

**Year 1 Enquiry  
Terms 1-3**

Enquiry question	What is my hat made of? (Term 1)	Who helps who? (Term 2)	What changes around me? (Autumn) + Where is my school? (Term 2)	What do artists do? + What changes around me? (Winter) (Term 3)
<b>Number of weeks</b>	5	2	1+4	5+1
<b>Lead state of being &amp; coverage</b>	<b>Scientist</b> - Materials have different properties which can be used for a purpose.	<b>Historian</b> - Understanding that the past is different to the present. That there is a difference between living memory (recent past for some) and the past (for everyone alive today). How we live today is connected to people that have come before us.	<b>1. Scientist</b> - learners should understand that the UK generally has four seasons and these affect the weather, what grows and how humans and other animals behave. <b>2. Geographer</b> Reading and creating maps and keys.	<b>1. Artists</b> -Colour mixing and colour application. Applying colour in different ways to create texture. <b>2. Scientist</b> - learners should understand that the UK generally has four seasons and these affect the weather, what grows and how humans and other animals behave.

Supporting states of being & coverage	<p><b>1. Engineer</b> -Materials can be strengthened by combining layers of the same or different materials. Different materials can be joined in different ways.</p> <p><b>2. Artist</b> - design and make</p>		<p><b>1. Geographer</b> - learners should understand that the UK generally has four seasons and these affect the weather, what grows and how humans and other animals behave.</p> <p><b>2. Artist</b> - Develop an idea that artists can represent nature through different applications of colour and technique.</p> <p><b>3. Musician</b> Using voices expressively to create soundscapes.</p>	<p><b>1. Geographer</b> - learners should understand that the UK generally has four seasons and these affect the weather, what grows and how humans and other animals behave.</p> <p><b>2. Artist</b> - Develop an idea that artists can represent nature through different applications of colour and technique.</p>
<b>Wider experiences (trips, outdoor learning, visitors)</b>	Invite a milliner into school.	Invite people in that help in the local community.	Make contact with a school in Jamaica.	
<b>50 Experiences linked to Enquiry</b>		Raise money for charity	Read in our treehouse. Perform a poem.	Listen to nature. Bonkers about conkers.

**Year 1 Enquiry**  
**Terms 4-6**

Enquiry question	What am I? (Term 4)	How do we move around? (Term 4)	What changes around me? (Spring) + What grows near me? (Term 5)	How could we play in different ways? (Term 6) What changes around me? (Summer)	What might I do in the future?
Number of weeks	4	5	1+4	4+1	2
Lead state of being & coverage	<p><b>Scientist</b> - Understand that humans are animals. Animals have common features, can be grouped in different ways.</p>	<p><b>Engineer</b> - Explore and use four types of movement.</p>	<p><b>1. Scientist</b> - learners should understand that the UK generally has four seasons and these affect the weather, what grows and how humans and other animals behave.</p> <p><b>2. Scientist</b> Explore and identify common wild and garden plants and the basic structure. Understand that food is made from plants and meat and is grown.</p>	<p><b>1. Historian</b> - Say what has changed over time within living memory, use past and present tense confidently; terms to compare and contrast how things have changed.</p> <p><b>2. Scientist</b> - learners should understand that the UK generally has four seasons and these affect the weather, what grows and how humans and other animals behave. colour and technique.</p>	<p><b>Artist</b> - use a range of materials to design and make products</p>

Supporting states of being & coverage	<p><b>1. Musician</b> - Explore instruments and link the sounds to the movements of various animals.</p> <p><b>2. Artist</b> - Create a sculpture to share ideas.</p>	<p><b>Geographer</b> - Identify that humans and animals are a feature of the geographical landscape around us.</p>	<p><b>1. Engineer</b> - Materials can be strengthened by combining layers of the same or different materials. Different materials can be joined in different ways.</p> <p><b>2. Artist</b> - design and make</p>	<p><b>1. Geographer</b> - learners should understand that the UK generally has four seasons and these affect the weather, what grows and how humans and other animals behave.</p> <p><b>2. Artist</b> - Develop an idea that artists can represent nature through different applications of colour and technique.</p>	<p><b>Engineer</b> - Identify different types of fixings work in different ways. Through practise choose, test and improve a design.</p>
<b>Wider experiences (trips, outdoor learning, visitors)</b>			Invite a milliner into school.	Trip to a museum	
<b>50 Experiences linked to Enquiry</b>	Read in your pyjamas. Meet an author.	Be an illustrator		Play Poohsticks	

**Year 1 Discrete Teaching  
Terms 1-3**

	<b>Term 1 (Autumn 1)</b>	<b>Term 2 (Autumn 2)</b>	<b>Term 3 (Spring 1)</b>
<b>Computing</b>	<b>Online safety. Computing systems and networks:</b> Learning how to login and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits	<b>Online safety. Programming 1: Algorithms unplugged:</b> Algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific.	<b>Online safety. Skills showcase: Rocket to the moon</b> - Developing keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data.
<b>RE (Discovery)</b>	<b>Christianity</b> - Does God want Christians to look after the world?	<b>Christianity</b> - What gift would I have given to Jesus if he had been born in my town and not Bethlehem?	<b>Christianity</b> - Was it always easy for Jesus to show friendship?
<b>PSHE (Jigsaw)</b>	Being me in My World	Celebrating difference	Dreams and Goals
<b>Music (Charanga)</b>	<b>Hey You! Old School Hip-Hop.</b> Listen and appraise songs, learn a song, compose percussion.	<b>Rhythm In The Way We Walk, The Banana Rap and Nativity. Reggae.</b> Pulse, rhythm and pitch, rapping, dancing and singing. <b>Christmas performance</b> - learn songs, perform to an audience. Pulse, rhythm and pitch, rapping, dancing and singing.	<b>In The Groove. Blues, Baroque, Latin, Bhangra, Folk, Funk.</b> Listening and appraising different styles of music.
<b>French / Spanish</b>	Greetings, numbers, classroom instruction	Colours, names of fruit, days of the week, months of the year	Family
<b>PE Indoors</b>	Gymnastics (Real PE)	Dance (Real PE)	Invasion
<b>PE Outdoors</b>	Fundamentals	Ball Skills	Yoga

<b>English - writing</b>	<b>F</b> - The Three Little Pigs <b>Story Pattern - Defeating the monster tale</b> Focus - Characterisation <b>NF</b> - Estate agent's details for the Three Little Pig's houses <b>Text Type - Persuasive Advert</b>	<b>F</b> - Little Charlie <b>Story Pattern - Journey Tale</b> Focus - Scariness <b>NF</b> - Why animals might be scary <b>Text Type - Explanation</b>	<b>F</b> - The Magic Porridge Pot <b>Story Pattern - Finding a magical object</b> Focus - Setting <b>NF</b> - How to make magic porridge <b>Text Type - Instructions for a recipe</b>
<b>Maths</b>	Number: place value, Number: Addition and subtraction	Number: Addition and Subtraction, Measurement: money, Number: multiplication and division	Number: Multiplication and division, Statistics

<b>Year 1 Discrete Teaching Terms 4-6</b>			
	<b>Term 4 (Spring 2)</b>	<b>Term 5 (Summer 1)</b>	<b>Term 6 (Summer 2)</b>
<b>Computing</b>	<b>Online safety. Programming 2: Bee-Bot-</b> Developing early programming skills using either the Bee:Bot or virtual Bee:Bot.	<b>Online safety. Creating media: Digital imagery</b> - Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase	<b>Online safety. Data handling: Introduction to data</b> - Learn what data is and the different ways that it can be represented and developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers
<b>RE (Discovery)</b>	<b>Christianity</b> - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<b>Judaism</b> - Is Shabbat important to Jewish children?	<b>Judaism</b> - Does celebrating Chanukah make Jewish children feel closer to God?
<b>PSHE (Jigsaw)</b>	Healthy me	Relationships	Changing me
<b>Music (Charanga)</b>	<b>Round and Round. Bossa Nova.</b> Pulse, rhythm and pitch in different styles of music.	<b>Your Imagination. Pop.</b> Practise and perform a song.	<b>Reflect, Rewind, Replay. Classical. History of music, look back and consolidate learning, learn some of the language of music.</b>

<b>French / Spanish</b>	Animals	Food	Goldilocks and the 3 Bears,
<b>PE Indoors</b>	Fitness	Net and wall	Athletics
<b>PE Outdoors</b>	Sending and receiving	Striking and fielding	Target games
<b>English - writing</b>	<b>F</b> - Monkey see, Monkey do <b>Story Pattern - Meeting Tale</b> Focus - Openings and endings <b>NF</b> - Sorry letter from the monkeys <b>Text Type - Recount in the form of a letter</b>	<b>F</b> - Kassim and the Hungry Fox <b>Story Pattern - Journey Tale</b> Focus - Description <b>NF</b> - Animal World <b>Text Type - Information</b>	<b>F</b> - The Three Bears <b>Story Pattern - Cumulative Finding Tale</b> Focus - Dialogue <b>NF</b> - Should Goldilocks be arrested <b>Text Type - Discussion/trial</b>
<b>Maths</b>	Geometry: properties of shape, Number: fractions	Measurement: length and height, Geometry: position and direction, Consolidation: problem solving	Measurement: time. Measurement: weight/mass, capacity and temperature