

Year 1– Owl and Rabbit - 2020-2021

<b>Subject</b>	<b>Term 1</b>	<b>Term 2 Anti-Bullying week</b>	<b>Term 3</b>	<b>Term 4 Book Week</b>	<b>Term 5</b>	<b>Term 6 Fantastic Futures STEM</b>
<b>Subject Driver</b>	<b>History</b>	<b>DT</b>	<b>Geography</b>	<b>History</b>	<b>History</b>	<b>DT/Science</b>
<b>Let's Investigate</b>	<b>How have toys changed over time?</b>	<b>How to make kites</b>	<b>How do people in Hong Kong celebrate New Year?</b>	<b>Can girls be scientists</b>	<b>What was it like to be a coal miner in Westfield?</b>	<b>Do all trees lose their leaves in winter?</b>
<b>Challenge Me</b>	<b>Can I make a timeline for my own family?</b>	<b>Year 1 Christmas Nativity Play</b>	<b>Find out your animal birth year.</b>	<b>Were all dinosaurs fierce?</b>	<b>Can I grow my own salad? (sugarsnap peas, lettuce and cress, carrots)</b>	<b>Can I make a healthy meal?</b>
<b>We love to read and write!</b>	<i>Sid the Spider George and the Dragon</i>	<i>Amazing Grace Anansi and the Turtle</i>	<i>Beegu Pixies of Withypool Way back home (film)</i>	<i>Dinosaur Rumpus Mad about Dinosaurs Nonfiction books about dinosaurs</i>	<i>Traction Man is Here! The Clockwork Dragon</i>	<i>Ten Ways I can Help my World The Deep Dark Wood Book of Butterflies (film)</i>
<b>Opportunities for learning in context</b>	<b>Children interview grandparents to answer questions on what toys they played with.</b>			<b>Trip to Herschel Space Museum, Bath</b>	<b>Radstock Museum trip Artefacts and reminiscences from grandparents  Walk around local area to find evidence of mining</b>	<b>Trip To Blaise Castle Museum grounds to investigate seasonal change</b>

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<p><b>Geography</b></p>		<p><b>Bright Lights, Big City</b> Our United Kingdom We will explore our town, the cities it is near, and learn about the countries and their capital cities that make up the UK</p>	<p><b>Westfield vs. Hong Kong</b> We will learn about Hong Kong and compare its climate, geographic features, homes, jobs and transport to our own.</p>			<p><b>How is Katie Morags home different to ours?</b> We will be exploring similarities and differences between Westfield and the island of Coll (the fictionalised isle of Struay in the Katie Morag books). The children will compare landscapes, weather, people and transport on Coll with Westfield. They will be introduced to the effects of climate on landscapes and that people design houses to keep out the weather.</p>
<p><b>History</b></p>	<p><b>Memory Box</b> We will explore the changes that have happened to us since we were born, and how toys have changed over time.</p>			<p><b>The Big Dig- Dinosaurs and Mary Anning</b> The children will learn all about dinosaurs and how the remarkable discoveries of a young Mary Anning helped the world to understand more about them.</p>	<p><b>Going Underground</b> We will explore using significant people and places in Radstock and how coal mining shaped the growth and development of the town. We will also look at how it has changed over time.</p>	
<p><b>Science</b></p>	<p><b>Using our senses7</b> The children develop their knowledge and understanding of the human body, building on their early experiences during Foundation Stage. They identify and name simple parts of the body, as they draw and label a life size version of themselves or a class mate. The children are introduced to the concept of five senses that help them to find out about the world around them and link those senses to particular parts of their body.</p>	<p><b>Everyday Materials</b> The children will be introduced to a range of materials and their properties. They will learn different materials can be made into different objects, and to differentiate between and object and what it is made of. Through observation and experiment, they will explore why certain materials are useful for different things.</p>	<p><b>Animal Antics</b> The children will make observations of the wildlife in the school grounds and look at how to care for animals.</p>	<p><b>Looking at Animals</b> The children will further their knowledge of animals by learning to name, look closely, compare, and contrast groups of animals, learning the terms: carnivore, herbivore and omnivore.</p>	<p><b>Plant Detectives</b> The children will be introduced to a wide variety of plants, including trees, which are to be found within their immediate environment. They will exploring and investigating what is familiar and that they see every day around them, such as garden plants, wild plants and trees in school grounds or close by that they can observe first-hand themselves.</p>	<p><b>Our Changing World-Sensing Seasons</b> The children will build on what they learned last term, revisiting plants and trees over a period and observing how they change and grow. They will also learn about the differences between deciduous and evergreen trees.</p>
<p><b>DT</b></p>		<p><b>Flying Kites</b></p>		<p><b>Teddy Bears Picnic</b></p>		<p><b>Healthy eating</b></p>

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<b>Art</b>	<b>Drawing and Painting</b> <i>Mixing primary colours to make secondary colours, Explore the use of colour in pointillism through the work of Seurat</i>		<b>Sculpture and Textiles</b>		<b>Printing/Digital Media</b>	
<b>PE</b>	<i>Dance</i>	<i>Gym</i>	<i>Catching, bouncing and rolling games</i>	<i>Invasion games. Attacking and defending with simple rules.</i>	<i>Travelling games with simple tactics.</i>	<i>Athletics (Sports Day preparation)</i>
<b>Computing</b>	<i>To logon on and develop word processing</i>	<i>To navigate a simple website</i>	<i>To learn about how emails are used.</i>	<i>Recognise common uses of information technology outside school</i>	<i>Investigate simple programs using algorithms</i>	<i>Capture moving and still digital images</i>
<b>RE</b>	<b>What do Christians believe about Jesus?</b> <i>We will begin to explore Christian beliefs and make links with the celebration of Christmas.</i>		<b>What do Christians believe about God?</b>		<b>What do Jewish people believe about God and the covenant?</b>	
<b>PSHE</b>	<i>I know why we have rules in school I can tell you how I am the same and different from my friends I can talk about my feelings</i>	<i>I know how to be careful when walking on the pavement I can listen well to others I can keep myself safe.</i>	<i>I can tell you about the different types of work people do. I can tell you some of my strengths as a learner. I have thought about how I learn and achieve goals.</i>	<i>I know who my friends and family are I can make people I care about happy. I have thought about people who are important to me and how I feel about them.</i>	<i>I know that exercise keeps me fit and healthy. I know not to touch medicines and that substances in the house can be dangerous. I can tell you something that makes me feel proud.</i>	<i>I know my friends can help me and I can help them in times of change. I know that some changes are natural and happen by themselves. I have thought about working with other people to overcome obstacles.</i>
<b>Music</b>	<b>Hey You!</b> <i>Style: Old School Hip Hop Option to make up (compose) your own rap or words to the existing rap, that could link to any topic.</i>	<b>Rhythm In The Way We Walk and The Banana Rap</b> <i>Style: Reggae, Hip Hop We will learn songs that link to the foundations of music</i>	<b>In The Groove</b> <i>Style: Blues, Latin, Folk, Funk, Baroque, Bhangra Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</i>	<b>Round And Round</b> <i>Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</i>	<b>Your Imagination</b> <i>Style: Film soundtracks Use your imagination and create your own performance.</i>	<b>Reflect, Rewind and Replay</b> <i>Style: Western Classical Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</i>