders!</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their	<b>Plants</b> <b>Growing Things</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. identify and describe the basic structure of a variety of common flowering plants including trees.	<b>Animals Including Humans</b> <b>Wild and Wonderful Creatures</b> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the	<b>Living things and their Habitats</b> <b>Food Chains</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they

# Year 1 Planning Document

			simple physical properties.		structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)	depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
<b>CYCLE B</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Science	<p><b>Everday materials Brilliant Builders</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p><b>Everyday Materials Exploring Changes</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p><b>Seasonal Changes Weather Art</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Observe and name a variety of sources of light, including electric lights, flames and the</p>	<p><b>Plants Art and Nature</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Animals including Humans People and their Pets</b> 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>Living Things and their habitats Habitats and Homes</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and</p>

# Year 1 Planning Document

	Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Sun. Associate shadows with a light source being blocked by something.			describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
<b>CYCLE A</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Geography and History	<b>Geography</b> Where in the world are we? Key Enquiry Question: Where are Hemel Hempstead and the UK located? Key Vocabulary and Concepts: oceans, continents, capital city, country, the United Kingdom, Northern Ireland, England, Wales, Scotland, globe, north, south, east, west, equator, pole Map skills and field work: globes, local scale maps	<b>History</b> Christopher Columbus and Amelia Earhart Key question: Who crossed the Atlantic, how and why? Key concepts: Voyage Disciplinary Learning: Using sources to find out about the past	<b>Geography</b> Ghana – Accra (capital) Key Enquiry Question: Where is Ghana and what is it like? Key Vocabulary and Concepts: continents, similarities and differences, country, season and weather, equator, village, town, city Map skills and field work: collect data for temperature and rainfall, maps and globes	<b>History</b> Titanic Key question: Why did the Titanic sink and how did it make travel safer in the future? Key concepts: Voyage, civilisation Disciplinary Learning: cause and consequence, sources and evidence	<b>Geography</b> India Key Enquiry Question: Why do tigers live in India? Key Vocabulary and Concepts: weather, temperature, equator, poles, continents, oceans Map skills and field work: world map  Zoo trip	<b>History</b> Earth and Space Key question: How has space travel changed? Key concepts: voyage, Disciplinary Learning: historical significance, change and continuity

# Year 1 Planning Document

CYCLE B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography and History	<p><b>Geography</b> Local Geography Study – Aycliffe Drive Primary and Grovehill</p> <p>Key Enquiry Question: Where is Aycliffe Drive Primary School? Key Vocabulary and Concepts: Grovehill, town, Hemel Hempstead, shop, house, road, forest, hill, valley, left and right Map skills and field work: local maps and images, Google earth, globes</p>	<p><b>History</b> Castles and the Monarchy Key question: Who lived in a castle and why? Key concepts: Monarchy, invasion Disciplinary Learning: continuity and change</p>	<p><b>Geography</b> London Key Enquiry Question: Where is London and what is it like? Key Vocabulary and Concepts: City, river, Thames, north, south, east, west, office Map skills and field work: Google earth, globe, maps</p>	<p><b>History</b> London/The Great Fire of London Key question: Why did the Great Fire of London start and what effect did it have? Key concepts: civilisation Disciplinary Learning: historical significance, sources and evidence</p>	<p><b>Geography</b> Southend Seaside Key Enquiry Question: How is Southend different from Grovehill? Key Vocabulary and Concepts: port, harbour, differences and similarities, sea and ocean, shop, house, beach Map skills and field work: comparing towns, maps, aerial images</p> <p>Southend trip</p>	<p><b>History</b> Seaside Key question: How have seaside resorts changed over time? Key concepts: civilisation, voyage Disciplinary Learning: sources and evidence, similarity and difference</p>
CYCLE A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and DT	<p><b>Art</b> Printing Roy Lichtenstein/Andy Warhol To learn how to create different colours using colour mixing.</p>	<p><b>DT</b> Sewing Bunting Explore and evaluate a range of existing products in the context of</p>	<p><b>Art</b> Observational fruit drawing Georgia O’Keeffe To learn how to make close observations of natural objects and</p>	<p><b>DT</b> . Designing Fruit Salad Investigate the taste and textures of a range of fruits. To learn how to cut safely.</p>	<p><b>Art</b> Van Gogh Starry Night To learn how to talk about and comment on other artists work Create visual representations of</p>	<p><b>DT</b> Moving Pictures Learn how to investigate different types of moving pictures. Learn that simple levers and sliding</p>

# Year 1 Planning Document

	<p>To learn about different artists who print.</p> <p>To learn how to design their own printing block.</p> <p>Learn how printing is used to create repeated designs.</p> <p>To learn to explore different techniques and materials for printing.</p> <p>To learn to design a printing block.</p> <p>Learn how to create a polystyrene printing block.</p> <p>To learn how to create a repeated printed pattern</p>	<p>evaluating bunting designs.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example joining) in the context of using running stitch to join fabric</p>	<p>recreate lines, pattern and texture.</p> <p>To learn how other artists have represented fruit and vegetables in their work.</p> <p>To learn about the style of a famous artist and be able to recreate their work</p> <p>To use a variety of media.</p> <p>To learn how to evaluate and discuss their own and other's work.</p>	<p>To learn how to design a healthy fruit salad.</p> <p>To learn how to use tools appropriately to create a fruit salad.</p> <p>To evaluate their product against a set of criteria.</p>	<p>the planets using different media.</p>	<p>mechanisms can be used to create movement and that levers are used in products.</p> <p>To learn how to make simple slider and lever and mechanisms.</p> <p>To be able to design a picture with a moving part.</p> <p>To learn how to follow a plan to create own moving picture.</p> <p>To learn how to evaluate own and others work.</p> <p>To be able to represent the natural world through paint and print.</p> <p>Explore patterns and textures at the seaside.</p> <p>To be able to use a variety of materials to create a collage.</p> <p>To be able to talk about and evaluate</p>
--	--	---	--	--	---	---



# Year 1 Planning Document

						their own and others work.
<b>CYCLE B</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Art and DT	<p style="text-align: center;"><b>Art</b> Portraits Picasso</p> <p>To learn what a portrait is and how other artists have represented them. To learn about the artist Picasso and his painting Woman in a hat. To learn how to compare modern portraits with those that Picasso painted. To learn how to draw own self portrait. To learn how to use ICT to take photos of faces from different angles. To learn how to paint the features of a portrait from different positions.</p> <p style="text-align: center;"><b>Sculptures</b> To learn what a sculpture is and explore the work of Henry Moore.</p>	<p style="text-align: center;"><b>DT</b> Lunch boxes</p> <p>Explore and evaluate a range of existing products. Select from and use a wide range of materials according to their characteristics. Explore their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p style="text-align: center;"><b>Art</b> London</p> <p>Drawings Stephen Wiltshire Learn how other artists have represented famous buildings through art. Learn how buildings are made up of different patterns, textures and shapes. Experiment with the visual elements; line, shape, pattern and colour. Use skills already practised to draw own London landmark in ink. Use a variety of tools, techniques and media. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p>	<p style="text-align: center;"><b>DT</b> Making Dips and Dippers</p> <p>Explore and evaluate a range of existing products. Explore a range of existing products. Use the basic principles of a healthy and varied diet. To select from and use a range of tools and equipment to perform practical tasks. Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p style="text-align: center;"><b>Art</b> Seaside Natalie Pascoe</p> <p>To learn about an artist, Natalie Pascoe. To look at and discuss seaside pictures by other artists e.g. Natalie Pascoe. To be able recreate patterns and textures in a variety of ways</p>	<p style="text-align: center;"><b>DT</b> Kites</p> <p>To explore materials used to make simple kites. To explore designs of diamond kites. To be able to construct a kite by following a design. To learn to use simple sewing techniques. To learn to evaluate their own work.</p>

# Year 1 Planning Document

	To learn how to use clay to create own face in the style of Henry Moore.					
CYCLE A/B						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
PSHE	<p><b>Being me in my world</b> I feel special and safe in my class / I know that I belong to my class / I know how to make my class a safe place for everybody to learn / I recognise how it feels to be proud of an achievement / I recognise the range of feelings when I face certain consequences / I understand my choices in following the Learning Charter</p>	<p><b>Celebrating differences</b> I can tell you some ways in which I am the same as my friends / I can tell you some ways I am different from my friends / I understand how being bullied might feel / I can be kind to children who are bullied / I know how it feels to make a new friend / I understand these differences make us all special and unique</p>	<p><b>Dreams and goals</b> I can tell you about a thing I do well / I can tell you how I learn best / I can celebrate achievement with my partner / I can tell you how I feel when I am faced with a new challenge / I can explain how I feel when I face obstacles and how I feel when I overcome them / I know how to store the feelings of success in my internal treasure chest</p>	<p><b>Healthy Me</b> I feel good about myself when I make healthy choices / I feel good about myself when I make healthy choices / I am special so I keep myself safe / I know some ways to help myself when I feel poorly / I can recognise when I feel frightened and know who to ask for help / I can recognise how being healthy helps me to feel happy</p>	<p><b>Relationships</b> I know how it feels to belong to a family and care about the people who are important to me / I know how to make a new friend / I can recognise which forms of physical contact are acceptable and unacceptable to me / I know when I need help and know how to ask for it / I know ways to praise myself / I can tell you why I appreciate someone who is special to me and I can express how I feel about them</p>	<p><b>Changing me</b> I understand that changes happen as we grow and that this is OK / I know that changes are OK and that sometimes they will happen whether I want them to or not / I understand that growing up is natural and that everybody grows at different rates / I respect my body and understand which parts are private / I understand that every time I learn something new I change a little bit / I know some ways to cope with changes</p>
CYCLE A						

# Year 1 Planning Document

RE	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>The Natural World</b></p> <p>To identify aspects of the natural world that they find wonderful.</p> <p>To learn what Christians, Jews and Muslims believe about how the world was made.</p> <p>To learn how Christians, Jews and Muslims show they are thankful for the natural world.</p>	<p><b>Light</b></p> <p>Learn why light is important in everyday life.</p> <p>Learn how light is used in Diwali, (Hinduism,) Hannukah (Judaism) and Christmas (Christianity.)</p>	<p><b>Asking questions.</b></p> <p>Who is God?</p> <p>What is the effect we have on each other and the world?</p> <p>How do we feel when someone dies?</p> <p>What is important to us?</p>	<p><b>Easter</b></p> <p>Palm Sunday The story of Zacchaeus.</p>	<p><b>Special Places</b></p> <p>Why do Christians go to church?</p> <p>What would you find in a church?</p> <p>Discover a local church.</p>	<p><b>Religious People</b></p> <p>Learn about the important people in the lives of religious people/groups Learn why it is necessary to have leaders of religious communities</p>
<b>CYCLE B</b>						
RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Belonging</b></p> <p>Which groups do you belong to?</p> <p>Welcoming babies into a family</p> <p>What does it mean to belong to different faiths?</p>	<p><b>The Christmas story</b></p> <p>The Wise Men The giving of gifts</p>	<p><b>Signs and symbols</b></p> <p>What signs and symbols do we see in religions and what do they mean? How are signs and symbols used in Christianity and Islam?</p>	<p><b>Easter</b></p> <p>Why is Easter important to Christians?</p>	<p><b>Special Books</b></p> <p>To consider what is meant by a special book and identify books which are special to the pupils.</p> <p>To learn about the Bible, Qur'an and Torah and why they are important</p>	<p><b>Religious Stories</b></p> <p>To understand some of the stories that are important to religious people</p>
<b>CYCLE A</b>						

# Year 1 Planning Document

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring</u>	<u>Summer 1</u>	<u>Summer 2</u>
Music	<p>Round and Round</p> <p><b>Unit Theme:</b> Pulse, rhythm and pitch in different styles of music</p> <p><b>Style of main song:</b> Bossa Nova</p> <p><b>Supporting songs:</b> Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bubl� (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)</p> <p><b>Instrumental Parts:</b> Key: D minor One note: D Easy Part: D, F, C &amp; D Medium Part: D, E, F, G &amp; A</p>	<p><i>Christmas Play</i></p> <p><b>Performing:</b> Use their voices expressively to speak and chant' Sind short songs from memory, maintaining the overall shape of the melody and keeping in time.</p>	<p>I Wanna Play in a Band</p> <p><b>Unit Theme:</b> Playing together in a band</p> <p><b>Style of main song:</b> Rock</p> <p><b>Supporting songs:</b> We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles</p> <p><b>Instrumental Parts:</b> Key: D One note: F Easy Part: D &amp; C Medium Part: G, F &amp; C Melody: C, D &amp; F</p>	<p>Friendship Song</p> <p><b>Unit Theme:</b> A song about being friends</p> <p><b>Style of main song:</b> Pop</p> <p><b>Supporting songs:</b> Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Buggy Malone) That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman</p> <p><b>Instrumental Parts:</b> Key: C One note: C Easy Part: E &amp; G Medium Part: E, G, A &amp; B</p>	<p><i>Take One Tune</i></p> <p><b>Whole School Project</b> All Skills covered</p>

# Year 1 Planning Document

	Melody: D, F, G, A & C			Melody: C, D, E, F, G, A & B	
<b>CYCLE B</b>					
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring</u>	<u>Summer 1</u>	<u>Summer 2</u>
Music	<p><b>Unit:</b> Rhythm in the way we walk &amp; The Banana Rap</p> <p><b>Unit Theme:</b> Pulse, rhythm and pitch, rapping, dancing and singing.</p> <p><b>Style of main song:</b> Reggae</p> <p><b>Supporting songs:</b> The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)</p>	<p><b>Christmas Play</b></p> <p><b>Performing:</b> Use their voices expressively to speak and chant' Sind short songs from memory, maintaining the overall shape of the melody and keeping in time.</p>	<p><b>Unit:</b> In the Groove</p> <p><b>Unit Theme:</b> How to be in the groove with different styles of music.</p> <p><b>Style of main song:</b> Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p><b>Supporting songs:</b> How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)</p> <p><b>Instrumental Parts:</b> Key: C One note: C Easy Part: C &amp; D Medium Part: C &amp; D Melody: C, G &amp; A</p>	<p><b>Unit:</b> Hands, Feet, Heart</p> <p><b>Unit Theme:</b> South African music</p> <p><b>Style of main song:</b> Afropop, South African</p> <p><b>Supporting songs:</b> The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate</p> <p><b>Instrumental Parts:</b> Key: G One note: G Easy Part: G, A &amp; C Medium Part, G, A, B &amp; C</p>	<p><b>Take One Tune</b></p> <p><b>Whole School Project</b></p> <p>All Skills covered</p>

# Year 1 Planning Document

					Melody: E, F, G, A, B & C	
CYCLE A						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Computing	<p><b>We are researchers</b> Researching a topic online safely.</p>	<p><b>We are Celebrating</b></p>	<p><b>We are TV Chefs</b> Health and fitness link / filming the steps of a recipe.</p>	<p><b>We are games testers</b> Working out the rules for games. Use of Scratch , iPad, chrome books</p>	<p><b>We are astronauts</b> Program a spaceship to move around the screen/link science topic on space</p>	<p><b>We are Collectors</b> Use web search engines to collect pictures of different types of animals and then explore ways in which those pictures can be organise/ link science habitats</p>
CYCLE B						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Computing	<p><b>We are photographers</b> Taking and editing digital photographs Use of camera, I pads, photo apps <b>E safety</b> Use technology safely and respectfully/keeping personal information private/ identify where to go for help and support when they have concerns</p>	<p><b>We are Detectives</b> Using data to solve clues/ link to castles <b>E safety</b> Use technology safely and respectfully/keeping personal information private/ identify where to go for help and support when they have concerns about content or contact on the internet or other on line technologies.</p>	<p><b>We are Zoologists</b> Go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package/link science and forest school <b>E safety</b> Use technologies safely and respectfully, keeping personal information private</p>	<p><b>We are Storytellers</b> Create a talking book that they can share with others. <b>E safety</b> Use technologies safely and respectfully, keeping personal information private</p>	<p><b>We are Treasure Hunters</b> Programming using Beebots app or Beebots.</p>	<p><b>We are Painters</b> Illustrating an ebook /link to fairytales</p>

# Year 1 Planning Document

	about content or contact on the internet or other on line technologies.					
--	---	--	--	--	--	--