

Year One	Victoria Primary Academy	Key Stage 1
<p>Writing</p>	<p>Explore the properties of shapes.</p>	<p>Learn about the work of a range of artists, artisans and designers.</p>
<p>Narrative</p>	<p>Use language to describe position, direction and movement.</p>	<p>Computing</p>
<p>Write stories with imaginary settings.</p>	<p>Use and apply in practical contexts a range of measures, including time.</p>	<p>Organise, store, manipulate and retrieve data in a range of digital formats.</p>
<p>Write stories that mimic significant authors.</p>	<p>Handle data in practical contexts.</p>	<p>Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.</p>
<p>Write narrative diaries.</p>	<p>Science</p>	<p>Design & Technology</p>
<p>Non-fiction</p>	<p>Biology</p>	<p>Design</p>
<p>Write labels.</p>	<p>Plants</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>
<p>Write lists.</p>	<p>Observe and describe growth and conditions for growth.</p>	<p>Make</p>
<p>Write captions.</p>	<p>Animals and humans</p>	<p>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p>
<p>Present information.</p>	<p>Look at growth, basic needs, exercise, food and hygiene.</p>	<p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>
<p>Write non-chronological reports.</p>	<p>All living things</p>	<p>Evaluate</p>
<p>Reading</p>	<p>Investigate differences.</p>	<p>Explore and evaluate a range of existing products.</p>
<p>Listen to traditional tales.</p>	<p>Chemistry</p>	<p>Cooking and nutrition</p>
<p>Listen to a range of texts.</p>	<p>Materials</p>	<p>Understand where food comes from.</p>
<p>Learn some poems by heart.</p>	<p>Identify, name, describe, classify, compare properties and changes.</p>	<p>Geography</p>
<p>Discuss books.</p>	<p>Look at the practical uses of everyday materials.</p>	<p>Investigate the world's continents and oceans.</p>
<p>Use the class and school libraries.</p>	<p>Physics</p>	<p>Compare and contrast a small area of the United Kingdom with that of a non-European country.</p>
<p>Listen to short novels over time.</p>	<p>Light</p>	<p>Explore weather and climate in the United Kingdom and around the world.</p>
<p>Communication</p>	<p>Look at sources and reflections.</p>	<p>Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</p>
<p>Engage in meaningful discussions in all areas of the curriculum.</p>	<p>Sound</p>	<p>Use world maps, atlases and globes.</p>
<p>Listen to and learn a wide range of subject specific vocabulary.</p>	<p>Forces</p>	<p>Use simple compass directions.</p>
<p>Through reading identify vocabulary that enriches and enlivens stories.</p>	<p>Earth and space</p>	<p>Use aerial photographs.</p>
<p>Speak to small and larger audiences at frequent intervals.</p>	<p>Observe seasonal changes.</p>	<p>Use fieldwork and observational skills.</p>
<p>Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</p>	<p>Working Scientifically</p>	<p>History</p>
<p>Listen to and tell stories often so as to internalise the structure.</p>	<p>Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)</p>	<p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements – scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.</p>
<p>Mathematics</p>	<p>Art & Design</p>	<p>Use world maps, atlases and globes.</p>
<p>Count and calculate in a range of practical contexts.</p>	<p>Use experiences and ideas as the inspiration for artwork.</p>	<p>Use simple compass directions.</p>
<p>Use and apply mathematics in everyday activities and across the curriculum.</p>	<p>Share ideas using drawing, painting and sculpture.</p>	<p>Use aerial photographs.</p>
<p>Repeat key concepts in many different practical ways to secure retention.</p>	<p>Explore a variety of techniques.</p>	<p>Use fieldwork and observational skills.</p>
<p>Explore numbers and place value up to at least 100.</p>	<p></p>	<p></p>
<p>Add and subtract using mental and formal written methods in practical contexts.</p>	<p></p>	<p></p>

Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.

Significant historical events, people and places in their own locality.

Music

Use their voices expressively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Make and combine sounds using the inter-related dimensions of music.

Personal Development

Discuss and learn techniques to improve in the eight areas of success.

Study role models who have achieved success.

Religious Education

Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.

Study other religions of interest to pupils.

Additional Content

Global Dimension

Developing the Global Dimension. History, Geography, Citizenship focus. Whole school curriculum link to the Global Dimension. Linked to Edison CC units.

Core Learning Skills

Developing Independence and Responsibility

Improving own Learning and Performance

Developing Sense of Self Worth and Understanding Others

Thinking Skills

Speaking And Listening

Y1 Edison CC Units

Why do we play with different toys as we grow older? History and Science Focus. Childhood and technological change. Everyday materials. Animals including humans. Ole Kirk Christianson and LEGO. (7 week unit)

Hello, I am new here; Bonjour, je suis nouveau ici. Geography and Science Focus. School building and grounds, human and physical features. Comparison Wellingborough to Morocco or Marrakesh - features and climate. Plants, animals including humans, seasonal change. (6 week unit)

Traditional Tales from around the World (including Wales, Scotland and Ireland). Technology and Science Focus. Design, make and evaluate. Materials, identify everyday materials and distinguish the material from the object. Find and locate countries and capitals on maps and globes. (9 week unit)

Starry Night. Art focus with music and dance. Line drawing, colour mixing, tones. Van Gogh. Dance, rhymes and singing. (3 week unit)

Water World. Science Focus. Plants, animals including humans, seasonal change. Dr John Snow 1854, Joseph Bazalgette 1858 London (7 week unit)

Where will we go for a great day out? History and Geography Focus. Railway journeys, the great exhibition. Thomas Edison, Elizabeth Fry, Isambard Brunel, Richard Branson. Geographical routes and London.

What's the Weather Like Today? Ongoing learning unit throughout Year 1.

Y1 RE

- T1 People in Christianity,
- T2 Family Ties,
- T3 Judaism - family,
- T4 Islam - belonging to a Muslim Family,
- T5 Books and Stories,
- T6 Leaders - Inspirational People

Y1 PE

- T1 Real P.E Unit 1, Playground games.
- T2 Real P.E Unit 2, Team building.
- T3 Real P.E Unit 3, Catching and throwing.
- T4 Real P.E Unit 4, Catching and throwing games.
- T5 Real P.E Unit 5, Catching and throwing games.
- T5 Real P.E Unit 6, Athletics.

Y1 Music

- T1 Listening and performing, singing.
 - T2 Recognising melody, pitch control.
 - T3 Percussion, instruments, timbre.
 - T4 Singing, actions, rhythm.
 - T5 Phrases, dynamics. pitch, tempo.
 - T6 Rhythmic and melodic phrases, time rhythm.
- T1 Sounds Interesting - exploring sound, T2 The Long and Short of It - exploring duration, T3 Feel the Pulse - exploring pulse and rhythm, T4 Taking off - exploring pitch, T6 Rain, Rain go away - exploring timbre, tempo and dynamics