




<p><b>Autumn Term</b></p> <p><b>Secrets of the Seashore</b></p> 	<p>As we uncover the secrets of the seashore, we will discover real-life and fictional heroes who show courage, determination and kindness in their actions, inspiring our young learners as they begin their Year 1 learning journey. The stories of Katie Morag have a strong sense of place which inspires in us a curiosity and fascination about the world and our place in it. Our children can relate to Katie and the relationships she has with her family and the wider community on the Isle of Coll. We make links with our own families and discover our place in the community, learning how we can make a positive difference to the lives of others. Katie's island home is based on the real Isle of Coll and we are inspired by all that Coll has to offer. We later head into the Ocean itself and learn how Grace Darling rescued nine men one stormy night and how her determination and courage made a difference to the lives of others and how we can develop positive character traits in ourselves to truly make a difference in the world.</p>
<p><b>Spring Term</b></p> <p><b>Once Upon a Time</b></p> 	<p>The Jolly Postman arrives with his postbag one morning and takes us on a tour of fairytale land— together we meet characters from traditional tales and discover that they are stories that have been told and retold for many years. The Jolly Postman will introduce us to different settings and show common themes such as magic, love, good vs bad, the power of three and a happy ending! The Jolly Postman helps us to learn about where we live and in doing so we identify how we can make a difference to our environment, by making a difference to our location as we make a difference to the environment as a whole. We navigate through different traditional tales and make links to the real world, exploring the houses and homes in stories and comparing those to the real ones in which we all live. <i>Once upon a time</i> concludes when a beanstalk grows in our classroom one night and we go on a final adventure with Jack, his magic beans and some grow and nurturing beanstalks of our own!</p>
<p><b>Summer Term</b></p> <p><b>Paddington</b></p> 	<p>Paddington, the much loved fictional bear created by Michael Bond, will lead us on many adventures in our learning this term. When Paddington leaves Peru and arrives in London wearing a sign saying <i>"Please Look After this Bear"</i>, the Brown family just cannot resist this request. This theme of looking after each other and caring for people in world around us, will be explored through this Year 1 topic. Taking inspiration from the Paddington stories, children will start by taking care of their own toy bear and think carefully about people who love and care for them, and what they do to make them feel cared for. Paddington is also the face of the charity Unicef; his kindness, tolerance and perseverance in the face of adversity or marmalade-related mishaps make him the perfect champion for children. Over the term, year 1 children will develop their collaborative and problem solving skills to organise a fund-raising idea/event to support Paddington and Unicef and help to make a difference to the lives of other children around the world. We will explore our capital city London, finding out about key physical and human features, including famous landmarks and it's transport system, and the cultural experiences it has to offer. We will find out about the joy that teddy bears, like Paddington as well other toys from the past, have brought to children and how children played in the past. We will come back to the present and explore the impact that the pandemic, the positive and the challenging, has had on the lives of our children and appreciate what is important to us for our physical and mental well</p>

## Year 1 Long Term Map Foundation Subjects and Science—2021-22

	Autumn: Secrets of the Sea	Spring: Once Upon a Time	Summer: Paddington
Science	<p><b>Transition Mini Topic– Jungle Explorers!</b></p> <p><b>Animal Classification</b> As we begin our year 1 journey we discover that we share our school grounds with a variety of Minibeasts. We identify, classify and build a shelter for our mini discoveries!</p> <p><b>Celebrations</b> As the clocks turn back and Diwali approaches we explore light and dark and the role of light in celebrations. We make links with stories of faith celebrated with the theme of good defeating evil.</p>	<p><b>Animals including humans /materials and their properties</b> We dress up for the cold and go on a polar adventure making real iceberg and exploring <i>how</i> they melt effects the habitat of polar bears, this will help us to develop an awareness of the impact of human actions on the arctic habitats.</p> <p><b>Plant classification</b> We learn to identify and classify animals whilst exploring life on a desert island. We work collaboratively to build shelters, explore where our food comes from and learn to build and test the strength of a boat!</p>	<p><b>Animals inc humans and Material Properties</b> As we prepare for the warmer weather we explore coastal animals and classify into invertebrates, fish, birds or mammals. We make food chains and learn about diet. We use this knowledge to identify which animals are herbivores, carnivores or omnivores. We find out about pollution on beaches and how it can harm animals, we learn what we can all do to help.</p> <p><b>Senses</b> We find out how amazing their bodies are, how each part has a particular role are how we need to look after them for maximum physical and mental well-being. We will find out why each sense is important by working collaboratively to test the ability of each of their senses</p>
Geography	<p><b>Human and Physical Features</b> Katie Morag discovers the Isle of Coll whilst exploring her own impact on the beach environment .</p>	<p><b>Geographical enquiry and mapping skills</b> We identify what we love about our own community and make suggestions for Syston Town Council about how can we make it a better place to be.</p>	<p><b>Location Knowledge</b> Paddington arrives in London and it is very different from his home in the jungles of Peru! We locate Peru using globes and maps and plot his journey across the oceans to reach the UK, comparing and contrasting key physical and human features along the way!</p>
History	<p><b>To learn about the lives of significant individuals in the past</b> Grace Darling was courageous and determined . We discover how her character enabled her to save the lives of nine sailors one story night, long ago...</p>	<p><b>Local History Study</b> We start to consider what Syston was like ‘Once Upon A Time’ using photographs from the past and a history walk into Syston’s old town finding evidence of houses and homes from the past.</p>	<p><b>Changes within living memory</b> We visit Sudbury Tip Museum and compare our favourite toys to those played with in the past. We will also think about how they work and the mechanisms that make them move and how this has evolved over time.</p>
Computing	<p><b>Purposeful use of technology / E– safety</b> Immersing ourselves in the life of Grace Darling, we will use video and photographic stimulus to understand how the sea moves, sounds and looks and use this to express ourselves through digital artwork. We learn what our personal information is and not to share online.</p>	<p><b>Coding and algorithms</b> Making links with our Geography learning, children will learn to use their understanding of simple directions to create an algorithm to send the Jolly Postman (Beebot) to the correct fairy tale home.</p>	<p><b>Digital writing</b> Children will use their computing skills to create visit London tourist posters, highlighting their favourite tourist attraction . Children will develop their understanding of the various aspects of using a computer to create and manipulate text.</p>
Art	<p><b>Hokusai</b> We take inspiration from The Great Wave off Kanagawa By Hokusai, which depicts an enormous wave threatening three boats which is one the world’s most famous and recognisable works of art.</p>	<p><b>Texture &amp; painting: The Three Little Pigs</b> Our exploration of houses and materials across the curriculum will cumulate in a collaborative mural which we will display publically for the joy of others.</p>	<p><b>Sunflowers Vincent Van Gough 1888</b> Paddington visits The Tate Britain Gallery. Alongside Paddington we discover what an art Gallery is. Paddington loves Van Gough’s Sunflowers and he got to study them in great detail while this most famous of art works was on special display at the Gallery. His favourite colour as we know is orange, like Marmalade and the orange and yellow colours of the sunflowers inspire him, and us, to paint too.</p>
DT	<p><b>Cooking: Design, make and evaluate a product</b> Mr. Grinling the Light-house Keeper is hungry! We explore what would make a healthy lunch for him and use salad grown in our year 1 garden to create a delicious and nutritious lunch for him. We test and evaluate it first of course...</p>	<p><b>Textiles: Designing and making</b> To share our love of stories and books, we will build up to our annual World Book Day celebrations by making a puppet of our favourite book characters. We will draw on our local community and invite parents and grandparents to support us as we learn sewing skills .</p>	<p><b>DT Journey: Moving Vehicles</b> We receive a request from Hamley’s toy shop in London to design and create toy vehicles. We will explore different types of vehicles found in London and use these to inspire us to design our toy for their latest display– and create a catalogue of new toys to send to them!</p>
RE	<p><b>Belonging: Hinduism</b> This term we explore Christianity and Hinduism and find out it means to belong to a faith community and how and why do we celebrate sacred times</p>	<p><b>Christianity: believing and expressing</b> Children will begin by sharing places that are special to them. We learn how people who belong to a religious faith have special places—which are called places of worship. Our visit to Syston church brings this to life.</p>	<p><b>Judaism: believing</b> As we learn about importance of families, our lockdown experiences and think about what is really important to us, we learn about how Jewish people embrace coming together in their families every week for the Shabbat, the day of rest.</p>
PE	<p><b>Dance and Gymnastics</b> We will use a variety of stimulus including, video, photo, art, sound clips and stories to understand the motion of the seas and waves, when it is calm but also in stormy weather. Children will express themselves using their bodies and movement working independently as well as collaboratively.</p>	<p><b>Dance and Outdoor Invasion &amp; Net Games</b> Traditional tales and fairytale characters provide the stimulus for opportunities for us to develop control, agility and coordination. We master basic movements inc running and jumping, develop balance , agility and coordination. We participate in team games, developing simple tactics for attacking and defending and focus on throwing and catching skills.</p>	<p><b>Athletics: Focus: Striking &amp; Fielding and Gymnastics</b> We focus on the skills of striking and fielding and learn through team games and our multi skills trip the power of collaboration, team work and good communication n the field of sport. We take inspiration from imaginary toys and will be encouraged to think about the speed, weight and size of their movements in the context of toys from the past and present.</p>
Music	<p><b>Singing songs and playing instruments with control</b> We sing with a sense of awareness of pulse and control of rhythm taking our inspiration from sea shanties and singing with awareness of other performers. Similarly we play instruments in different ways and create sound effects.</p>	<p><b>Timbre and Rhythmic Patterns</b> Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments. We showcase their work throughout this unit by using untuned instruments in a performance of ‘The Three Little Pigs’, with the focus on pulse of the rhythm.</p>	<p><b>Pulse and Rhythm</b> Children listen to familiar pieces of music such as ‘You’ve got a friend in me’ by Randy Newman from Toy Story, and learn how to feel the pulse in music and experiment with percussion instruments. Children learn to play rhythms on untuned percussion instruments to deepen their understanding of pulse and rhythm.</p>
RSE	<p><b>Friendships, healthy lives, keeping safe and changing and growing.</b> Our RSE journey begins as we begin our year 1 learning journey as a whole. We learn how to be a good friend through collaborative team building tasks in the great outdoors, we learn what character traits help us to flourish and consider why we are special and how to look ourselves.</p>	<p><b>Managing Hurtful Behaviour and bullying Respecting self and others</b> We learn that both our bodies and feelings can be hurt by others and learn to recognise the ways in which we are the same as well as different to others. We crate a ‘gift’ for someone else and in doing this learn what types of behaviour is kind and what is unkind.</p>	<p><b>Relationships</b> We celebrate family diversity by creating our own button families to represent our own families and explore what is the same and what is different about the people we live with. We make links to the work on UNICEF in supporting families nationwide.</p>