

Geography

Where in the world am I? - Our local area. Study South Tyneside as the local area. Study the changes in weather through a weather chart in their books. Links with science for seasonal change. What is special about Hebburn?

Geography (geographical enquiry)

Year 1 (expected):

- I can say what I like about my locality.
- I can think of a few relevant questions to ask about a locality.
- I can answer questions about the weather.
- I can keep a weather chart.

Year 1 (exceeding):

- I can answer questions using a weather chart.
- I can make plausible predictions about what the weather may be like later in the day or the next day.

Geography (physical)

Year 1 (expected):

- I can tell someone my address.
- I can explain the main features of a hot and cold place.
- I can describe a locality using words and pictures.
- I can explain how the weather changes with each season.

Year 1 (exceeding):

- I can name key features associated with a town or village.

Geography (human)

Year 1 (expected):

- I can begin to explain why they would wear different clothes at different times of the year.
- I can tell something about the people who live in hot and cold places.
- I can explain what I might wear in a hot or cold place.

Year 1 (exceeding):

- I can name different jobs that people in my area might do.

Mathematics

Where in the world am I? Encourage a love of mathematics and emphasise the universal similarities in the content being taught around the world.

Geometry

- I can recognise 3D shapes.
- I can recognise 2D and 3D shapes in different orientation.
- I can use positional language.

Measures

- I can measure and begin to record capacity and volume.
- I can compare, describe and solve practical problems for capacity and volume.

Number

- I can count to and across 100, forwards and backwards, starting at 0 or 1 or from any given point.
- I can write numbers from 1-20 in words.

Addition and Subtraction

- I can read and interpret mathematical statements involving +, - and = signs.
- I can solve simple one-step problems involving addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Science

Where in the world am I? – Animals. Children will learn about a variety of animals from around the world. They will be able to identify differences between animals and their habitats. Why could elephants not survive in the North Pole? How do penguins live in the North Pole?

Science (working scientifically)

Year 1 (expected):

- I can think of some questions to ask.
- I can answer some scientific questions.
- I can give simple reasons for my answers.

Year 1 (exceeding):

- I can give a reason for my answers.
- I can talk about similarities and differences.

Science (animals and humans)

Year 1 (expected)

- I can point out some differences between animals.
- I can identify and name a variety of common animals e.g. birds, fish, amphibians, reptiles and mammals.
- I can describe how an animal is suited to its environment.
- I can identify and name a variety of common animals that are herbivores, carnivores and omnivores.
- I can name a range of domestic animals.
- I can compare bodies of different animals.

Year 1 (exceeding)

- I can begin to classify animals according to a number of criteria.
- I can say why certain animals have certain characteristics.
- I can name a range of wild animals.

Where in the world am I? - Seasonal Change. Children have already learnt about autumn during Welly Week. We will recap what they learnt and discuss the differences between the seasons. How does our local environment change throughout the year?

Science (seasonal change)

Year 1 (expected):

- I can observe changes across the four seasons.
- I can observe and describe weather associated with the seasons.
- I can name the four seasons
- I can observe and describe how day length varies,

Year 1 (exceeding):

- I can observe features in the environment and explain that these are related to a specific season.
- I can observe and talk about changes in the weather.

English

Where in the world am I? - Key Texts: The fox and the star, Betty and the yeti. Children will study the differences between the settings in both books and consider where in the world they are set. Are there any similarities between the setting and environments that they have previously looked at? Link to science and discuss the animal's habitats.

Transcription

- I can spell words containing each of the phonemes I have been taught.
- I can spell common exception words.

Vocabulary, Grammar and Punctuation

- I can leave finger spaces between words.
- I am beginning to punctuate my sentence with a capital letter and a full stop.
- I am beginning to use question marks and exclamation marks.
- I can use capital letters for the names of people, places, days of the week and I.
- I can join words and clauses using 'and'.

Handwriting

- I am beginning to form lower case letters in the correct direction.
- I can form capital letters.
- I understand which letters belong to which handwriting families.

Composition

- I can say out loud what I am going to write about.
- I can compose a sentence before writing it.
- I can sequence sentences to form short narratives.
- I can re-read what I have written to check it makes sense.
- I can use familiar plots to structure stories.

DT

Where in the world am I? - Moving Pictures. Work towards making a moving picture about an animal and its habitat. This links with seasonal change and our science.

- I can make a product which moves.
- I can cut using scissors.
- I can use different materials.
- I can say why I have chosen moving parts.

Where in the world am I? Year 1 Spring 1

P.E
Where in the world am I? –Dance. Learn about the different dances from around the world. Children to be able to pick their favourite dance and explain why.
PE (dance)
 Year 1 expected:

- I can explore and perform basic body actions.
- I use different parts of the body singly and in combination.
- I show some sense of dynamic, expressive and rhythmic qualities in my own dance.
- I choose appropriate movements for different dance ideas.
- I can remember and repeat short dance phrases and simple dances.
- I move with control.
- I vary the way I use the space.
- I describe how my lungs and heart work when dancing.
- I can describe basic body actions and simple expressive and dynamic qualities of movement.

PSHE
Health & Wellbeing
 - What can I do to stay healthy? e.g. Diet, exercise, rest, dental health.
 - What can I learn from my experiences? What are my strengths? What would I like to achieve?
 - How to people's needs change as they get older? What do I need now that I didn't need as a baby?

MFL
Unit 1
MFL (listening and responding)
 Year 1 expected:

- I can understand simple classroom commands.
- I understand short statements.
- I understand simple questions.
- I understand clearly spoken speech.

MFL (speaking)
 Year 1 expected:

- I can answer with a single word.
- I can answer with a short phrase.

History
Where in the world am I? – History of Hebburn. Children will study the history of their local town including ship building.
Historical Enquiry
 Year 1 (Expected)

- I can answer questions using an artefact/photograph provided.

Chronological Understanding

- I can use words and phrases like; old, new and a long time ago.

Computing
Where in the world am I? Children will plan a Bee-Bots journey around Hebburn. This links with our geography lessons.
E-Safety
How do I stay safe online?
Computing - E-safety (knowledge and understanding)
 KS1 expected:

- I know that personal information should not be shared online.
- I know I must tell a trusted adult immediately if something upsets me online.

Computing - E-safety (skills)
 KS1 expected:

- I can act if I find something inappropriate online or something I am unsure of. e.g. by identifying people who can help.

Computing – Algorithm and Programs
 Year 1 (expected)

- I can create a simple series of instructions – left and right
- I can record my routes
- I can understand forwards backwards up and down.
- I can put two instructions together to control a programmable toy
- I can plan and test a Bee-Bot journey.

Where in the world am I?
Year 1
Spring 1

Art
Where in the world am I? Children to make clay slab block using a feature of the local area to create a printed map of Hebburn.
Printmaking
 Year 1 (expected)

- I can explore direct printmaking with a variety of objects.
- I can combine printing techniques to make a clay slab relief block for printmaking.

Music.
Where in the world am I? Look at a popular British artist's song and listen for the repeated pattern (Robbie William – Millennium).
Performing
 Year1 (expected):

- I can use instruments to perform,
- I can clap short rhythmic patterns.

Year 1 (exceeding):

- I can make loud and quiet sounds.

Composing
 Year 1 (expected):

- I can repeat short rhythmic patterns.

Year 1 (exceeding):

- I can tell the difference between short and long sounds.

Appraising
 Year 1 (expected):

- I can recognise repeated patterns.
- I can follow instructions about when to play and sing.
- I can say whether I like or dislike a piece of music.

R.E.
Judaism

- I can begin to identify some of the beliefs of Judaism.
- I can begin to retell some stories within Judaism.
- I can begin to identify some ways in which Jews worship and celebrate special events.
- I can begin to use some religious words.
- I can begin to show some awareness of how some aspects are the same in both Christianity and Judaism e.g. all have a special place of worship.
- I can begin to express my views and give simple reasons in response to my learning about the beliefs, teachings and practices in Judaism.
- I can begin to reflect on my own beliefs, values and feelings in relation to what I have learnt about Judaism.
- I can begin to show awareness of and be sensitive to the thoughts, feelings, beliefs and experiences of others in relation to what they have learnt about Judaism.

