

# The Federation of the Church Schools of Shalfleet & Freshwater and Yarmouth



## LTP Cove and Sunshine Class Year 1 2024-2025

	AUTUMN:		SPRING:		SUMMER:	
Title/Duration	<b>Here We Are</b> – Geography focus <b>Fire! Fire!</b> – History focus		<b>Marvellous Medicine!</b> – History focus		<b>Ocean Friendly Us</b> – Geography focus	
Half Term Split	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	<ul style="list-style-type: none"> <li>Promotes independence and curiosity</li> <li>Valuing all children, learning is accessible to all</li> <li>Broad, relevant and balanced - Local, Mainland, Global</li> </ul>		<ul style="list-style-type: none"> <li>Broad, relevant and balanced - Local, Mainland, Global</li> <li>Promotes independence and curiosity</li> <li>Valuing all learning is accessible to all</li> <li>Coherent learning links and pathways</li> </ul>		<ul style="list-style-type: none"> <li>Strong working partnerships</li> <li>Promotes independence and curiosity</li> <li>Coherent learning links and pathways</li> <li>High quality outcomes, deep learning</li> </ul>	
English (Focus Texts/Writing Opportunities)	<b>Key Text 1:</b> <u>Lost and Found – Oliver Jeffers</u> Sentence writing Found Poster postcard	<b>Key Text 2:</b> <u>Mr Tiger – Peter Brown</u> Letter writing <b>Key Text 3:</b> <u>Guy Fawkes and the Gunpowder Plot</u> - SHARED	<b>Key Text 1:</b> <u>The Smartest Giant in Town – Julia Donaldson</u> Story writing <b>Key Text 2:</b> <u>Vlad &amp; the Florence Nightingale Adventure</u> - SHARED	<b>Key Text 3:</b> <u>The Pirate Cruncher – Jonny Duddle</u> Letter writing.  <b>Key Text 4:</b> <u>Pirates Love Underpants – Claire Freedman</u>	<b>Key Text 1:</b> <u>The Storm Whale – Benji Davies.</u> Letter writing. <b>Key Text 2:</b> <u>The Big Book of the Blue – Yuval Zommer</u> SHARED Non-fiction fact files	<b>Key Text 3:</b> <u>The Lighthouse Keepers Lunch</u> series.  Non-fiction account
Maths	<b>SEE WHITE ROSE SMALL STEPS PLANNING</b> White Rose Unit 1: <b>Place Value within 10</b> Consolidate prior learning from EY and follow small steps. White Rose Unit 2: <b>Addition &amp; Subtraction within 10</b> White Rose Unit 3: <b>Geometry, Shape</b>		White Rose Unit 4: <b>Place Value within 20.</b> White Rose Unit 5: <b>Addition &amp; Subtraction within 20</b> White Rose Unit 6: <b>Place Value within 50</b> White Rose Unit 7: <b>Length and Height</b> White Rose Unit 8: <b>Mass and Volume</b>		White Rose Unit 9: <b>Multiplication &amp; Division</b> White Rose Unit 10: <b>Fractions</b> White Rose Unit 11: <b>Position and Direction</b> White Rose Unit 12: <b>Place Value within 100</b> White Rose Units 13/14: <b>Money, Time</b>	
	<b>Mastering Number Yr1 Autumn programme</b>		<b>Mastering Number Yr1 Spring programme</b>		<b>Mastering Number Yr1 Summer programme</b>	
Science	<b>See also White Rose Science Schemes of Learning</b> <b>The Human Body</b> <b>Seasonal Changes</b> <b>Materials</b> <b>Seasonal Changes ii</b>		<b>Planting A</b> <b>Animals</b> <b>Caring for the Planet</b> <b>Seasonal Changes iii</b> <b>Planting B</b>		<b>Plants</b> <b>Planting C</b> <b>Growing and Cooking</b> <b>Seasonal Changes iv</b> <b>Consolidation</b>	

## History

### *Throughout Historical Enquiry*

*Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can:*

*Observe or handle evidence to ask simple questions about the past;*

*Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;*

*Choose and select evidence and say how it can be used to find out about the past.*

### **Knowledge and Understanding of events, people and changes in the past**

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. – Our own lives

***Events beyond living memory that are significant nationally (Bonfire night and Guy Fawkes).***

#### Historical Interpretation

*Observe and use pictures and artefacts to find out about the past.*

### **In-depth study of Guy Fawkes**

*To distinguish between what is fact and what is fiction.*

Research and exploration of motives for actions:

#### **Guy Fawkes**

*Start to compare two versions of a past event*

#### Chronological Understanding

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.

Children can:

- Sequence artefacts and events that are close together in time;
- Describe memories and changes that have happened in their own lives

### **Knowledge and understanding of events, people and changes in the past**

Children should choose and use parts of stories and other sources to show that they know and understand key features of events.

Children can:

- Identify similarities and differences between ways of life in different periods;
- Know and recount episodes from stories and significant events in history;
- Understand that there are reasons why people in the past acted as they did.

### **Knowledge and Understanding of events, people and changes in the past**

The lives of significant individuals in the past who have contributed to national and international achievements. ***Specific focus on Mary Seacole and Florence Nightingale in relation to medicine and women's rights. Comparison to be made to modern day.***

In-depth study of influential nurses:

### **Florence Nightingale and Mary Seacole.**

Study and compare historical medical challenges with challenges faced by nurses of today. (Include and link to 2020 COVID-19 experiences).

#### Historical Interpretation

Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Children can:

- Observe and use pictures, photographs and artefacts to find out about the past;
- Start to use stories or accounts to distinguish between fact and fiction;
- Explain that there are different types of evidence and sources that can be used to help represent the past.

#### Chronological Understanding

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.

Children can:

- Sequence artefacts and events that are close together in time;
- Order dates from earliest to latest on simple timelines;
- Sequence pictures from different periods;
- Describe memories and changes that have happened in their own lives.

### **Knowledge and understanding of events, people and changes in the past**

Children should choose and use parts of stories and other sources to show that they know and understand key features of events.

Children can:

- Identify similarities and differences between ways of life in different periods;

		<ul style="list-style-type: none"> <li>• Know and recount episodes from stories and significant events in history;</li> <li>• Understand that there are reasons why people in the past acted as they did;</li> <li>• Describe significant individuals from the past.</li> </ul>	
<p>Geography</p>	<p><b><u>Locational Knowledge:</u></b> Begin to look at and use World and regional maps, atlases and globes. Google Earth.</p> <p><b><u>Place Knowledge:</u></b> Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight, and a small area of a contrasting non-European county.</p> <p><b><u>Human and Physical:</u></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 World and regional maps, atlases and globes. Google Earth.</p> <p><b><u>Geographical skills and fieldwork:</u></b> Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment. Look at and use world maps, atlases and globes to identify the associated studied areas. Use a compass to identify direction.</p>		<p><b><u>Locational Knowledge:</u></b> <b><u>Human and Physical:</u></b> Use World and regional maps, atlases and globes. Google Earth. Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion. <b><u>Human and Physical:</u></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 basic geographical vocabulary to refer to: <b><i>Key physical features</i></b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b><i>Key human features</i></b>, including city, town, village, factory, farm, house, office, port, harbour and shop. <b><u>Fieldwork</u></b> Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.</p>

Begin to use locational and directional language to describe the features and routes on a map.

Discuss basic human and physical features.

Devise a simple map including a basic key.

**Fieldwork** - Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.

Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.

Art

**Sculpture – Andy Goldsworthy**

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.

KS1: To use sculpture to develop and share their ideas, experiences and imagination.

Children can:

- use a variety of natural, recycled and manufactured materials for

**Painting – Wassily Kandinsky**

Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

KS1: To use painting to develop and share their ideas, experiences and imagination.

Children can:

- name the primary and secondary colours;
- experiment with different brushes (including brushstrokes) and other painting tools;

**Printing – Orla Kiely**

Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.

KS1: To develop a wide range of art and design techniques in using colour and texture.

Children can:

- copy an original print;
- use a variety of materials, e.g. sponges, fruit, blocks;
- demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing

<https://orlakiely.com/pages/about-orla-kiely>

**Drawing – Beatrix Potter**

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

**Animation – Domee Shi**

Linked to computing objectives. Children begin to explore animating their drawings/paintings/pictures.

Learn about famous contemporary animators and use different media to create a moving piece of art.

**Collage – Mark Herald**

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.

	<p>sculpting, e.g. clay, straw and card;</p> <ul style="list-style-type: none"> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> </ul> <p>use a variety of shapes, including lines and texture</p>	<ul style="list-style-type: none"> <li>mix primary colours to make secondary colours;</li> <li>add white and black to alter tints and shades;</li> </ul>		<p><b>KS1:</b> To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>draw lines of varying thickness;</li> <li>use dots and lines to demonstrate pattern and texture;</li> </ul> <p>use different materials to draw, for example pastels, chalk, felt tips</p>		
<p><b>Design &amp; Technology</b></p>	<p><b>Food and Nutrition:</b>  That all food comes from plants or animals  That food has to be farmed, grown elsewhere (e.g. home) or caught  Name and sort foods into the five groups in The eat well plate  That everyone should eat at least five portions of fruit and vegetables every day</p>		<p><b>Mechanisms</b>  How can you make a boat that floats?  <b>Design a Pirate Ship:</b>  Design, build and evaluate</p>		<p><b>Structures &amp; Mechanisms</b>  How strong can paper be?  <b>Papier mache lighthouse</b>  Design, build and evaluate</p>	
<p><b>Music</b></p>	<p><b><u>Kapow Music:</u></b>  Clapping songs-play and clap  Aye Diddle Diddle  The sailor went to sea sea sea  Alley alley O</p> <p>Lost and found music  Music from the past  Firework sounds  Create a firework display by sound only  Bangs, whistles,  To play untuned instruments  Drums, tambourines, maracas, rain sticks, blocks, castanets.</p>		<p><b><u>Kapow Music:</u></b>  To clap out rhythms that use different durations</p> <p>To sing familiar songs, rhymes and chants using expression</p> <p>To listen to local musicians and their music inspired by locality.  Visitors: Paul Armfield &amp; others tbc.</p>		<p><b><u>Kapow Music:</u></b>  Sea Shanties –  To sing familiar songs, rhymes and chants using expression  Instrument making workshop.</p> <p>To compose simple songs of celebration</p> <p>To sing familiar songs, rhymes and chants using expression  To listen to a variety of live and recorded music.</p>	

Computing	<p>Computer Systems and Networks - 'Technology Around Us'</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-technology-around-us">https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-technology-around-us</a></p> <p><b>Key Program –</b> <a href="http://www.paintz.app">www.paintz.app</a></p>	<p>Creating Media – Digital Painting</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-painting">https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-painting</a></p> <p><b>Key Program –</b> <a href="http://www.paintz.app">www.paintz.app</a></p>	<p>Programming A – Moving a Robot</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/programming-a-moving-a-robot">https://teachcomputing.org/curriculum/key-stage-1/programming-a-moving-a-robot</a></p> <p><b>Key Program –</b> Bee Bots</p>	<p>Data and Information – Grouping Data</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data">https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data</a></p> <p><b>Key Program –</b> Provided PowerPoint Resources</p>	<p>Programming B – Animation Introduction</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/programming-b-introduction-to-animation">https://teachcomputing.org/curriculum/key-stage-1/programming-b-introduction-to-animation</a></p> <p><b>Key Program –</b> Scratch Jnr (iPads)</p>	<p>Creating Media – Digital Writing</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing">https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing</a></p> <p><b>Key Program –</b> Microsoft Word</p>
PE	<p>Multi skills Team Games</p>	<p>Games Dance</p>	<p>Games Athletics</p>	<p>Athletics Multi Skills Gymnastics</p>	<p>Athletics Multi Skills Sports Day</p>	<p>Athletics Team Games</p>
RE	<p>Theme: HARVEST Concept: CELEBRATIONS, Communicate</p>	<p>Theme: Nativity Journeys Concept: JOURNEY'S END</p>	<p>Theme: Belonging in Christianity Concept: BELONGING</p>	<p>Theme: Palm Sunday, Christians welcome Jesus Concept: WELCOMING</p>	<p>Theme: Generosity (dana) Concept: COMMUNITY</p>	<p>Theme: Creation Stories Concept: CREATION</p>
SMSC/PSHE	See separate Federation Planning					
Trips/Events/Visitors/Risk Day	<p>Local area walk Beach walk art activity</p>	<p>CHRISTMAS PLAY with YEAR 2</p>	<p>Medical professional visitor – link to topic and <b>British Science Week</b></p>	<p>Butterfly World</p>	<p>Safer Oceans Day – parents in. Local area walk ii</p>	<p>Mainland trip to be confirmed!</p>