



Year 1 - Spring MTP

Subject	Geography UK countries	History Victorians	RE Who was Buddha?	PSHCE Sp1: What helps us stay healthy? Sp2: What can we do with money?	Science Animals including humans
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils should develop knowledge about the world, the UK and their locality <input type="checkbox"/> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas <input type="checkbox"/> Identify seasonal and daily weather patterns in the UK <input type="checkbox"/> Use world maps, atlases and globes to identify the UK and its countries <input type="checkbox"/> Use simple compass directions and locational/ directional language 	<ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative • The lives of significant individuals in the past who have contributed to national and international achievements • Events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> <input type="checkbox"/> Belief in Buddha as an enlightened teachers (not a god) <input type="checkbox"/> Example of the historical Buddha's life—his birth, growing up as Prince of Siddhartha, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree <input type="checkbox"/> Buddhist stories illustrating these values e.g. Siddhartha and the Swan, The Monkey King 	<ul style="list-style-type: none"> <input type="checkbox"/> The characteristics and mental and physical benefits of an active lifestyle <input type="checkbox"/> How and when to seek support including which adults to speak to in school if they are worried about their health <input type="checkbox"/> What constitutes a healthy diet <input type="checkbox"/> The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours <input type="checkbox"/> About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer <input type="checkbox"/> About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist <input type="checkbox"/> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <input type="checkbox"/> Identify and name a variety of common animals that are carnivores, herbivores and omnivores <input type="checkbox"/> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <input type="checkbox"/> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Intent	The four countries that make up the UK and where we fit	Topic centres around the history of the school building	The story of Buddha	Sp1: what 'healthy' means Sp2: money—needs and wants	Know and give key features of common classifications
Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> Where are we? Tudhoe/ Spennymoor <input type="checkbox"/> England overview (flag, position in the UK, language, money, capital city) <input type="checkbox"/> Scotland <input type="checkbox"/> Wales <input type="checkbox"/> Northern Ireland <input type="checkbox"/> Compare and bring it altogether (North, East, South and West, rank population, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> General introduction to the time period of Victorians <input type="checkbox"/> Rich and poor children (compare home life) <input type="checkbox"/> Jobs for poor children (which would you most/ least like to do?) <input type="checkbox"/> Victorian school day (compare with school today) <input type="checkbox"/> Our school building (tracking the changes in the school—what would the building have looked like if we were Victorians?) <input type="checkbox"/> Women in Victorian times (powerful female role models) – signs of a change 	<ul style="list-style-type: none"> <input type="checkbox"/> Who was Buddha and what is Buddhism? <input type="checkbox"/> Importance of Buddha and symbols <input type="checkbox"/> Explore a Buddhist parable (Buddha and the swan) <input type="checkbox"/> Impact of Buddha on Buddhist's lives <input type="checkbox"/> Buddhist place of worship <input type="checkbox"/> To understand how and why Buddha's life is celebrated through Wessak 	<ul style="list-style-type: none"> <input type="checkbox"/> what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) <input type="checkbox"/> that things people put into or onto their bodies can affect how they feel <input type="checkbox"/> how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy <input type="checkbox"/> why hygiene is important and how simple hygiene routines can stop germs from being passed on <input type="checkbox"/> What is money? When do we use it? Role play <input type="checkbox"/> Different coins and notes (look briefly at cards) <input type="checkbox"/> Where do we get money from? <input type="checkbox"/> What do we do with the money we get? Spend or save (introduce the idea of a bank) <input type="checkbox"/> Needs vs wants (can't have everything we want) <input type="checkbox"/> Possible visit to Highstreet? To see where we spend and save. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify key parts of the human body <input type="checkbox"/> Our senses—link body parts to each sense (sense carousel) <input type="checkbox"/> Mammals (use Arthur) <input type="checkbox"/> Fish <input type="checkbox"/> Birds <input type="checkbox"/> Reptiles <input type="checkbox"/> Amphibians <input type="checkbox"/> Herbivore, omnivores and carnivores (terminology, examples, what type of eater is Arthur?) <p>- within each lesson, the key features are covered and the classifications are compared as children build up there knowledge e.g. in the reptiles session, children will learnt he features of a reptile and then find similarities and differences between retiles, birds, fish and mammals</p>



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Subject	Computing	D.T. Free standing structures	Art Colour wheel Kandinsky Abstract Architecture	Music How does music make the world a better place?	PE Dance and Gymnastics
Content to cover	<ul style="list-style-type: none"> <input type="checkbox"/> Understand what algorithms are <input type="checkbox"/> Create and debug simple programs <input type="checkbox"/> Use logical reasoning to predict the behaviour of simple programs <input type="checkbox"/> Use technology purposively to create, organise, store, manipulate and retrieve digital content <input type="checkbox"/> Recognise common uses for IT beyond school <input type="checkbox"/> Use technology safely and respectfully 	<ul style="list-style-type: none"> <input type="checkbox"/> Design purposeful products <input type="checkbox"/> Generate, develop and communicate ideas <input type="checkbox"/> Select from a range of tools and materials <input type="checkbox"/> Explore and evaluate a range of existing products <input type="checkbox"/> Evaluate against design criteria <input type="checkbox"/> Build structures, exploring how they can be made stronger, stiffer and more stable 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a range of materials creatively (paint, pastels) <input type="checkbox"/> Use drawing and painting to develop and share their ideas, experiences and imagination <input type="checkbox"/> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <input type="checkbox"/> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work <input type="checkbox"/> Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours 	<p>We are following the DMS model curriculum for Music which is currently being reviewed to reflect the DfE's model music curriculum.</p> <p>Planning will be added as it is released by DMS through the year.</p>	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop competence to excel in a broad range of physical activities <input type="checkbox"/> Are physically active for sustained periods of time <input type="checkbox"/> Engage in competitive sports and activities <input type="checkbox"/> Lead healthy, active lives <input type="checkbox"/> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities <input type="checkbox"/> Perform dances using simple movement patterns.
Intent	Apply skills to a range of software products within Purple Mash	Find what makes a structure weak/strong	Explore colour mixing and how Kandinsky uses colour and shape Understand buildings are made up of lines and shapes.		To remember a short sequence of steps and apply our FUNdamental movement skills
Proposed sequence- not necessarily one bullet point per lesson (Lesson context/ activity idea/ notes may be added in brackets)	<ul style="list-style-type: none"> <input type="checkbox"/> drawing and creating <input type="checkbox"/> Animation <input type="checkbox"/> Sounds and more <input type="checkbox"/> Making a story <input type="checkbox"/> Copy and paste <input type="checkbox"/> Instructions <input type="checkbox"/> Objects and actions <input type="checkbox"/> Events <input type="checkbox"/> When code executes <input type="checkbox"/> Setting the scene <input type="checkbox"/> Using a plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore and critique free standing structures: how they are standing, materials, shapes and sizes. <input type="checkbox"/> Build and explore a variety of freestanding structures using construction kits, such as wooden blocks, interconnecting plastic, bricks and paper and discuss how to stop the structure from falling over, how to make it stronger. <input type="checkbox"/> Produce a simple design brief – including the materials used, the purpose, who it is for and how to make it strong and stable. <input type="checkbox"/> Create annotated sketches. <input type="checkbox"/> Select and use appropriate tools and materials to make the standing structure. <input type="checkbox"/> Evaluate the structure against the original design criteria and how to improve it. 	Colour Wheel Kandinsky <ul style="list-style-type: none"> <input type="checkbox"/> Explore colour mixing using paint <input type="checkbox"/> Share work of Kandinsky and how the paintings make them feel <input type="checkbox"/> Explore lines and building shapes using lines Abstract Architecture <ul style="list-style-type: none"> <input type="checkbox"/> Explore work of Paul Scully and use of lines - link back to artists in previous block <input type="checkbox"/> Photograph school and reflect images in line drawing <input type="checkbox"/> Create abstract block art to reflect architecture of school 		<ul style="list-style-type: none"> <input type="checkbox"/> Please see the PE progression document for specific skills taught