

Year 1– Owl and Rabbit - 2024 - 2025

Subject	Term 1	Term 2 Anti-Bullying week	Term 3	Term 4 Book Week	Term 5	Term 6 Fantastic Futures STEM
Subject Driver	Geography	History Blaise castle visit	Science	History	Geography	History Visit Lyme Regis
Let's Investigate	How will the seasons change our school grounds?	How have toys changed over time?	Can girls be scientists?	Compare Neil Armstrong with Matthew Henson/Christopher Columbus	What will I see in a city?	Do all trees lose their leaves in winter?
Challenge Me	Can I build a windmill?	Year 1 Christmas Nativity Play	Were all dinosaurs fierce?	Can I build a sculpture of a creature?	Can I write my name without a pencil?	Can I make a healthy smoothie?
We love to read and write!	<i>The Invisible Sid the Spider</i> <i>The Girl With the yellow bag (film)</i>	<i>George and the Dragon</i> <i>Anansi and the Turtle</i> <i>Amazing Grace</i>	<i>Dinosaur Rumpus</i> <i>Mad about Dinosaurs</i> <i>Nonfiction books about dinosaurs</i> <i>How to catch a Star</i>	<i>Beegu</i> <i>Bob the Man on the Moon</i> <i>Way back home (film)</i>	<i>Traction Man is Here!</i> <i>Adventures are the Pits(film)</i> <i>The Tortoise and the Hare</i> <i>Stuck!</i>	<i>Ten Ways I can Help my World</i> <i>The Owl who Was Afraid of the Dark</i> <i>Book of Butterflies (film)</i>
Opportunities for learning in context	Observational walks and sketching around school grounds to observe seasonal change.	Visit to Blaise Castle Toy Museum Children interview grandparents to answer questions on what toys they played with.			Trip to compare and contrast a rural and urban location. M Shed/Waterfront	Visit Lyme Regis to experience where Mary Anning discovered fossils
Geography	Weather and seasons			<ul style="list-style-type: none"> The location of the four countries. The four capitals and surrounding seas. Human and physical features of the UK. Human and physical features of the capital cities. Sharing our understanding of the UK. 	<ul style="list-style-type: none"> Differences between urban and rural areas. Features of our school grounds. Features of our local area. How to identify Ordnance Survey map symbols. How to create a map of our local area. 	

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History		<p>Memory Box <i>We will explore the changes that have happened to us since we were born, and how toys have changed over time.</i></p>		<p>Explorers Neil Armstong Maththew Henson Christopher Columbus</p>		<p>The Big Dig- Dinosaurs and Mary Anning <i>The children will learn all about dinosaurs and how the remarkable discoveries of a young Mary Anning helped the world to understand more about them.</i></p>
Science	<p>Our Changing World- Sensing Seasons <i>The children will build on what they are learning in Geography and begin to observe plants and trees within the school grounds and revisit them over the course of the year to observe changes. They will also learn about the differences between deciduous and evergreen trees.</i></p>	<p>Everyday Materials <i>The children will be introduced to a range of materials and their properties. They will learn different materials can be made into different objects, and to differentiate between an object and what it is made of. Through observation and experiment, they will explore why certain materials are useful for different things.</i></p>	<p>Using our senses <i>The children develop their knowledge and understanding of the human body, building on their early experiences during Foundation Stage. They identify and name simple parts of the body, as they draw and label a life size version of themselves or a classmate. The children are introduced to the concept of five senses that help them to find out about the world around them and link those senses to particular parts of their body.</i></p>	<p>Looking at Animals <i>The children will further their knowledge of animals by learning to name, look closely, compare, and contrast groups of animals, learning the terms: carnivore, herbivore and omnivore.</i></p>	<p>Plant Detectives <i>The children will be introduced to a wide variety of plants, including trees, which are to be found within their immediate environment. They will exploring and investigating what is familiar and that they see every day around them, such as garden plants, wild plants and trees in school grounds or close by that they can observe first-hand themselves.</i></p>	
DT	Making a windmill		Moving story book.			Fruit and veg smoothie

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Art		Drawing: Make your mark Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.		Sculpture and 3D: Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.	Painting and mixed media: Colour splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.	Craft and design: Embellishments
PE	<i>Dance Fundamentals</i>	<i>Gym Fundamentals</i>	<i>Ball skills/Target games</i>	Games Net and wall Striking and fielding Swimming	<i>Invasions games</i>	<i>Athletics (Sports Day preparation)</i>
Computing	<i>Technology around us</i>	<i>Digital painting</i>	<i>Moving a robot.</i>	<i>Grouping data</i>	<i>Digital writing</i>	<i>Programing and animation and still digital images</i>
RE	What do Christians believe about Jesus? <i>We will begin to explore Christian beliefs and make links with the celebration of Christmas.</i>		What do Christians believe about God?		What do Jewish people believe about God and the covenant?	
PSHE	Setting ground rules for PSHE and RSE	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic well being (+ Transition lesson)
Music <i>Get Set 4 Music</i>	Keeping the Pulse <i>My Favourite Things</i>	Tempo <i>Snail and Mouse</i>	Dynamics <i>Seaside</i>	Sound Patterns <i>Fairy Tales</i>	Pitch <i>Superheroes</i>	Musical Symbols <i>Under the Sea</i>
Oracy	Working with others S1 Listening and responding S2 Recognition of anxiety and nerves as a	Speaking position P1 Voice tone , volume and pronunciation P2 Body language P3 Audience awareness C5	Vocabulary L1 language structure L2	Speaking position P1 Voice tone , volume and pronunciation P2 Clarity C2 Audience awareness C5	Content C1 Self regulation C3 reasoning C4	Structure L3 Rhetorical techniques L4 Self confidence S3 resilience S5 Preparedness S4

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	<i>natural process</i> <i>S6</i>					
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