



## Greensted Infant School & Nursery – Curriculum Planning

### Year 1 – 1<sup>st</sup> half Spring Term

Themes used to teach the curriculum are at the discretion of the Year Group teachers, and are to be planned & evaluated with the children.

<b>Literacy</b>	See separate planning
<b>Maths</b>	See separate planning
<b>Science</b>	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>
<b>Computing</b>	<p><b>Use of Switched on Computing Scheme. One unit to be used each half term from: Treasure Hunter (Programming), TV Chefs (Computer Thinking), Painters (Creativity), Collectors (Networking), Storytellers (Communicating), Celebrating (Productivity).</b></p> <p>Understand what algorithms are, how they are implemented as programs on digital devices; and that programs execute by following precise &amp; unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise, store, manipulate &amp; retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>
<b>Design &amp; Technology</b>	<p><b>Design:</b> To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate ideas through templates, mock ups, &amp; where appropriate, ICT</p> <p><b>Make:</b> Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from &amp; use a wide range of materials &amp; components, including construction materials, textiles &amp; ingredients</p> <p><b>Evaluate:</b> Explore &amp; evaluate a range of existing materials. Evaluate own ideas and products against design criteria</p> <p><b>Technical knowledge:</b> Build structures, exploring how they can be made stronger, stiffer &amp; more stable</p> <p>Explore use mechanisms (eg levers, sliders, wheels &amp; axles) in their products</p> <p><b>Cooking &amp; Nutrition:</b> Use the principles of a healthy &amp; varied diet to prepare dishes</p> <p>Understand where food comes from</p>
<b>Art &amp; Design</b>	<p><b>Choose 1 artist to study from: Monet, William Morris, Lowry, Barbara Hepworth, Andre Derain, Andy Warhol.</b> Through this context:</p> <p>Use a range of materials creatively to design &amp; make products</p> <p>Use drawing, painting &amp; sculpture to develop and share ideas, experiences, &amp; imagination</p> <p>To develop a wide range of art &amp; design techniques in using colour, pattern, texture, line, shape, form &amp; space</p> <p>Learn about the range of artists, craft makers &amp; designers, describing the differences and similarities between different practices and disciplines, &amp; making links to their own work</p>

<b>History</b>	Look at the lives of significant individuals in the past who have contributed to national & international achievements. Some should be used to compare aspects of life in different periods eg Elizabeth 1 & Queen Victoria
<b>Geography</b>	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use simple compass directions (North, South, East, West) & locational and directional language (for example near & far, left & right), to describe the location of features & routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devising a simple map; and use and construct basic symbols in a key
<b>Music</b>	<b>Use of Music Express</b> Use their voices expressively & creatively by singing songs and speaking chants & rhythms Play tuned and untuned instruments Listen with concentration & understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
<b>Physical Education</b>	<b>Use of Sports Premium money to fund games coach, gymnastics coach &amp; dance coach. Children to access 1 per half term.</b> Master basic movements including running, jumping, throwing & catching, as well as developing balance, agility & co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking & defending Perform dances using simple movement patterns
<b>Religious Education</b>	Please see <b>Essex County Council Agreed Syllabus for Religious Education</b> Support Material for more detail <b>Theme:</b> Special Symbols and Objects <b>Additional focus:</b> Sikhism (images of Gurus)
<b>PSHE</b>	<b>PSHE is an integral part of our core curriculum. Objectives are taught throughout the year, as the occasion arises. In addition, objectives below are explicitly taught during this term.</b> Pupils should have the opportunity to learn: <ul style="list-style-type: none"> <li>• to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>• to recognise how their behaviour affects other people</li> <li>• rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets</li> <li>• about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> </ul>