

Simply the best (4)

The Show must go on (6)

3-2-1 Blast Off (6)

Year 1
curriculum
2015-2016

PE	English	Science
<ul style="list-style-type: none"> Take part in a and video a skills assessment day including running jumping, throwing and catching as well as balance, agility and coordination. Carry out exercises to develop a particular set of skills that they need to become 'expert' in. Practise and become 'expert' in a set of movements (routine) to show agility. Measure their progress of skills against the initial assessment i.e. number of times they can throw and catch the ball without dropping it; number of minutes they can balance on one leg. Perform the routine to others to show progress against the initial assessment. Coach another in one of the skills they have developed. 		
English		
<ul style="list-style-type: none"> Record (write) a recount of the skills assessment day. Describe the skill they have chosen to develop. Write instructions for how to practise and improve the chosen skill. Write a motivational slogan encouraging others to follow a healthy lifestyle including diet, exercise and hygiene. 		
Science		
<p>Animals including humans (Y1)</p> <ul style="list-style-type: none"> 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>Animals including humans (Y2)</p> <ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food, air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 		

English	DT	Music
<p>English</p> <ul style="list-style-type: none"> Read a range of traditional stories and identify the features of them and what they have in common. Make predictions and discuss about what might happen in the story. Retell a traditional tale. Read a range of non-traditional tales and make predictions about what might happen in the story. Complete role play and draw characters; work out why and do the things they do in the story. Write a new version of a traditional tale; new beginning; new ending or in the middle. Identify some of the speaking and listening skills used in the story. 		
DT		
<p>Evaluate</p> <ul style="list-style-type: none"> Identify different types of puppet and identify the benefits of each where it might be used; when it is needed. Choose the type that is most appropriate for the puppet show that the children are making. 		
Design		
<ul style="list-style-type: none"> design their own puppet character. discuss their designs with a partner and say if it is fit for purpose and complete. 		
Make		
<ul style="list-style-type: none"> Select the most appropriate materials for the puppet design. Explore how to make the puppet and stiffen design. 		
Music		
<ul style="list-style-type: none"> Listen and identify how music is used in the story. Use music to create drama and build up etc. to accompany the story. Perform music and music show performance. 		

Creature Comforts (5)

Shiver

On a starry night (4)

Science	English	Art
<p>Science</p> <p>Plants (Y1)</p> <ul style="list-style-type: none"> 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>Living things and their habitats (Y2)</p> <ul style="list-style-type: none"> 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 depend on each other. Identify and name a variety of plants and animals in their habitats including micro habitats. <p>Animals including humans (Y2)</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. 		
English		
<ul style="list-style-type: none"> Listen to the 'Gruffalo' and identify the key features of the story, including the habitats the animals live in; the descriptive language used by the author. Discuss the story of The Gruffalo in order to decide on his character and why this has scared off the visitors to the garden. Write their own animal stories using talk for writing strategies to support story writing. Write an observational diary in order to log what animals they see visiting the garden. Listen to other stories by Julia Donaldson and say which ones they like the best and why. 		
Art		
<ul style="list-style-type: none"> Use observational drawings to record the garden as it is now – the garden as a whole or aspects of the garden. Use a range of materials to create a 3D version of how the garden will look once all the work has been done to attract the animals back. 		

range of tools to make a range of components to make the rockets.

evaluate rockets made by different mechanisms including levers, pulleys, gears, etc.

write reports about the rockets based upon a hypothesis of what could happen.

look for information in a non-fictional report about the rockets and more about where they are used.

identify an object and the materials it is made from.

use a variety of everyday materials like plastic, glass, metal, wood, etc. to make simple properties of a variety of materials.

group together a variety of materials on the basis of their simple properties.

compare the suitability of different materials, including wood, metal, paper and cardboard.

describe the shapes of solid objects and how they can be changed by squashing and stretching.

History	English	Art
<p>History</p> <p>Significant historical events, people and places in their own locality</p> <ul style="list-style-type: none"> Study the life and events of Harry Paye (and Anne Bonny) Make links to local place names, buildings etc. (Old Harry Rocks etc.) Look at Poole now, find links and evidence of Poole in the past through buildings; place names; street furniture etc.) Study the role of women in the past and the role women had to play in smuggling and pirate activities. Complete a historical enquiry: Are pirates mad; bad or misunderstood? <p>Changes within living memory</p> <ul style="list-style-type: none"> What do we know about pirates today? How is it different to being a pirate in the time of Harry Paye? Compare fictional pirates and non-fictional pirates in the media to those in stories. 	<p>English</p> <ul style="list-style-type: none"> Listen to and read pirate poems in order to explore rhyming patterns. Compose and read aloud own poems. Write a recount of Harry Paye's life. Write a diary entry for a pirate. Read non-fiction texts to locate specific information and record facts. Read pirate stories, identify themes and repetitive language. Write own pirate story. Read stories using aluminium figure sculptures to help them act out the story Record facts about Harry Paye's life: write to Scaplen's Court or other places in Poole to offer them the treasure that they have found in their playground to keep as a record of the past in Poole. 	<p>Art</p> <ul style="list-style-type: none"> Look at work by artist - Alberto Giacometti Create aluminium figure sculptures in style of Alberto Giacometti Look at work by Jean Dubuffet (artclubblog.com) Create texture painting using sand shells etc to create scenes from stories (theimaginationtree.com)

<ul style="list-style-type: none"> Write a set of directions in order to get to a place in Cyril park or choice of other amenity Write a report about findings and make a presentation about Charminster and Bournemouth.
<p>Computing</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content – use of Google Earth; Street View; Quikmaps.

Just up my street (6)

