

## Year 1 Topics and Assessments 2022-2023

Art	
<p><b>Term 1</b> - 'Jackson Pollock 'Splashed Paint and Wasn't Sorry' by Fausto Gilberti; look at the work and techniques of Pollock and children use his style and techniques in their own own creations Watercolour paints: holiday pictures Collage materials: fireworks Three dimensional work: model 'Supertato' Christmas artwork</p>	<p><b>Term 2</b> - 'In the Garden with Vincent Van Gogh' by Julie Merberg; look at the life and work of Van Gogh; create your own versions of 'Seascape'. Frances Hatch, artist: know something of the work of Frances Hatch and use it as inspiration to create own work based on the shape of the continent of Antarctica Pastels: pastel and wax resist penguins Papier mache: make papier mache penguin display</p>
<p><b>Term 3</b> - Look at the work and techniques of Lowry and create own work based on Lowry's paintings Paint in the style of David Hockney Using clay Watercolour crayons Printing with polystyrene tiles</p>	<p><b>Assessments</b> There are no formal assessments in Year 1 art; ongoing assessment and targets are used instead.</p>

English	
<p><b>Term 1</b> Fiction: Supertato by Sue Hendra Eliot, Midnight Superhero by Ann Cottringer My Mum is a Supermum by Angela McAllister Bonfire Night poetry A selection of Christmas stories Skills covered: listening with attention and recall; making predictions; writing speech bubbles; making story maps; using finger spaces;</p>	<p><b>Term 2</b> Fiction: Lost and Found by Oliver Jeffers; Handa's Surprise by Eileen Browne Non-fiction; chronological reports: The Emperor's Egg by Martin Jenkins Skills covered: sequencing a story; writing a list; listening to stories with concentration, attention and recall; re-telling stories; anticipating key events in stories; participating in drama based tasks; giving</p>

<p>reading, writing and spelling high frequency words; knowing capital and lower case letters; writing instructions; using the present tense; recognising question marks.</p>	<p>attention to what others say and responding appropriately; using and extending language; expressing ideas clearly; showing an awareness of the listeners' needs; linking statements and sticking to a main theme; writing labels and captions; writing lists; rhyming words and patterns; composing simple poetry; creating and writing new stories; understanding that information can be retrieved from books and computers; decoding regular words and reading with increasing accuracy; writing sentences; exclamation marks</p>
<p><b>Term 3</b>  Skills covered: joining sentences with 'and' or 'but'; write postcards; present tense 'ing' and past tense 'ed'; create a labelled seaside map; write directions; compose sentences orally before writing; sequence sentences to form narratives; write diary entries; use a known story to plan and write a new story; plurals with 's' and 'es'; where to put full stops; spell days of the week; evaluate and edit own stories; make ambitious vocabulary choices; capital letters for names; capital letters for places; exclamation marks; question marks; capitals for days of the week; suffixes 'er' and 'est'; compound words.</p>	<p><b>Assessments</b>  The pupils will complete cold and hot writing tasks within each unit as they develop the skills studied.  The pupils will also complete weekly spelling tests.</p>

<h2 style="text-align: center;">French</h2>	
<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>● Greetings and introducing yourself</li> <li>● Numbers 1-12</li> <li>● Christmas in France</li> </ul>	<p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>● Colours</li> <li>● Family Members</li> <li>● La Reine des Bisous (book)</li> </ul>
<p><b>Term 3</b></p>	<p><b>Assessments</b></p>

- Body Parts and Face
- Numbers 1-20
- Basic Descriptions (Grand Monstre Vert - Book)

There are no French assessments in Year 1 French.

## History/Geography

### Term 1 -

Text: Charlie's Superhero Underpants by Paul Bright and Lee Wildish

- Early mapping skills
- Identifying land and sea on 2D maps
- Looking at life, location and points of interest in a number of places around the world including Paris, Peru, The Mississippi River, Nepal, London
- Look at a number of history's superheroes including Boudicca, Joan of Arc, Isambard Kingdom Brunel, Rosa Parks

### Term 2 -

Text: Lost and Found by Oliver Jeffers

Handa's Surprise by Eileen Browne

- Make passports
- Build a boat
- Locate and name the five oceans
- Look at Antarctica
- Scott of the Antarctic, Earnest Shackleton
- Climate change and the melting of the polar ice caps
- Cold mountains
- The equator
- Hot countries
- Life in South Africa

### Term 3 -

- Use a UK map to locate the four countries of the UK
- Locate London and discuss the importance of capital cities
- British wildlife and its locations
- Queen Elizabeth and Queen Victoria
- British artists: L S Lowry, J W M Turner, David Hockney

### Assessments


There are no formal assessments in history and geography, but ongoing assessment is used.

## Maths

### Term 1

- Place value: count objects accurately; count objects from within a group; represent objects; count forwards; count backwards; find one or two more; find one or two less; compare objects; look at greater than, less than and equals signs; compare numbers; use a number line with accuracy; tens and ones.
- Addition and subtraction: introducing part/whole model with images and numbers; fact families – addition facts; find number bonds for numbers within ten; systematic methods for number bonds within ten; compare number bonds; adding together and adding more; missing number sums ( $6 + ? = 9$ ); subtraction within ten; using the subtraction sign; subtraction facts; finding the difference; comparing addition and subtraction statements.
- Shape: recognise and name 2D and 3D shapes; patterns with 2D and 3D shapes

### Term 2

- Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by counting back; begin to add three small numbers by spotting bonds to 10 or doubles (1-6)
- Compare and order numbers to 20; recognise coins and know values (up to £2); begin to make amounts in pence; understand teen numbers are 10 and some 1s  Say the number one more or less and two more or less; locate 2-digit numbers on a 100 grid; read, write and say 2-digit numbers and understand them as some tens and some ones
- Revise number pairs and doubles to double 6; derive subtraction facts; understand a symbol being used for an unknown
- Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers
- Name, recognise and know the properties of 3D shapes: order and name the days of the week and months of the year; recognise and name the seasons
- Count on and back in tens from any number; begin to count in 5s and 2s, recognise odd and even numbers; find half, quarter and three quarters of shapes; begin to know that two halves and four quarters are a whole and that two quarters is a half
- Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion

of how long an hour is and how long a minute is; tell the time (o'clock and half past) on analogue and digital clocks

### Term 3

- Compare lengths and heights, using the correct language. Use direct comparison. Measure with non-standard units. Measure with a ruler. Solve length problems.
- Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; solve weight and capacity problems.
- Early multiplication and division; count in twos, fives and tens; make equal groups; add equal groups; make arrays; make doubles; sharing equal groups
- Fractions; finding a half of shapes; finding a half of numbers; finding a quarter of shapes and numbers.
- Geometry: position and direction; describe turns; make quarter, half and whole turns; describe position and direction.
- Place value within 100; counting forwards and backwards within 100; using the 100 square; partitioning numbers; comparing numbers, ordering numbers; one more and one less.
- Money: recognising coins; recognising coins; counting in coins.
- Time; before and after; dates and using a calendar; time to the hour; time to the half hour; comparing times; understand hours, minutes and seconds.

### Assessments

Written assessments are carried out at the end of each unit and at the end of the year.

Practical tasks are assessed in the provision.

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Music	
<p><b>Term 1</b></p> <p>Pulse</p> <p>Revising body solfa</p> <p>Revise all rhythms using crotchets and quavers</p> <p>Develop SoLaMi and DoReMi repertoire</p> <p>Work on confident individual singing</p> <p>Working on music for Christmas</p>	<p><b>Term 2</b></p> <p>Introduce 'Fa' into solfa</p> <p>Develop understanding of crotchet rest</p> <p>Rhythmic dictation</p> <p>Ostinato</p> <p>Solfa reinforce DRM-S</p>
<p><b>Term 3</b></p> <p>Introduce new 'Welcome Song' with increased movement - using 'left' and 'right'</p> <p>Introduce 'minim' awareness</p> <p>Lots of work using DoReMi and So</p> <p>Singing work in preparation for the Summer Concert</p>	<p><b>Assessments</b></p> <p>Informal assessments carried out in music every 6 weeks: pulse, rhythm and pitch</p>

## PE

### Lesson 1

Swimming is the focus. Pupils will develop water confidence swimming alone or aided. Leg action introduced and supported underwater swimming.

Some pupils will develop basic strokes like front crawl and backstroke and will be able to swim confidently underwater to retrieve items from the bottom of the pool.

### Lesson 3

TGfU. Learning the basics of sportsmanship like following rules and working in teams to achieve a common goal. Fundamental movement skills like running, jumping and balancing are practised in team games and individual challenges.

Some pupils will develop leadership skills by leading their team and others will be able to explain the reasons why rules are in place.

### Lesson 2

Dance is introduced through creative movements.

Use of music and props skills like spatial awareness, self expression and creative thinking is developed.

Some pupils will develop use of levels during floorwork and jumps and be able to suggest storytelling and mime movements.

### Assessment

The PE department constantly assesses through observations of isolated skills and application of skills in gameplay. More formal assessments are completed every half term in preparation for report writing and parent consultations.

## PSHE

### Term 1

Theme: Relationships and Feelings

- Being happy at school
- Likes and dislikes
- Being special
- Similarities and differences
- Recognising feelings
- Resolving arguments and cooperating with others
- Special people

### Term 2

Theme: Health and Well Being

- Healthy lifestyles
- Dental health
- Growing and changing
- Hygiene, cleanliness and germs
- Medicines, household products and safety
- Keeping safe when out and about
- Asking for help

<ul style="list-style-type: none"> <li>• Teasing and bullying</li> </ul>	
<p><b>Term 3</b></p> <p>Theme: Living in the Wider World</p> <ul style="list-style-type: none"> <li>• The importance of rules</li> <li>• Rights and responsibilities</li> <li>• Groups and communities</li> <li>• Taking care of the environment</li> <li>• Money; spending and saving</li> <li>• Recognising commonalities</li> <li>• What to do in an emergency</li> </ul>	<p><b>Assessments</b></p> <p>No formal assessments</p> <p>Other topics may be covered as they arise</p>

<h2 style="text-align: center; margin: 0;">Religious Studies</h2>	
<p><b>Term 1</b></p> <p>Theme: Our Wonderful World</p> <p>Identify things that make our world special</p> <p>Explore creation stories from different faiths</p> <p>Explore different accounts of the creation of the sky and of Heaven</p> <p>Look at different beliefs as to how the planets were created</p> <p>Theme: Why do Christians give gifts at Christmas?</p> <p>Discuss experiences of giving and receiving presents</p> <p>Find out about the birth of Jesus</p> <p>Design a gift for Baby Jesus</p> <p>Giving presents that cannot be seen</p> <p>Explore the fact that Christians believe that Jesus is God's gift to the world</p>	<p><b>Term 2</b></p> <p>Theme: Special Objects</p> <p>Compare special toys with special religious objects</p> <p>Understand and describe what a special religious object is</p> <p>Compare own special books with religious special books</p> <p>Compare our own special/best clothes with special religious clothes and objects</p> <p>Theme: Easter Beginnings</p>



### Term 3

Theme: Special Places

Describe a place that is special

Know that religious people have a special place

Learn about Christian, Muslim and Buddhist special places

Theme: What did Jesus teach us?

Find out about the life of Jesus

Parable of the lost son

Parable of the good Samaritan

The sermon on the Mount

What the actions of Jesus teach us

### Assessments

There are no formal assessments.

## Science

### Term 1

Superheroes have Super Bodies

Seasons:

- Signs of autumn
- Shadows
- Changes to a chosen tree throughout the seasons

Super bodies:

- Five senses
- Growth and change
- Teeth
- Characteristics of living things

### Term 2

Materials

Seasons:

- Signs of winter
- Clothes for winter

Materials:

- Materials for Antarctic explorers
- Floating and sinking
- Frozen ice experiment
- Puddle investigation
- Materials investigation

- Bones
- Movement and exercise
- Healthy eating

### **Term 3**

Identifying and Growing Plants

Seasons:

Signs of spring and summer; features of the seasons; temperature and rainfall

Plants:

- Identifying parts of plants
- Identifying the best conditions for growth
- Conducting simple investigations to look at plant life
- Nature walks to identify flowers and trees.
- Deciduous and evergreen trees
- Growing beans

### **Assessments**

There are informal assessments at the end of each unit.