BISHOP CREIGHTON ACADEMY – THE LEARNING JOURNEY OF A YEAR 1 SUPERHERO

BISHOP CREIGHTON ACADEMY

	YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core subjects	**Maths**	**Place Value (Within 10)** *Sort and count objects *Recognise numbers as words *Count on from any number *Given a number, identify one more and less *Count backwards within 10 *Compare groups by matching. Identify when there are fewer, more or the same between groups. *Compare numerical values using the vocabulary "less than", "greater than" or "equal to" alongside symbols <, > and =.	**Addition and Subtraction (Within 10)** *Add and subtract 2 one-digit numbers. *Explore number bonds within and to 10. *Solve one-step problems that involve addition and subtraction, using concrete and pictorial representations, and missing number problems, such as 3 + ___ = 5. **Shape** *Recognise, name and sort 2-D and 3-D shapes *Create patterns with 2-D and 3-D shapes	**Place Value (Within 20)** *Count within 20. *Identify the tens and ones within a number to 20. *Find 1 more and 1 less than any number within 20. *Use a number line to 20. **Addition and Subtraction (Within 20)** *Add and subtract by counting on and back within 20. *Add and subtract using number bonds. *Identify doubles and use this knowledge to help work out near doubles	**Place Value (Within 50)** *Count to 50, forwards or backwards, beginning with 0 or 1, or from any given number. *Count numbers to 50 in numerals; count in multiples of ten. *Identify and represent number using objects and pictorial representations. *Partition numbers to 50 into tens and ones. **Length and Height** *Compare lengths and heights. *Measure length using non-standard units of measure. *Measure length in centimetres. **Mass and Volume** *Compare mass using "heavier" and "lighter" and check using balance scales. *Measure mass using non-standard units. *Explore and compare volume. *Measure and compare capacity using non-standard units.	**Multiplication and Division** *Count in multiples of twos, fives and tens. *Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations, and arrays with the support of the teacher. **Fractions** *Recognise, find and name a half as one of two equal parts of an object, shape or quantity. *Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Position and Direction** *Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	**Time** *Sequence events in chronological order suing language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] *Recognise and use language related to dates, including days of the week, weeks, months and years. *Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. **Place Value (Within 100)** *Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. *Count numbers to 100 in numerals; count in multiples of twos, fives and tens. **Money** *Recognise and know the value of different denominations of coins and notes.
	Writing	**Inform:** Labels, lists & captions **Entertain:** Narrative **Entertain:** Poetry – list poems	**Inform:** Recipes **Entertain:** Narrative – Traditional tales	**Entertain:** Narrative **Inform:** Rules & recount **Entertain:** Poetry – rhyme	**Entertain:** Narrative **Entertain:** Poetry – performance poetry	**Inform:** Letters **Entertain:** Poetry – free verse **Entertain:** Narrative	**Inform:** Explanation **Entertain:** Narrative
	Science	Seasonal Changes *Learn about the four seasons and the weather associated with each. *Explore how seasonal changes affect trees, daylight hours and our choices about outfits. *Plan and carry out weather reports, considering the knowledge required for this job.	**Everyday Day Materials** *Identify the difference between objects and materials *Explore surroundings to find examples. *Work scientifically by planning tests, making observations and recording data. *Pupils use results to answer questions and sort and group materials based on their properties.	**Sensitive Bodies** *Recognise the basic parts of the human body. *Investigate senses through stimulating experiences that highlight how we interact with the world around us. *Work scientifically to make observations, spot patterns and use data to answer questions. *Develop an understanding of how science can support those who have lost sensory function. *Consider how firefighters use their senses at work	**Comparing Animals** *Study both local and global animals and recognise common characteristics and physical features. *Make comparisons and classify animals. *Consider the most effective way to collect data about class pets and record findings in a block chart. *Develop understanding of classification by comparing the dietary habits of different animals and role play as Jane Goodall carrying out research into chimpanzees in the wild.	Introduction to Plants *Identify the key features of a plant and describe important structures and make comparisons between different plants. *Use investigative skills to record the growth of a plant over time and begin to reflect on factors that will affect its development. *Begin to explore how plants are used by humans and grow a herb garden.	**Investigating Science through Stories** *Broaden understanding of plants and animals. *Gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. *Identify animals by closely observing footprints and construct waterproof animal homes with natural materials. *Sort birds according to their diet and seek patterns in their physical characteristics.
Foundation subjects	**Geography**	**What's it like here?** · locate where they live on aerial photographs and recognise local features · create maps using classroom objects before drawing simple maps of the school grounds. · use maps to follow simple routes around the school grounds · carry out an enquiry about how to improve their playground		**What is the weather like in the UK?** · study the countries and cities that make up the UK, discuss the four seasons and their associated weather · consider how we change our behaviour in response to different weather and keep a weather diary or record · investigate the UK's hot and cold places using weather maps with a simple key		**How is life different in China?** · use a world map to start recognising continents, oceans and countries outside the UK with a focus on China. · identify physical features of Beijing using aerial photographs and maps identify human features, through exploring land-use · compare the human and physical features of Beijing to features in the local area and make a simple map using data collected through fieldwork	
	History		**How am I making history?** • look at personal chronology and find out about the past within living memory • examine photographs and ask questions • begin to look at a simple timeline extending back to before they were born		**How have toys changed?** • sequence toys into a physical timeline • investigate artefacts from the past and begin to pose questions • learn how teddy bears have changed and 'interview' an old teddy bear • consider what toys may be like in the future		**How have explorers changed the world?** • find out about events and people beyond living memory • think about explorers and what makes them significant • create a timeline and investigate which parts of the world they explored • compare explorers and discuss ways in which these significant people could be remembered

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	Computing	**Computing systems and networks: Improving mouse skills** • Log into a computer and access a website. • Develop mouse skills. • Use mouse skills to draw and edit shapes. **Programming 1: Algorithms unplugged** • Understand what an algorithm is. • Follow instructions precisely to carry out an action. • Understand and be able to explain what decomposition is. • Know how to debug an algorithm.		**Creating Media: Digital imagery** • Understand and create a sequence of pictures. • Take clear photos. • Edit photos. **Online Safety** • Recognise what the internet is and how to use it safely. • Identify how people's feelings and emotions can be affected by online content. • Recognise how to treat others, both online and in person.		**Programming 2: Programming Bee-Bots (Option 1)** • Explore a new device. • Plan and follow a precise set of instructions. • Program a device. • Create a program that tells a story.	
	Art & Design		**Drawing: Make your mark** • develop observational drawing skills when exploring mark-making • use a range of tools, investigating how texture can be created in drawings • apply their skills to a collaborative piece using music as a stimulus • investigate artists Bridget Riley and Zaria Forman		**Sculpture and 3D: Paper play** • create simple three-dimensional shapes and structures using familiar materials • develop skills in manipulating paper and card fold, roll and scrunch materials to make their own sculpture • make a collaborative sculptural piece based on the art of Louise Bourgeois		**Painting and mixed media: Colour splash** • explore colour mixing through paint play • use a range of tools and work on different surfaces • create paintings inspired by Clarice Cliff and Jasper Johns
	Design & technology	**Structures: Baby Bear's Chair (Aut 1)** • Identify a variety of structures, both natural and human made and understand that different structures are used for different purposes. • Explore shapes to find out which make strong, stable structures. • Build simple structures using card, exploring how they can be made stronger, stiffer, and more stable. • Generate ideas for a design for a chair for Baby Bear using drawings and labels. • Evaluate the strength, stiffness, and stability of own designed structure.		**Textiles: Puppets (Spr 1)** • Evaluate existing puppets, identifying who they are for, their purpose and some of the materials used to make them. • Explore temporary methods of joining materials by gluing, stapling, and pinning. • Develop technical skills of drawing and cutting around a template. • Create a design for a hand puppet based on characters from well-known fairytales. • Reflect on a finished product, explaining likes and dislikes.		**Cooking & nutrition: Fruit salad (Sum 1)** • Know that fruit and vegetables come from plants and are grown. • Identify whether a food is a fruit or vegetable. • Undertake taste testing to establish chosen ingredients for a fruit salad. • Design a fruit salad for a class picnic, taking account of the user's preferences. • Learn how to prepare fruit by washing, peeling, and chopping using the bridge and claw methods. • Describe the appearance, smell, and taste of the final product.	
	PSHE	**Family and relationships** • Roles of different people; families; feeling cared for	**Family and relationships** •Understand some characteristics of positive friendships; how people show their feelings **Health and Well-being** •To understand we can limit the spread of germs by having good hand hygiene; understand the importance of sun safety; understand about allergic reactions with foods; importance of sleep	**Health and Well-being** • Strengths and qualities to describe what we are like; positive and negative emotions. **Safety and the changing body** • Some types of physical contact are never appropriate; what to do if lost; hazards; unsafe things to put into my body	**Safety and the changing body** • What to do in an emergency; how to contact the emergency services **Citizenship** • School rules; needs of younger children and that these change over time; understanding differences between people	**Citizenship** • Use of voting as a fair way to make a decision **Economic wellbeing** • How and why we use money; value and importance of money; role of banks	**Economic wellbeing** • Why people have jobs; skills required for different jobs **Transition** • Changes can be positive and negative
	PE	**Teacher - Gymnastics** **YDP – Multi skills and FUNS**	**Teacher – Dance Winter** **YDP – Fitness Pirates**	**Teacher – Dance Space** **YDP – Ball Games**	**Teacher – Jungle Yoga** **YDP – Rugby FUNdamentals**	**Teacher – Mini Muy Thai** **YDP – Athletics (Indoors).**	**Teacher – Team Games: Dodgeball** **YDP -Sports Day (Multi skills)**
	Music	**Keeping the pulse**	**Tempo**	**Dynamics**	**Sound patterns**	**Pitch (Superheroes)**	**Music symbols**