

# 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"> <li>- Learn about significant historical events, people and places in their own locality.</li> <li>• Emma Bridgewater</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate my understanding of a local pottery designer and her impact on the city of Stoke-on-Trent.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a bottle kiln profile on Emma Bridgewater</li> <li>• Create a large version for display – individual bricks.</li> <li>• Record on timeline display</li> </ul>	<ul style="list-style-type: none"> <li>• Pottery</li> <li>• Designer</li> <li>• Pattern</li> <li>• Factory</li> <li>• Local</li> <li>• Polka dot</li> </ul>	<ul style="list-style-type: none"> <li>• Bottle kiln</li> <li>• Emma Bridgewater</li> <li>• Glaze</li> <li>• Slip</li> <li>•</li> </ul>	History of own lives and discussing previous birthdays and celebrations
Geography	<ul style="list-style-type: none"> <li>• Recognise features on aerial photos and plans; devise a map with symbols and key. Study the geography of the school and its grounds.</li> <li>• Use basic geographical vocabulary to refer to: key physical and human features (refer to Curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>• I can name physical and human features.</li> <li>• I can use aerial photographs to identify key features.</li> <li>• I can name the 6 towns that make up Stoke-on-Trent.</li> <li>• I can understand the difference between a town and a city.</li> <li>• I can name the city and town that I live in.</li> </ul>	<ul style="list-style-type: none"> <li>• Label an aerial photograph of the school and surrounding area with key physical and human features.</li> <li>• Label the six towns of Stoke-on-Trent on a map.</li> <li>• Field trip to park hall and record weather / use a simple map. (linked to human and physical features)</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Photographs</li> <li>• City</li> <li>• Town</li> <li>• Field</li> <li>• Shop</li> <li>• House</li> <li>• Trees</li> </ul>	<ul style="list-style-type: none"> <li>• Burslem</li> <li>• Stoke</li> <li>• Hanley</li> <li>• Tunstall</li> <li>• Fenton</li> <li>• Longton</li> <li>• Stoke-on-Trent</li> <li>• Physical features</li> <li>• Human features</li> </ul>	
Art and Design	<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To use wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• I can manipulate clay into the shape of a bottle kiln.</li> <li>• I can demonstrate my understanding of a local pottery designer and her impact on the city of Stoke-on-Trent (see <b>History</b>)</li> <li>• I can space out spots adequately.</li> <li>• I can use a mixture of colours to make an aesthetically pleasing design.</li> <li>• I can name the 7 different art skills.</li> <li>• I can draw a representation of an object.</li> </ul>	<ul style="list-style-type: none"> <li>• Use form and shape to create a clay bottle kiln.</li> <li>• Learn about the work of Emma Bridgewater (see <b>History</b>)</li> <li>• Explore space, colour, pattern and texture to practise an Emma Bridgewater inspired pattern.</li> <li>• Explore 7 art skills and draw various objects of my choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Designer</li> <li>• Pattern</li> <li>• Colour</li> <li>• Space</li> <li>• Polka dot</li> <li>• Texture</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Clay</li> <li>• Mould</li> <li>• Slip</li> <li>• Line</li> <li>• Form</li> <li>• Space</li> <li>• Value</li> <li>• Composition</li> <li>• Brushwork</li> <li>• Perspective</li> </ul>	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"> <li>• <b>Design</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• <b>Make</b> - Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics.</li> <li>• <b>Evaluate</b> - Explore and evaluate a range of products and ideas.</li> <li>• <b>Technical knowledge</b> - Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul> <p>Explore and use mechanisms (e.g. levers, sliders, wheels and axles)</p>	<ul style="list-style-type: none"> <li>• I can demonstrate my understanding of a local pottery designer and her impact on the city of Stoke-on-Trent (see <b>History</b>)</li> <li>• I can design a piece of pottery based on the work of Emma Bridgewater.</li> <li>• I can uplevel my design using feedback from a friend.</li> <li>• I can use my design to decorate a piece of pottery.</li> <li>• I can evaluate my design.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about the work of Emma Bridgewater (see <b>History</b>)</li> <li>• Design, make and evaluate a piece of pottery in the style of Emma Bridgewater (using peer feedback to up level design)</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Make</li> <li>• Evaluate</li> <li>• Pattern</li> <li>• Colour</li> <li>• Space</li> <li>• Uplevel</li> <li>• Polka dot</li> </ul>	<ul style="list-style-type: none"> <li>• Emma Bridgewater</li> <li>•</li> </ul>	<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"> <li>• Learn about special places of worship</li> <li>• Learn about special religious people</li> <li>• Learn how religious people show they belong to a faith community</li> </ul>	<ul style="list-style-type: none"> <li>• I can retell the Creation story from the Bible.</li> <li>• I can sequence the Christmas story and verbally retell the key parts.</li> <li>• I can recognise the words of the Shema as a Jewish prayer.</li> <li>• I can retell stories used in Jewish celebrations. (Chanukah)</li> <li>• I can name special objects Jewish people might have.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence the Creation story.</li> <li>• Discuss and name special objects Jewish people might have in their home.</li> <li>• Learn the Christmas story.</li> </ul>	<ul style="list-style-type: none"> <li>• Christian</li> <li>• Christianity</li> <li>• Jews</li> <li>• Places</li> <li>• People</li> <li>• Christmas</li> <li>• Creation</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus</li> <li>• Cross</li> <li>• Mezuzah</li> <li>• Jewish</li> <li>• Shema</li> <li>• Chanukah</li> </ul>	<p>Sequenced and role played Christmas story.</p>

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

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