



Year 1 Units of Inquiry:

Health, Identity & Culture An inquiry into: <ul style="list-style-type: none"> Identity Health & Well being (physical, mental, social, spiritual) Life cycles Beliefs & Values Relationships (Families, friends, communities, cultures) Rights and responsibilities Shared humanity 	Time & Place An inquiry into: <ul style="list-style-type: none"> Orientation in time and place Personal histories Journeys (explorations, migrations, discoveries) Relationships between generations Relationships between cultures and civilizations (legacies) 	Expression, Communication & Creativity An inquiry into: <ul style="list-style-type: none"> Communication Expression Symbols (language, arts, maths) Creativity Interpretation Information literacy 	Science, Technology & The Natural World An inquiry into: <ul style="list-style-type: none"> Our Connection to the natural world The Power of Technology The Principles of science Impact on the environment Sustainability 	Community and Responsibility An inquiry into: <ul style="list-style-type: none"> Groups Family Government Groups in other cultures Social responsibility Community Relationships Work Production & consumption 	Environment & Sustainability An inquiry into: <ul style="list-style-type: none"> Sustainability Access to (finite) resources (people & living things) Need and wants Rights and responsibilities Peace and conflict resolution
Spring 1	Summer 2	Autumn 2	Summer 1	Autumn 1	Spring 2
The choices we make affect our health and wellbeing. <ul style="list-style-type: none"> What does it mean to be healthy? (Body and brain) - Form How does what we do affect our body? (Exercise, sleep, food, drink, drugs. etc) - Causation How can we make responsible choices for our health and wellbeing? - Responsibility 	Our family histories help us understand change. What is our family history? <ul style="list-style-type: none"> How are family histories different or alike over time? How can we find out about our history?	Stories are told in a variety of ways for different purposes <ul style="list-style-type: none"> How can stories be shared? How are stories structured? What are stories around the world like? What is the purpose of stories? 	Understanding the properties of materials helps us decide how to use them. <ul style="list-style-type: none"> What are the properties of materials? How do we use different materials? How can we choose the best materials for a purpose? 	Systems and routines help us to be organised and independent. <ul style="list-style-type: none"> What does it mean to be organized and independent? What systems and routines do we have? How do systems and routines help us to be organised and independent? 	Living things have certain requirements to grow and stay healthy <ul style="list-style-type: none"> How do we know if something is living? (form) How can we group living things? (connection) What do living things need?

Health, Identity & Culture - Spring 1

The choices we make affect our health and wellbeing.

Science	<ul style="list-style-type: none"> ● Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense ● describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
RE	<ul style="list-style-type: none"> ● Identify the importance, for some people, of belonging to a religious group e.g. Judaism and recognize the difference this makes to their lives
PSHE Health and Wellbeing	<ul style="list-style-type: none"> ● what is meant by a healthy lifestyle. ● how to maintain physical, mental and emotional health and wellbeing. ● how to make informed choices about health and wellbeing and to recognise sources of help with this ● to identify different influences on health and wellbeing. ● how to respond in an emergency
Art Printing - Keith Haring (Australian) http://www.haringkids.com/	<ul style="list-style-type: none"> ● Make marks in print with a variety of objects, including natural and made objects. ● Carry out different printing techniques e.g. monoprint, block, relief and resist printing. ● Build a repeating pattern and recognise pattern in the environment.
Music	<ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs ● use their voices expressively and creatively by singing songs and speaking chants and rhymes ● play tuned and untuned instruments musically ● listen with concentration and understanding to a range of high-quality live and recorded music
DT Cooking and nutrition	<ul style="list-style-type: none"> ● use the basic principles of a healthy and varied diet to prepare dishes ● understand where food comes from.
Computing Digital Literacy	<ul style="list-style-type: none"> ● recognise common uses of information technology beyond school ● use technology safely and respectfully, keeping personal information private; identify ● where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
English Text type focus	<p>Read and write a range of information texts and stories about keeping healthy and making good choices. e.g. Leaflets, posters, infographics, recipes, instructions, health diary, 'Oliver's fruit salad' story.</p>

Time and Place - Summer 2
Our family histories help us understand change.

History	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life e.g. WW2, closure of mines, miners strikes...)
RE	<ul style="list-style-type: none"> Myself - Identify what matters to them and others, including those with religious commitments, and communicate their responses - Look at religions of class and compare to Judaism Leaders and Teachers - Recognize that religious teachings and ideas make a difference to individuals, families and the local community - Look at history of Anne Frank (Judaism) as links to changes in living memory
PSHE Relationships	<ul style="list-style-type: none"> how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts how to respect equality and diversity in relationships <p>(Connect to relationships between generations - strong focus on learning from older family members)</p>
Art Painting - Modigliani Portraits of family (painting and photography)	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust.
Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music
DT Cooking and nutrition	<ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>Make food from family recipes - invite older generations in to share</p>
Computing Information Technology	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content
English Text type focus	<p>Read and write a range of information texts and stories about family history. e.g. interview questions for family members, recounts, 'Nothing'.</p>

Expression, Communication & Creativity - Autumn 2

Stories are told in a variety of ways for different purposes

Geography	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans (stories from other continents)
RE	<ul style="list-style-type: none"> Stories - Explore a range of religious stories and sacred writings from Judaism and Christianity and talk about their meanings
PSHE Relationships	<ul style="list-style-type: none"> how to recognise and manage emotions within a range of relationships (Connect to stories being used to communicate messages which develop relationships or help deal with emotions - can link with anti bullying week)
Art Textiles- Traditional African Masks	<ul style="list-style-type: none"> Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc <p>Puppet Making and Mask Making</p>
Music How can we share stories through music?	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
DT	<p>Design, make and evaluate masks or puppets for performance of stories in inquiry also linked to art</p> <p>Technical skills to be taught: build structures, exploring how they can be made stronger, stiffer and more stable e.g. papier mache, joins with puppets.</p>
Computing Information Technology	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content
English Text type focus	<p>Read and write and perform a range of traditional tales and classic children's stories from a range of cultures: e.g. 3 Little Pigs, Goldilocks and the 3 bears, Where the wild things are, etc</p>

Science, Technology & The Natural World - Summer 1

Understanding the properties of materials helps us decide how to use them.

<p>Science</p>	<ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Year 2 Uses of everyday materials</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
<p>PSHE Living in the Wider World</p>	<ul style="list-style-type: none"> • about the importance of respecting and protecting the environment
<p>Art 3D Form Clay sculptures YSP visit</p>	<ul style="list-style-type: none"> • Manipulate plasticine or clay in a variety of ways, e.g. rolling, kneading and shaping. • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form
<p>Music How can we use different materials to make music?</p>	<ul style="list-style-type: none"> • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>DT</p>	<p>Design, make and evaluate toys and models.</p> <p>Technical skills to be taught:</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>
<p>Computing Computer Science</p>	<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
<p>English Text type focus</p>	<p>Read and write a range of non fiction texts about the properties of materials. e.g. Record and caption science experiments, label materials, write instructions etc</p>

Community and Responsibility - Autumn 1

Systems and routines help us to be organised and independent.

Geography	<ul style="list-style-type: none">• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
PSHE Relationships	<ul style="list-style-type: none">• how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts (with the idea that being organised and independence promotes better working relationships in class)
Art	<ul style="list-style-type: none">• Digital Photographs of systems around school
Computing Information Technology	<ul style="list-style-type: none">• use technology purposefully to create, organise, store, manipulate and retrieve digital content (<i>Learn to create, store and organise files on the server</i>)
English Text type focus	Read and write instructions e.g. write labels for the classroom, write captions for photographs of systems, write simple instructions for routines.

Environment & Sustainability - Spring 2

Living things have certain requirements to grow and stay healthy

<p>Science</p>	<p>Seasonal changes</p> <ul style="list-style-type: none"> · observe changes across the four seasons · observe and describe weather associated with the seasons and how day length varies. <p>Plants</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> · identify and name a variety of common wild and garden plants, including deciduous and evergreen trees · identify and describe the basic structure of a variety of common flowering plants, including trees. · observe and describe how seeds and bulbs grow into mature plants · find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
<p>Geography</p>	<ul style="list-style-type: none"> • 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
<p>PSHE Living in the Wider World</p>	<ul style="list-style-type: none"> • about the importance of respecting and protecting the environment
<p>Art Drawing - Andy Goldsworthy</p>	<ul style="list-style-type: none"> • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour <p>Illustrations plants growing. over time. Goldsworthy natural art and photographs</p>
<p>Music Songs about living things</p>	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music
<p>DT Cooking and nutrition</p>	<ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. <p>Focus on growing own food to use in recipes - http://www.eathappyproject.com/</p>
<p>Computing Information Technology</p>	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content <i>(create plant diaries using digital media)</i>
<p>English Text type focus</p>	<p>Read and write a range of non fiction texts and stories about plants and growth. e.g. Plant observation diary, labelled diagrams, Jack and Beanstalk, Jim and Beanstalk</p>

