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| <i>'To provide a foundation for fulfilled lives, inspiring confident and happy learners'</i> | | | | | | |
| Our Values | Enjoy learning | Try our best | Make good choices | Respect each other & our surroundings | Work together | Celebrate our successes |
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Dobcroft Infant School- Year 1 Group Overview



| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|--|--|--|---|--|---|---|
| Art | To create lines using different materials and mediums. Focusing on spirals inspired by Molly Haslund. | | To create a mixed medium picture inspired by the Titanic, using charcoal and watercolour. | | To use sculpture to develop creative ideas. | |
| D&T | To use and explore a variety of materials to build structures by making dens. | To explore, design, evaluate products for a purpose creating a Christmas decoration. | | To create a design that is strong and stable by producing a Tudor inspired house. | | To explore, design and evaluate products for a purpose creating a breakfast pot. |
| Music | To listen to, respond to and identify features of music focussing on pitch, pulse and rhythm in songs. To perform part of a song as a small group to the class. | To learn songs to sing as a group, during the Music in the Round performance. To sing songs as a group and in time with the pulse/beat of a song. To learn to sing in a high or low pitch. | To listen to, respond to and identify features of music focussing on pitch, pulse, rhythm and tempo in songs. To perform part of a song as a small group to the class, including singing and playing a tuned instrument –glockenspiel. | To create symbols in response to sounds. To create a musical sequence using symbols. To perform a short sequence of sounds on a tuned instrument, using symbols. | To listen to, respond to and identify features of music focussing on pitch, pulse, tempo, rhythm and dynamics in songs. To perform part of a song as a small group to the class using a tuned instrument. | To reflect on and evaluate the songs learned throughout the year. To perform a familiar song as a small group to the class. |
| Science | To identify seasonal changes for Autumn and the different weather patterns associated with Autumn. To identify different materials and their properties. To group materials based on their properties. | To identify seasonal changes for Winter and the different weather patterns associated with Winter. To identify and name a variety of deciduous and evergreen trees. | To identify different materials and their properties focusing on how they are suitable for their purpose. To group materials based on their properties and their suitability for a purpose. | To identify seasonal changes for Spring and the different weather patterns associated with Spring. | To identify and name a variety of animals. To describe and compare different features of animals. To identify if an animal is a carnivore, herbivore or omnivore. To identify and name different parts of the body and the 5 senses. | To identify seasonal changes for Summer and the different weather patterns associated with Summer. To name and label parts of a plant. To identify and name a variety of common garden plants and trees. To revisit the 5 senses and the body part it links to. |
| PE Each class will have a block of swimming in the Spring or Summer | Games To develop fundamental skills for games including rolling and kicking, throwing and catching. Gymnastics | Dance To perform simple dance movement sequences to music. Yoga | Gymnastics To create and perform a movement sequence using traveling, balances, rolls and jumps. Games | Dance To perform simple dance movement sequences to music. Games To apply skills to net based games. | Gymnastics To create and perform a movement sequence using traveling, balances, rolls and jumps. | Yoga To increase awareness of their bodies and perform balances. Skipping |

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| term for one of their PE lessons. | To create and perform a movement sequence using traveling, balances, rolls and jumps. | To increase awareness of their bodies and perform balances. | To apply skills to striking and fielding games | | | To use a skipping rope to perform different jumps. |
| History | To explore changes within living memory. To develop an understanding of the past and present by exploring how toys have changed over time. | | Explore significant events beyond living memory, focusing on the Titanic. To develop an understanding of a timeline of events. | Explore significant events beyond living memory, focusing on the Great Fire of London. To understand the chronology of these significant events in the passage of time. | Learn about the lives of significant individuals in the past who have contributed to national and international achievements. | |
| RHE | To identify different people in a school community and say why they are special. Stranger Danger | To understand what makes a good friend. | To understand that not all families are the same. To understand how families can change over time. | To name a range of different emotions and say what makes them feel this way. To develop an awareness of how to manage their emotions. | To know how our bodies can be different. To identify things that can make us poorly and how to stop germs spreading. | To name the different stages of life and identify changes that can happen in our life. |
| Geography | Name and identify key human and physical features of the surrounding environment to our school. Use simple compass directions and directional language to describe the location of features. | Name and locate the countries of the UK, their capital cities and surrounding seas. Use maps, atlases and globes to identify the United Kingdom and its countries. Identify characteristics of the four countries of the UK focusing on St Andrew's Day. | | Identify characteristics of the four countries of the UK focusing on St Patrick's Day, St David's Day and St George's Day. | Use simple compass directions to describe the location of routes on a map. Use simple fieldwork and observational skills to study the geography of their school and its grounds. | |
| RE | To understand celebrations in different faiths and cultures, focusing on Hinduism and Islam. | To know about different religious celebrations and how beliefs and festivals are connected focusing on Hinduism (Rama and Sita) and Christianity (Christmas story). | To explore different faiths, focusing on Humanism. To explore stories of different religions and cultures, with a focus on Chinese New Year. | To explore stories of different religions and cultures, focusing on Christianity (the Easter story and the Creation story) and Islam (Prophet stories). To understand different faiths, focusing on Judaism. | To understand different faiths, focusing on Buddhism. To explore stories and consider the message within them. | To understand different faiths, focusing on Sikhism. To understand special books and artefacts that belong to different faiths. To explore stories of different faiths, focusing on Christianity (The Good Samaritan) and Islam (the story of Ramadan). |

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| Computing | To develop an understanding of technology around us, including the components of a computer. | To use technology to create artwork. | To create a program to move a robot. | To use technology to create animation. | To sort, group and organise information, using labels. | To use a computer to create and edit a piece of writing. |
| Additional events | Walk in the Woods Artist workshop | Music in the Round Christmas Play Millhouses Church Trip | Art exhibition | Emergency Services Museum Class assembly – see calendar | Wild Things Day Zoo Lab TBC | Sports Day Millhouses Park |