



Miss Hannah Reilly Year: 1/2 Nightingale Class

	Autumn		Spring		Summer	
Key dates	4.9.23: INSET Harvest Assembly Firework Safety	31.10.23: INSET Remembrance Day KS1 Nativity Christmas Jumper Day Christmas Dinner Day	Shrove Tuesday Ash Wednesday Chinese New Year	International Women's Day Mother's Day World Book Day Easter Assembly World Poetry Day		Phonics Screening Check World Environment Day Sports Day
	Topic: Pirates		Topic: The Great Fire of London		Topic: Space	
	Driver/focus: Water and Land Explorers		Driver/focus: Castles and Fortifications		Driver/focus:	
	Hooks: Making a pirate ship and testing sink/swim, eye patches (role play), exploding volcanoes		Hooks: Making houses and burning them, baking bread		Hooks: making moon rocks	
	Key Text: A new home for a pirate, The Pirate Cruncher, The pirates next door		Key Text: Vlad and the great fire of London, The Great Fire of London		Key Text:	
	Key vocabulary: Voyage, explore, expedition, past, present, vessel, navigate, discover, responsibilities, respect, team work		Key vocabulary: olden days, past, firebreak, Tower of London, leather buckets,		Key vocabulary: mission, orbit, satellite	
BIG IDEAS What will children know that they didn't know before?	How can they be remembered? Can anyone be an explorer? What do you need to be an explorer? Are all explorers successful? What have explorers taught us?		What the streets of London were like in 1666. What were houses made out of and how has it changed. The sequence of events of The Great Fire of London. How did it spread? Significant people- Samuel Pepys		What was the first object in Space? Which countries were in a Space race? The key events of space exploration Significant people- Yuri Gagarin, Neil Armstrong	
Literacy	1. Captions (Capital letters, finger spaces & full stops) 2. Setting description (Adjectives) 3. Character description (Conjunctions) 4. Retell a traditional tale including time starters 5. Retell a traditional tale including time starters career – author or illustrator 6. Letter (Question marks and exclamation marks) 7. Fact file about famous explorers Half Term Reading 1. Using comma's to write a list "What I would pack as an explorer" 2. Persuasive poster – Visit Hawaii Career – travel agent 3. Instructions (Suffixes) 4. Poetry		7. Instructions (Suffixes) 1. Retell 2. Retell 3. Fact file 4. Diary 5. Diary 6. Poetry Half term 1. Instructions – How to grow a plant 2. Instructions 3. Story writing Alternative ending 4. Character description 5. Easter story 6. Easter story		1. Story writing 2. Newspaper report 3. Transition-letter to new teacher	



	5. Story (Sequencing sentences to form a short narrative) 6. Christmas Story		
Science	Materials- identify and explore materials and their properties. career – scientists, astronauts Seasons – Autumn & Winter	Plants- identify and label the structure of a plant. Seasons – Spring & Summer	Animals- identify variety of animal classes. Human body – name parts of the human body and associate parts with each sense.
History	Chronological Understanding How some historical events happened at similar times in different places The concept of passing of time Historical Significance The historical impact of an action/event/significant individual has in shaping history. Specifically the significance of some key figures such as Christopher Columbus, James Cook, Frances Drake and David Livingstone. Cause and Consequence How the milestone events triggered off other actions such as how exploration has changed over time e.g using the work of Sylvia Earle to look at the part played by technology. Career – Oceanographer, marine conservation. Historical Significance How the past has shaped modern history	Historical interpretation Ask questions (what was life like in London at the time) Primary and secondary sources Chronological understanding Concept of passing of time Cause and consequence How actions/events can lead to other actions/events Significant events may have a range of causes Historical interpretation Look at extracts of Samuel Pepys diary. Historical significance The historical impact of an event and individual in shaping history.	Chronological understanding <ul style="list-style-type: none"> • Concept of passing of time • To know some key historical events Historical significance Impact of an historical event How the past has shaped modern history Change and continuity How the pace of change can affect the impact it has
Geography	Location Name and locate the seven continents and five oceans Place Compare the location of the rural Hawaii to Brampton Environment Look at volcanoes, volcanic reports Geographical Skills Use atlases and maps to identify and name continents and oceans Use simple compass directions	Location The name, location and characteristics of the four countries (and capital cities) of the UK (with a focus on London and it's tourist landmarks/significant buildings eg St Paul's cathedral, Buckingham Palace, Tower of London, Houses of Parliament, London Eye) The significance of the Tower of London not burning down How the great fire of London allowed for a redevelopment of London and the work of Christopher Wren	
Art and design	Painting Mix primary colours to make secondary Career - Artist Drawing	Painting Mix primary colours to make secondary Career - Artist	Drawing Colour work neatly (pastels) Career - Artist Painting Use thick and thin brushes



	<p>Show patterns and texture Draw lines of different size and thickness Colour work neatly</p> <p>Sculpture Explore malleable materials (clay)</p>	<p>Drawing Draw lines of different size and thickness</p> <p>Collage Use materials to create different shapes, pattern and texture</p>	<p>Creating different tints and tones</p> <p>Sculpture Explore malleable materials (clay)</p>			
Design Technology	<p>Mechanisms Sliders and levers Career – graphic designer, illustrator</p>	<p>Food Preparing fruit and vegetables Career – NHS (healthy living) chef.</p>	<p>Structures Freestanding structures career – builder, architect</p>			
Computing	<p><u>Purple Mash/Microsoft Word/Google Maps</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. We will be able to log on, type, change font, colour, use a mouse/pad, save, print, retrieve, log off. - Name writing and use of adjectives from English. Researching information about Brampton and Hawaii - Google maps. Recognise common uses of information technology beyond school. Technology in the home. E-Safety Keeping Myself Safe</p>	<p>Purple Mash Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Type dictated sentences from a piece of work and use backspace to delete letters. E-Safety Keeping Myself Safe</p>	<p>Purple Mash/2paint E-Safety Keeping Myself Safe Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Use the correct tools on program 2paint to create a picture</p>			
PSHE	<p>1. Being Me in My World Who am I and how do I fit? 2. Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique</p>	<p>3. Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this. Career – We will discuss a range of careers that the children currently aspire to be. 4. Healthy Me Being and keeping safe and healthy</p>	<p>5. Relationships Building positive, healthy relationships 6. Changing Me Coping positively with change</p>			
Music	<p>(Year 1, Hey you, Rhythm in the way we walk) Children know that:</p> <ul style="list-style-type: none"> music has a steady pulse we can create rhythms from words we add pitch when we sing or play instruments 	<p>(Year 1, In the groove, Round and Round)</p> <ul style="list-style-type: none"> Listen to the rhythm and clap back Use instruments in time to find the pulse 	<p>(Year 1, Your imagination)</p> <ul style="list-style-type: none"> Use instruments in time to find the pulse 			
RE	<p>1.1: Who am I? Myself and my communities 1.2: How do Christians celebrate Christmas?</p>	<p>1.3: What festivals do Jewish people like to celebrate? 1.4: Find out: what happens in Churches and Synagogues?</p>	<p>1.5: What can we learn from stories about Moses? 1.6: What can we learn from stories of Jesus?</p>			
PE	<p>Games and Gymnastics</p>	<p>Games and Dance</p>	<p>Games and Gym</p>	<p>Striking and fielding and dance</p>	<p>Games and orienteering/ problem solving</p>	<p>Athletics and orienteering/ problem solving</p>



Brampton 'The Ellis' Primary School

