

## Year 1 New Curriculum Plans 2020/21

Year 1	OUT OF THIS WORLD	BLOOMING BRILLIANT BRITAIN	THE GREATEST SHOW
	<p><i>Star Gazing Day – pop up dome coming into school.</i> <i>Stargazing.co.uk</i> <i>Visit to media museum</i> <i>Alien dress up day</i> <i>Alien crash landing science day</i> <i>Astronaut training week</i></p> <p>En:</p> <ul style="list-style-type: none"> <li>• Space poetry – adjectives/noun/verb</li> <li>• How to Catch a Star</li> <li>• The Way Back Home</li> </ul> <p>Ma:</p> <ul style="list-style-type: none"> <li>• Number: Number and place value, Addition and subtraction to 5 and 10 and 20, place value to 10 and 20.</li> <li>• Counting in 2,5,10s.</li> <li>• Shape and space, Measurement</li> <li>• Geometry: Properties of shapes, Position and Direction.</li> <li>• Telling the time.</li> </ul> <p>Sc:</p> <ul style="list-style-type: none"> <li>• <b>Materials and their properties</b> <b>Class materials book.</b></li> <li>• <b>Seasonal Changes.</b></li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>• <b>Comparing Environments: school grounds and alien planets.</b></li> <li>• <b>Naming physical features and drawing maps.</b></li> <li>• <b>Daily weather watch</b></li> <li>• <b>Seasonal changes with trees</b></li> </ul> <p>History:</p> <ul style="list-style-type: none"> <li>• <b>Who do we remember on Remembrance Day?</b></li> </ul>	<p><i>Walk down to garden centre in Bradford</i> <i>Forest Schools</i> <i>4 dressing up theme days (England, Scotland, Ireland, Wales)</i></p> <p>En:</p> <ul style="list-style-type: none"> <li>• The Queens Knickers (England)</li> <li>• Sally and Limpet ( Wales)</li> <li>• Robert the Bruce and the spider. (Scotland)</li> <li>• <a href="https://youtube.com/watch?v=FrJB-JE85ac">https://youtube.com/watch?v=FrJB-JE85ac</a> Irish folk tale about fairies</li> <li>• Fab finish days – England, Scotland, Wales and Ireland dress up and eat food from these places</li> </ul> <p>Ma</p> <ul style="list-style-type: none"> <li>• Number and place value. Addition and subtraction</li> <li>• Measurement</li> <li>• Geometry – properties of shapes, position and direction</li> </ul> <p>Sc</p> <ul style="list-style-type: none"> <li>• <b>Plants</b></li> <li>• <b>Seasonal changes</b></li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>• <b>Locational Knowledge – England, Scotland, Ireland and Wales</b></li> <li>• <b>Human and Physical Geography</b></li> <li>• <b>Daily weather watch</b></li> <li>• <b>Seasonal changes with trees</b></li> </ul> <p>History:</p> <ul style="list-style-type: none"> <li>• <b>What is St. Patricks Day?</b></li> <li>• <b>What are the myths and legends of Britain</b></li> <li>• <b>Hoe has your street changed?</b></li> <li>• <b>What happened on Pudding Lane in 1666?</b></li> </ul>	<p><i>Circus day with troop coming into school</i> <i>Circus dressing up day with Year 1 and parent’s circus skills</i> <i>Visit to Great Yorkshire Show</i></p> <p>En:</p> <ul style="list-style-type: none"> <li>• Instructions – How to make a make a clown’s hat.</li> <li>• Information text – all about animals</li> <li>• Stories – Peter Spier’s Circus</li> </ul> <p>Ma:</p> <ul style="list-style-type: none"> <li>• Number: Number and place value, Addition and subtraction.</li> <li>• Multiplication and division.</li> <li>• Fractions. Measurement.</li> <li>• Geometry: Properties of shapes,</li> <li>• Position and Direction</li> </ul> <p>Sc:</p> <ul style="list-style-type: none"> <li>• <b>Animals, including humans</b></li> <li>• <b>Seasonal changes</b></li> </ul> <p>Geography:</p> <ul style="list-style-type: none"> <li>• <b>Directional language, NESW.</b></li> <li>• <b>Drawing maps and giving directions.</b></li> <li>• <b>Daily Weather watch</b></li> <li>• <b>Seasonal changes with tree</b></li> </ul> <p>History:</p> <ul style="list-style-type: none"> <li>• <b>Why is VE Day so important?</b></li> <li>• <b>Compare circus now and long ago. How are things different?</b></li> <li>• <b>Big Book of Brilliant People</b></li> </ul> <p>DT:</p> <ul style="list-style-type: none"> <li>• <b>Moving circus picture using moving sliders.</b></li> </ul>

<ul style="list-style-type: none"> <li>• Why do we commemorate Bonfire night?</li> <li>• Big Book of Brilliant People</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Cooking and nutrition – monstrous menu for Alien tea, Alien bake off.</li> <li>• Linking to art – Design, make and evaluate alien space craft.</li> <li>• Linking to art – Sewing and evaluating alien underpants.</li> <li>• Make Lego constructions, following instructions.</li> <li>• Chopping and peeling fruit independently.</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Printmaking inspired by Yayoi Kusama.</li> <li>• Chalk galaxy pictures</li> <li>• Kandinsky painted circles</li> <li>• Junk model spaceships and alien crafts</li> <li>• Bleeding tissue alien/planet pictures</li> </ul> <p><b>Mu:</b></p> <ul style="list-style-type: none"> <li>• Singing, playing instruments, listen to recorded music.</li> </ul> <p><b>P.E:</b></p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Athletics</li> </ul> <p><b>Co:</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully – alien selfies, recognize common uses of information technology, use technology safely</li> </ul> <p><b>R.E:</b></p> <ul style="list-style-type: none"> <li>• What do Christians believe God is Like?</li> <li>• Why does Christmas matter to Christians?</li> </ul> <p><b>PSHE:</b> <u>Relationships, ourselves and others.</u></p> <ul style="list-style-type: none"> <li>• Similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• How and where did the fire start?</li> <li>• What impact did the fire have on everyday life?</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Make lego constructions using instructions</li> <li>• Design make and evaluate – British structures using junk materials (link with Art)</li> <li>• Cooking traditional dishes from different countries; welsh rarebit, Scottish shortbread, sandwiches and scones, Irish Stew.</li> <li>• Linking to art – sew and decorate some knickers for the Queen</li> <li>• Chopping and peeling fruit independently</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Red, white and blue interlocking shapes features</li> <li>• Paul Cezanne painted fruit using secondary colours</li> <li>• Styrofoam printing with abstract shapes to make knickers for the queen</li> <li>• Block printing to make tartan</li> <li>• Irish shamrock collage</li> <li>• Clay flowers</li> </ul> <p><b>Mu:</b></p> <ul style="list-style-type: none"> <li>• Singing, playing instruments, listen to recorded music – British artists</li> </ul> <p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Hockey</li> </ul> <p><b>Co:</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully – algorithms.</li> <li>• Staying safe using Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Make Lego constructions, following instructions.</li> <li>• Chopping and peeling fruit independently.</li> <li>• Linked to art – Sew and make a clown’s face pillow, cut and glue features.</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Explore line and different types of shading</li> <li>• Impasto painting of trees</li> <li>• Monoprint circus tent</li> <li>• Wax resist lion’s face</li> <li>• Sewing ringmaster’s hat</li> <li>• Clown’s face cushion</li> <li>• Weaving popcorn box</li> <li>• Clay animal pedestals</li> </ul> <p><b>Mu:</b></p> <ul style="list-style-type: none"> <li>• Singing , playing instruments, listen to recorded music.</li> </ul> <p><b>P.E:</b></p> <ul style="list-style-type: none"> <li>• Multi skills</li> <li>• Cricket</li> </ul> <p><b>Co:</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully, algorithms, use technology safely</li> </ul> <p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>• Who am I? What does it mean to belong?</li> <li>• How should we care for the world and for others?</li> </ul> <p><b>PSHE:</b> <u>Keeping safe</u></p> <ul style="list-style-type: none"> <li>• People who help us.</li> <li>• Ourselves and others.</li> </ul> <p><u>The world around us.</u></p> <ul style="list-style-type: none"> <li>• Caring for others.</li> <li>• Growing and changing.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Individuality and our bodies.</b></li> </ul> <p><b><u>Relationships, ourselves and others.</u></b></p> <ul style="list-style-type: none"> <li>• People who care for us.</li> <li>• Groups we belong to.</li> <li>• Families.</li> </ul>	<p><b>R.E:</b></p> <ul style="list-style-type: none"> <li>• What do Jews believe?</li> <li>• Why does Easter matter to Christians?</li> </ul> <p><b>PHSE:</b></p> <p><b><u>Being Healthy</u></b></p> <ul style="list-style-type: none"> <li>• Hygiene, medicines, people who help us be healthy</li> </ul> <p><b><u>Money</u></b></p> <ul style="list-style-type: none"> <li>• Making choices between need and want.</li> </ul>	
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Year 1 Geography			
	<u>Autumn</u>	<u>Spring</u> <b>Blooming Brilliant Britain</b> 	<u>Summer</u> <b>The Greatest Show</b> 
<u>Locational Knowledge</u>	<p>What can we find beyond the sky? (asking questions about the world) Which planet do we live on? What makes Earth special? (features of own environment)</p> <p>What would it be like to visit the moon? (features of own and other environments)</p> <p>What are the stars? Which star is the most important for our planet? (asking questions about the world)</p> <p><b>What would it be like to live on a different planet?</b> (similarities and differences; features of own and other environments)</p> <p>Choose a planet and the moon. Discuss similarities and differences to Earth write about why Earth is the best place to live.</p>	<p><b>Why do we call it the United Kingdom?</b> We will use maps to identify and name the 4 countries of the UK. We will create maps to show what we have found.</p> <p><b>Where are the capital cities of United Kingdom?</b> We will use simple maps to identify the capital cities of the United Kingdom. We will create our own <b>large scale</b> maps of the United Kingdom and <b>put these on the geography working wall.</b></p> <p><b>What surrounds the U.K?</b> We will use simple maps to name and locate the UK's surroundings seas and add these to our <b>geography working wall.</b></p>	<p>Use simple compass directions (NSEW) and geographical vocabulary to describe the location of features and routes on a map.</p> <p>Use directional knowledge to direct a Bee Bot around a course.</p>

<p><u>Place Knowledge</u></p>	<p>Study aspects of the human and physical geography of Heaton.          Investigate our school grounds and make a list of physical and human features and create a map using a key.          Make a map of the landscape from another planet using an alien landscape and compare the physical features – Link to art.</p>	<p><b>Name and Locate the 4 countries of the UK their characteristics and capital cities (see above). Spend 3 weeks on each country over the term. Compare the 4 capital cities (including London) and the 4 different countries of the UK by:</b>          Studying aspects of the human and physical geography of the four countries.</p>	
<p><u>Human and Physical Knowledge</u></p>	<p><b>What’s the weather like today and how does it affect me?</b>          ONGOING: Every day we will check the weather in our garden and across the UK, making comparisons.          Link to Science, see Science Medium term plan          Daily weather watch complete at registration time          Watching 3-4 trees in the school grounds throughout the year to follow the changes of the seasons.</p>	<p><b>Where in the United Kingdom would you like to live?</b>          Using our knowledge of the human and physical geography of the four UK countries and their capital cities, we will identify the similarities and differences between them using appropriate geographical vocabulary. We will use this information to have a class debate and vote to decide the most popular.          ONGOING: Every day we will check the weather in our garden and across the UK, making comparisons.          Link to Science, see Science Medium term plan          Daily weather watch complete at registration time          Watching 3-4 trees in the school grounds throughout the year to follow the changes of the seasons.</p>	<p><b>Ongoing:</b> Every day we will check the weather in our garden and across the UK, making comparisons.          Link to Science, see Science Medium term plan          Daily weather watch complete at registration time          Watching 3-4 trees in the school grounds throughout the year to follow the changes of the seasons.</p>
<p><u>Geographical Fieldwork</u></p>	<p><b>Where might the alien hiding in Heaton? LINK TO CRASH LANDING DAY.</b> We will use <b>the</b> maps we made and aerial photos to explore our local area <b>and locate the best place for an alien to hide.</b> We will think about what is in our local area: park, shops, homes, school, village hall, church, fields, farms, woods.</p>		<p>Follow directions on a map (NSEW) to find <b>missing sheep.</b></p>

**Year 1 Geography – to be worked into termly plans by Y1 Teachers**

Locational knowledge	Place knowledge	Places of significance	Human geography	Physical geography	Geographical skills and fieldwork
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<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Study aspects of the human and physical geography of London.</p>	<p>Heaton, Bradford, Shipley, London</p>	<p>Key terms: city, town, village, house, and shop</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Key terms: forest, hill, sea, ocean, river, soil, season, weather</p>	<p>Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map.</p> <p>Use maps, atlases and globes to identify the United Kingdom, its countries and its seas.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds.</p>
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## Year 1 History

### Autumn Out of this World



### Spring Blooming Brilliant Britain



### Summer The Greatest Show



<u>Historic Events</u>	<b>Who do we remember on Remembrance Day?</b> <b>Why do we commemorate on Bonfire night?</b> We will understand why we have key dates to commemorate in Britain and how people show this.	<b>Why do we celebrate Burns Night?</b> <b>What is St Patrick's Day?</b> We will understand what these days/occasions mean to different people within Britain.	<b>Why is VE Day so important?</b> We will understand why we have key dates to commemorate in Britain and how people show this.
<u>Historic Places</u>	<b>Houses of Parliament – historical features.</b>	<b>What are the myths and legends of Britain?</b> We will look at historical places around the UK and listen to some myths and legends stories. <b>London-Great fire of London</b>	<b>What can you tell me about 'Brilliant Bolling Hall'?</b> Can you describe Bolling Hall and the people who lived there?
<u>Historic People</u>	<b>We will begin our 'Big Book of Brilliant People' learning about one significant historical individual each month.</b>	<b>'Big Book of Brilliant People' learning about one significant historical individual each month.</b>	<b>'Big Book of Brilliant People' learning about one significant historical individual each month.</b>
	We will listen to and recount the life stories of significant historical figures including, <b>Remembrance day – Pvt Norman Peacock</b> <b>Guy Fawkes</b> <b>Neil Armstrong</b>	We will listen to and recount the life stories of significant historical figures <b>St Patrick</b> <b>Robert the Bruce</b> <b>Queen Elizabeth II</b> <b>Samuel Pepys</b>	We will listen to and recount the life stories of significant historical figures <b>VE day May</b> <b>P T Barnum</b> <b>Florence Nightingale</b>
<u>Changes within living memory/ Events beyond living memory</u>	Simple space time line. Look at space toys old and new.	<b>How has your street changed?</b> We will understand how life has changed from generation to generation. Which buildings are the same as they were 100 years ago <b>What happened on Pudding Lane in 1666?</b> We will learn about the fire of London and the impact of this on British history understanding by comparing past and present. How did London change?  <b>How and where did the fire start?</b>	<b>Compare circus now and long ago. How are things different?</b> (Link to looking after our world.)

		<p>We will describe how and where the fire started.</p> <p><b>What impact did the fire have on everyday life?</b></p> <p>We will describe how the fire changed the lives of Londoners</p>	
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## Year 1 Design Briefs (DT)

	<u>Autumn</u> Out of this world 	<u>Spring</u> Blooming Brilliant Britain 	<u>Summer</u> The Greatest Show 
Challenges to solve	<p>What is out there in space? How can we find out?            Can we work together to make a rocket to travel?            What will we need to take to eat while we go?</p>	<p>London Bridge has fallen down. Your bridge must span across the model river. It must be strong enough to hold 5 model people on.</p> <p>How can we move these garden plants and soil around?            What can you build to move it? Your school needs you!            Mrs White needs your help!</p>	<p>The big circus show is coming to town. What do we need to do to prepare?            Can you make a tent to hold the show?            How will the people know where to go and what time? Do we need an invitation and tickets?            The clown needs a hat to wear. What should it look like? Can you design one and make it?            Do the audience need any food? What would they like to eat?</p>
Background research and design	<p><u><a href="#">Come dine with me.</a></u>            Decide which type of bread and filling to use by tasting others. Taste different breads and fillings. Discuss what they prefer. Does the sandwich need a sauce? What type of spread would be best? (butter, marg, mayonnaise?)            Discuss what the steps for making could be.</p>	<p><u><a href="#">Make it, build it.</a></u>            Look at designs of different bridges. What shape are they? Which shape do you think will be the strongest?            Draw pictures of what is to be made and discuss ideas e.g. what are they going to use?            how will they make it strong? What shape does it need to be?</p>	<p><u><a href="#">Make do and mend.</a></u>            Look at different items made from fabric. How are the pieces of fabric attached to each other?            Use pictures and words to explain who their product will be used by, what it will be used for and what they intend to design and make.</p>

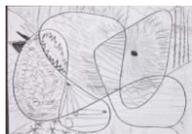
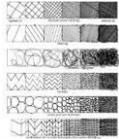
	<p>Draw in their own experiences to help generate ideas.</p>	<p>What order does it need to be made in?          Understand what a product is and what it is for.          Understand how a product works and how it is used.          Identify where you might find this product.          Explore ideas using mock-ups e.g. recycled materials, card and paper to trial out their ideas.          Use pictures and words to explain who their product will be used by, what it will be used for and what they intend to design and make.          Draw in their own experiences to help generate ideas.</p>	
Skill for life - make	<p><b>Come dine with me</b></p> <p>Knows to wash hands before preparing food.          Knows to wash fruit before preparing it.          Can peel a banana and an orange.          Can chop a variety of fruit.          Spread margarine on bread.          Place a filling inside a sandwich and place to top slice on.          Cut a sandwich.          Knows which side of the knife to cut with.          Knows to use a knife safely.          Name the tools they are using – knife, plate, chopping board etc.          Use basic food handling, hygienic practices and personal hygiene – know how to wash their hands, begin to wash up and dry with help.          Start to use technical vocabulary for food preparation techniques – chop, spread, cut etc.          Start to expand use a range of technical vocabulary – name tools.          Understand that food comes from plants or animals.          Understand that food has to be farmed, caught or grown.          Sort foods into the 5 groups using The Eatwell Plate.          Group familiar food products 3.g. fruit and vegetables.          Understand that people should eat at least 5 portions of fruit and vegetables a day.</p>	<p><b>Make it, build it</b></p> <p><u>Structures</u>          Use scissors to cut paper and card.          Use glue, sellotape, paperclips, paper fastners, staples, treasury tags to join materials together.          Use lego, K-Nex, blocks, bricks etc to build structures.          Talk about structures (their own, others and in the wider world).          Talk about the materials their structures are made from.</p> <p><u>Mechanisms</u>          Play with things that move and talk about how they move.          Make objects that move from Lego, K-Nex, doweling, wheels etc.          Make a .....</p> <p>Talk about things we might need to move around e.g bag of compost, shopping, waste, containers etc. and say which object / vehicle is the best to move them e.g. wheelbarrow, shopping trolley, diner trolley, wheelie bin, bin lorry etc.          Use a hammer safely to put a nail into a log or piece of wood.          Use simple finishing techniques to improve the appearance of their product – e.g. paint and decorations.          Know some ways of making structures stronger and stiffen materials.          Attach wheels to chassis using an axle.</p>	<p><b>Make do and mend</b></p> <p>Can use a needle and thread to sew a running stitch on paper, card or fabric.          Can cut some fabric.          Join fabric using glue.          Create patterns using running stitch on binka.          Knows how to hold scissors.          Knows to use scissors safely.          Understands to spread glue on one piece and then put both pieces together.          With help measure, mark out, cut and shape the materials to use.          Use simple finishing techniques to improve the appearance of the finished item.          Make their design with appropriate techniques.          With help measure, mark, cut out and shape a range of materials.          Name the tools they are using – thread, needle, fabric (material is a scientific word for a range of things).          Use simple finishing techniques to improve the appearance of their product – e.g. glue on sequins, ribbon etc.          Use technical vocabulary for processes – sew, cut, trim, join, thread etc.</p>
Evaluate	<p>Say what they like about their product and if they need to change anything.          Evaluate their product by asking questions about what they have made and how they have gone about it.          Evaluate their product by asking questions about what they have made and how they have gone about it.</p>	<p>Evaluate product made, identify strengths and possible changes they might make.          Evaluate the product by discussing how well it works in relation to the purpose.          Evaluate their product by discussing how well it works in relation to the purpose.          Evaluate their products as they are developed, identifying changes they might make.</p>	<p>Evaluate their product by asking questions about what they have made and how they have gone about it.          Make simple judgements about how their product met their design ideas.          Make simple judgements of how the product met their design ideas.          Evaluate their product by discussing how well it works in relation to the purpose. .</p>

The small make	Chop fruit regularly in class. Fill own water bottles regularly in class.	Use Lego and K-Nex to build things from their imagination. Make a moving trolley to move things around.	Make clowns hat using sticking and glueing. Use stitches on binka to make an invitation to 'The Greatest Show'. Make tickets, posters and invitations for the show. Make food for the show. Popcorn? Try sweet and savoury. Which do you prefer?
The Big Make	Make a large class rocket. Make a sandwich for an astronauts packed lunch. Make a fruit salad as a snack for an out of this world trip. What are we going to put the lunch in? Does it need to be waterproof?	Create shelters, planting sheds or greenhouses from a range of materials. Make London Bridge.	Make a big top tent with flags / bunting for the show using a range of materials – construction, den building, fabric.

## Year 1 Art

	<u>Autumn</u> Out of this world	<u>Spring</u> Blooming Brilliant Britain	<u>Summer</u> The Greatest Show
			
<u>Skills</u>			
	<u>Drawing</u>		
	Explore mark making. Use art hub to draw aliens using different types of pencil. Practice drawing different shapes – try to fill their paper with their drawing.	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Draw around a cup using various media: pencil, ballpoint, crayon. Overlap the circles like a venn diagram. Fill each shape with different drawing media, and try mixing some media – ie charcoal and chalk/oil pastel. Blend with cotton buds. Use reds,	Begin to explore the use of line, shape and colour. Begin to use the vocabulary: horizontal, crosshatched, wavy when describing different types of line.  Use an art wall to gather and collect artwork.

white and blues to represent the UK.



Practise lesson on different uses of line, second lesson abstract drawing using new skills and vocabulary – link to geography under the sea map.

Painting

Recall the names of the primary colours and understand that they can be mixed to make secondary colours. Match colours to observed objects.  
Use a variety of tools to paint - including the use of different brush sizes and types.  
Paint (using a variety of brushes) different size round shapes with primary colours and then mix them to make secondary colours. Allow to dry. Arrange in style of Kandinsky's circles.  
Draw chalk pastel galaxy onto black paper and add white chalk stars. Blend primary colours to make secondary colours.

Create and describe different tints and shades of one colour using paint.  
Understand that tone refers to the lightness and darkness of something.  
Mix secondary colours and make different shades to create simple tone in their work.  
Chose and justify appropriate colours to reflect a theme and purpose.



Look at the work of Cezanne, and talk about tone of the fruit. Draw and paint using shades of secondary colours. Use British apples for observational drawing.

Use different types of paint.  
Create different textures with the paint e.g. use of sawdust.  
Work on different scales.  
Impasto painting of trees using various textures (oats, flour, sawdust, sand) for leaves and bark, with watercolour wash for background.

Go outside and paint trees on large scale in groups, mixing their own paint and using big brushes.

Printmaking

Make marks in print with a variety of objects, including natural and manmade objects.  
Look at the work of Yayo Kusama and make an alien landscape picture using printed dots from bubble wrap, lego, circular wooden blocks and straws. (Rip and tear dry prints to complete landscape in

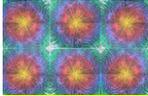
Build a repeating pattern and recognise pattern in the environment.  
Create abstract compositions using various shapes. Identify and describe which shapes they have used.  
Make rubbings.

Carry out different printing techniques e.g. mono print, block, relief and wax resist printing.  
Design and create own patterns.

Monoprint onto laminate - circus tent



Wax resist

	<p>geography lesson with key.)</p>	 <p>Styrofoam pattern printing using abstract shapes to make knickers for the Queen. Use wooden blocks and string / fabric to print repeating patterns to look like Scottish tartan. If time – outdoor texture rubbings.</p>	<p>Draw lions faces using yellow and orange wax crayon then paint over in watercolour shades of brown and cream.</p>
<p><b><u>Textiles / Collage</u></b></p>			
	<p>Select, describe and use appropriate materials to create images from imagination, experience or observation. Draw an astronaut using white wax crayon, spray the paper with water. Apply various colours of tissue paper, spray with water. Dry. Remove tissue and reveal picture. (Collage alien portraits in provision) Sew outline of alien underpants onto card with holes punched in – to practice basic sewing skill.</p>	<p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc to make collage using different textures. Make an Irish shamrock collage using a range of textures and shades of green. Cut out queens knickers shape and sew simple running stitch outline on to fabric.</p>	<p>Learn how to thread a needle, cut, glue and trim material. Make a clown's face cushion using running stitch. Glue on features. Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. Sew a ringmaster's hat on to binca. Weave a red and white label for a popcorn box using paper – add a fabric label with fabric crayon designs.</p>
<p><b><u>Sculpture / 3D form</u></b></p>			
	<p>Experiment with, construct and join recycled, natural and man-made materials. (Junk modelling.) Make an alien spaceship/astronaut rocket with recycled materials.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Make simple clay flowers – circle in middle, petals attached. Dry and paint. Clay faces onto the trunks of trees in Forest Schools.</p>	<p>Explore sculpture with a range of malleable media, especially clay. Explore shape and form, developing language and understanding. Clay pedestals for the animals – coloured clay with star decoration.</p> 
<p><b><u>Evaluation</u></b></p>	<p>Review what they and others have done and say what they think and feel about it.</p>	<p>Identify what they might change in their current work or develop in their future work.</p>	<p>Ongoing: Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>

## Year 1 Computing

	<u>Autumn</u> <b>Out of this World</b> 	<u>Spring</u> <b>Blooming Brilliant Britain</b> 	<u>Summer</u> <b>The Greatest Show</b> 
<u>E-safety</u>	How can I stay safe online? How can I be kind and considerate in real and virtual world?	E-Safety - Identify trusted adults and ensure a trusted adult knows what they are doing online and inform them if online content makes them feel sad, scared or confused.	E-Safety - Understand that the internet is fun but just like there are rules in the real world to keep you safe there are rules for keeping them safe in the online world.
<u>Computer science</u>		<u>How can we get our Beebots to travel around Britain?</u> We will develop and record sequences of instructions as an algorithm to make our Beebots to travel north south east and west across Britain.	Move circus animals around circus - Control devices through a series of clear and accurate algorithms
<u>Media</u>	<u>How can technology help me to look like an Alien?</u> We will use technology to manipulate images of our faces to create our own Picasso inspired faces,		
<u>Data handling</u>		<u>Where would you like to live?</u> We will Collect data using a simple database program and make a simple pictogram that shows our favourite places in the UK.	
<u>Information Literacy</u>	Access information from a variety of different sources and understand technology allows quick access to these resources. Explore a variety of digital information as part of a given topic. Find / access information using technology How can I share my work online? (Use a computer to access the internet safely)		

