

Year 1 – S-O-T

	National Curriculum objective(s)	Success criteria	Project work	Tier 2 Vocabulary	Tier 3 Vocabulary	Links to previous and future learning
History	<ul style="list-style-type: none"> - Learn about significant historical events, people and places in their own locality. • Emma Bridgewater 	<ul style="list-style-type: none"> • I can demonstrate my understanding of a local pottery designer and her impact on the city of Stoke-on-Trent. 	<ul style="list-style-type: none"> • Create a bottle kiln profile on Emma Bridgewater • Create a large version for display – individual bricks. • Record on timeline display 	<ul style="list-style-type: none"> • Pottery • Designer • Pattern • Factory • Local • Polka dot 	<ul style="list-style-type: none"> • Bottle kiln • Emma Bridgewater • Glaze • Slip • 	History of own lives and discussing previous birthdays and celebrations
Geography	<ul style="list-style-type: none"> • Recognise features on aerial photos and plans; devise a map with symbols and key. Study the geography of the school and its grounds. • Use basic geographical vocabulary to refer to: key physical and human features (refer to Curriculum) 	<ul style="list-style-type: none"> • I can name physical and human features. • I can use aerial photographs to identify key features. • I can name the 6 towns that make up Stoke-on-Trent. • I can understand the difference between a town and a city. • I can name the city and town that I live in. 	<ul style="list-style-type: none"> • Label an aerial photograph of the school and surrounding area with key physical and human features. • Label the six towns of Stoke-on-Trent on a map. • Field trip to park hall and record weather / use a simple map. (linked to human and physical features) 	<ul style="list-style-type: none"> • Maps • Photographs • City • Town • Field • Shop • House • Trees 	<ul style="list-style-type: none"> • Burslem • Stoke • Hanley • Tunstall • Fenton • Longton • Stoke-on-Trent • Physical features • Human features 	
Art and Design	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. • Use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination. • To use wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • 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. 	<ul style="list-style-type: none"> • I can manipulate clay into the shape of a bottle kiln. • I can demonstrate my understanding of a local pottery designer and her impact on the city of Stoke-on-Trent (see History) • I can space out spots adequately. • I can use a mixture of colours to make an aesthetically pleasing design. • I can name the 7 different art skills. • I can draw a representation of an object. 	<ul style="list-style-type: none"> • Use form and shape to create a clay bottle kiln. • Learn about the work of Emma Bridgewater (see History) • Explore space, colour, pattern and texture to practise an Emma Bridgewater inspired pattern. • Explore 7 art skills and draw various objects of my choice. 	<ul style="list-style-type: none"> • Designer • Pattern • Colour • Space • Polka dot • Texture • Shape 	<ul style="list-style-type: none"> • Clay • Mould • Slip • Line • Form • Space • Value • Composition • Brushwork • Perspective 	Clay Boy transition story Children found where clay comes from. Using outlines and adding textures to enhance pictures.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design and Technology</p>	<ul style="list-style-type: none"> • Design - Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Make - Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). • Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics. • Evaluate - Explore and evaluate a range of products and ideas. • Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable. <p>Explore and use mechanisms (e.g. levers, sliders, wheels and axles)</p>	<ul style="list-style-type: none"> • I can demonstrate my understanding of a local pottery designer and her impact on the city of Stoke-on-Trent (see History) • I can design a piece of pottery based on the work of Emma Bridgewater. • I can uplevel my design using feedback from a friend. • I can use my design to decorate a piece of pottery. • I can evaluate my design. 	<ul style="list-style-type: none"> • Learn about the work of Emma Bridgewater (see History) • Design, make and evaluate a piece of pottery in the style of Emma Bridgewater (using peer feedback to up level design) 	<ul style="list-style-type: none"> • Design • Make • Evaluate • Pattern • Colour • Space • Uplevel • Polka dot 	<ul style="list-style-type: none"> • Emma Bridgewater • 	<p>3D model making and loose parts play. Generating and creating various models adapting them as they played with them.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">R.E. and P.H.S.E.</p>	<ul style="list-style-type: none"> • Learn about special places of worship • Learn about special religious people • Learn how religious people show they belong to a faith community 	<ul style="list-style-type: none"> • I can retell the Creation story from the Bible. • I can sequence the Christmas story and verbally retell the key parts. • I can recognise the words of the Shema as a Jewish prayer. • I can retell stories used in Jewish celebrations. (Chanukah) • I can name special objects Jewish people might have. 	<ul style="list-style-type: none"> • Sequence the Creation story. • Discuss and name special objects Jewish people might have in their home. • Learn the Christmas story. 	<ul style="list-style-type: none"> • Christian • Christianity • Jews • Places • People • Christmas • Creation 	<ul style="list-style-type: none"> • Jesus • Cross • Mezuzah • Jewish • Shema • Chanukah 	<p>Sequenced and role played Christmas story.</p>

R.S.E.	<ul style="list-style-type: none"> To learn that they belong to different groups and communities such as family and school. To learn how they can contribute to the life of the classroom and school 	<ul style="list-style-type: none"> I understand that I belong to the school community. I can identify things that are helpful and not helpful to the school community I can talk about my local community. I can identify ways that I can help my community. I can talk about what might happen if I made unhelpful choices. I can think about why it is important to have differences. I can write down how I can make all people feel happy and welcome. 	<ul style="list-style-type: none"> Sort various pictures and discuss what is helpful and not helpful to the school community. Sorting scenarios and discuss what is helpful in the local neighbourhood. Make a respecting heart and discuss how we can show respect to others. Relationships – be yourself 	<ul style="list-style-type: none"> Help School Support Kind Local Choice Choose 	<ul style="list-style-type: none"> Community Belong, Respect Share, and listen Community Local area Neighbour Helpful Consequence Scenarios 	In discussions in circle time about belonging to a family, group, class and school.
Computing	<ul style="list-style-type: none"> Use technology safely and respectfully, keeping personally information private; knowing where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> I can turn a laptop on correctly. I can shut down a laptop correctly. I can log in to the computer correctly. I can remember my log in for purple mash. I how to use computers safely and the importance of keeping logins safe. I can save and retrieve pieces of work. Use Purple Mash to sort using a variety of criteria. I can data as a class and create simple pictograms. 	<p>See Unit 1.1 , 1.2 and 1.3 Purple Mash</p> <ul style="list-style-type: none"> Login to purple mash practise Find letters needed onto a keyboard. Grouping and sorting. (both on and off the computer) Collecting data and making a pictogram 	<ul style="list-style-type: none"> Laptop Log in Shut down 	<ul style="list-style-type: none"> Username Password Keyboard Safety SMART Rules 	IPad to take pictures and access paint phonic programs etc.
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 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 	<ul style="list-style-type: none"> I can describe and create a weather chart I can label parts of the body I can name the different senses I can find out which materials are best to hold water. I can make a cup to transfer water. 	<ul style="list-style-type: none"> Label parts of the body. Use senses to guess the contents of mystery boxes. Match an object and materials. Does the tallest person have the biggest feet (pattern seeking) Weather – To investigate different weather types and start a class weather chart. (comparative testing) Investigate what would make a good material for a cup (comparative testing) Sort objects based on their material (identifying, classifying and grouping) 	<ul style="list-style-type: none"> Weather Rain, sunny, cloudy, hail, sleet, snowy, foggy. Materials Wood Plastic Metal Glass Paper Cardboard Fabric 	<ul style="list-style-type: none"> Senses Touch Smell Taste Sight Hear 	Discussed seasons and linked common weather conditions. Investigated changes in weather and common materials items are made of.

<p style="text-align: center;">Music</p>	<ul style="list-style-type: none"> • To use 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. 	<ul style="list-style-type: none"> • I can sing a various Christmas songs • I can explore ways of using my voice expressively and develop the skill of singing while performing. • I can develop a sense of steady beat through movement, body percussion and instruments. • I can develop a sense of pitch through movement, body percussion and instruments. • I can identify high and low pitches. • I can use voices, movement and instruments to explore ways to describe weather. 	<p>Music Units; Ourselves, Number, Animals, Weather</p> <ul style="list-style-type: none"> • Perform a story and suggest different endings. • Create actions to perform to a beat. • Select and use percussion instruments to represent animals in music. • Create and chant a score. • Create a performance using instruments to represent the weather. 	<ul style="list-style-type: none"> • Sound • Pace • Note • High • Low 	<ul style="list-style-type: none"> • Pitch • Level • Tempo • Beat • Rhythm 	<p>Limited due to Covid</p>
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