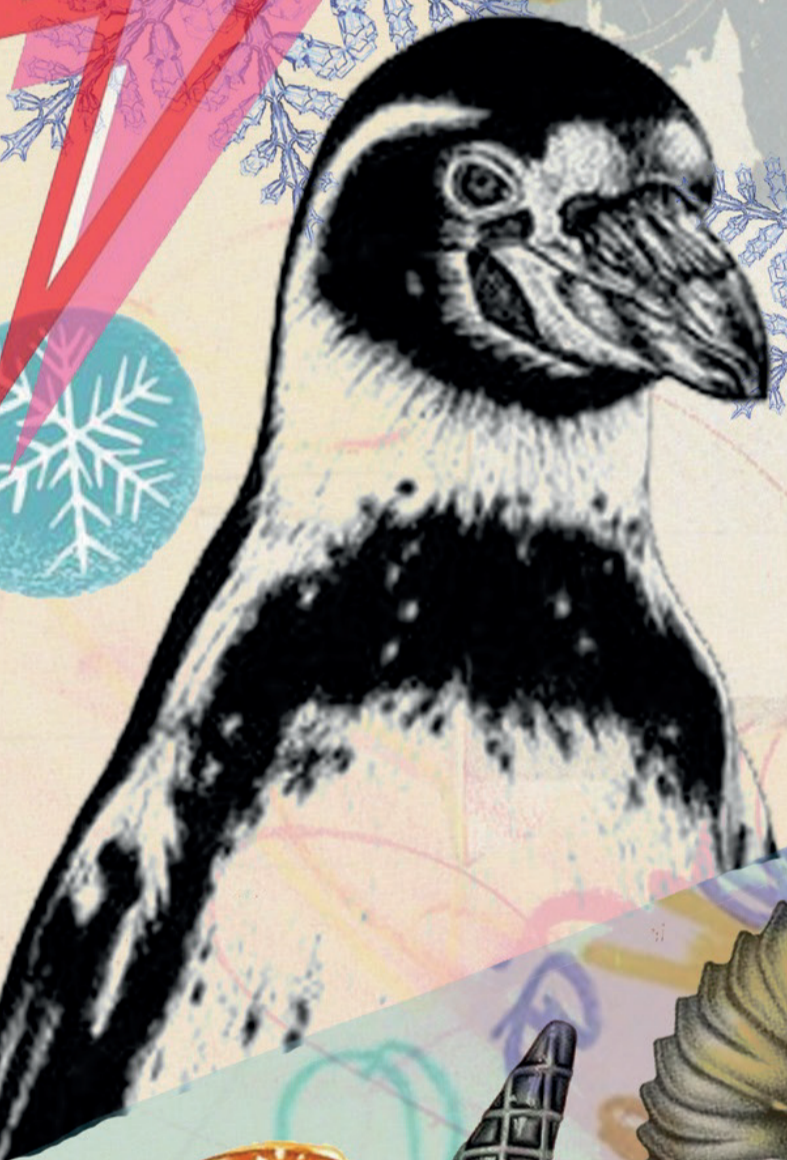
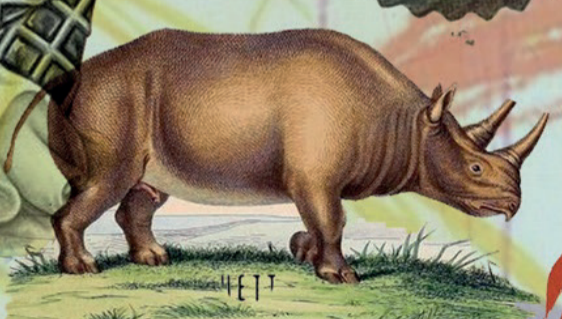


# DISCOVERER



YEAR 1





# Year 1 Discoverers

## Autumn Term: Deeply Dippy

'bout the way you walk'

Right Said Fred

In year one, our learning is focused on exploring the world around us now and imagining what life might have been like in the past. Screwing up our courage, we delve into the world of deadly dinosaurs and brilliant beasts who roamed the earth millions of years ago. We make friends with Dippy the dinosaur - how do we know so much about him? What did Dippy like to eat and how did he survive? Children then pull on their wellies and get out their spades digging into their own exciting fossil hunt. We look at animals in our local area including meeting our own school therapy dogs, Orla and Monty. What do they eat? How do we look after them? How can they help look after us?

## Spring Term: Pudding Lane

'When the sun shines, we shine together'

Rhianna

Captain Caveman! Children explore the life of early humans tasting their food, investigating their houses and modelling their funky fashion. How were lives of early people the same and how were they different to ours? We then explore the inventions and discoveries of early man starting with ..... fire. Children experiment with ideas of hot and cold – think penguins, ice cream and snowstorms, elephants, hot chocolate, sunshine. How did early humans build their homes? How did they keep warm? We think about fire through the ages and how it can both help and harm us. In particular, we learn about the Great Fire of London and explore how it began in a bakery on Pudding Lane. We finish the term in a whirl of storms, a roar of thunder and blast of sunshine. What is the weather like now and how does it affect our lives?

## Summer Term: David Attenborough

'People must feel that the natural world is important and valuable and beautiful and wonderful and an amazement and a pleasure'

David Attenborough

Put on your safari hats; we are off to Africa! Children begin this term by travelling across the plains and observing the landscape; we climb Mount Kilimanjaro, sail across Lake Victoria, hack through the Ituri Forest, ride camels over the Sahara Desert and splash down in the River Nile. We get out our binoculars to watch the elephant, lion, leopard and rhinoceros! We find out about the first people in Africa and make connections between pre-historic and modern life. We wonder about the wonder of Africa and think what we can do, in Halifax, to make the world a better place to live.









## Autumn

### Discovering the Weather and Seasons

#### Why does it always rain on me?

Children begin the year with a trip to Magna Science Museum to experience the four elements of fire, wind, earth and water. We look at the daily weather forecast of Halifax and then observe the weather as it changes over a sustained period of time. We get hands on by exploring different ways of measuring rainfall with equipment and predicting the weather using instruments and knowledge of the clouds. Children begin to understand the different weather associated with each season.

#### Children will:

**Read:** Lila and the secret of rain by David Conway; Tree: Seasons come, seasons go; Little Cloud by Anne Booth; Elmer & the rainbow by David McKee, Tidy by Emily Gravett

Record their observations and measurements in a range of **informative texts**.

**Experience** regular recording of date for a scientific investigation.

Science



### Discovering The Stone Age:

#### Where does my food come from?

Children discover the lifestyles of early man paying close attention to the food they ate and how they cooked. A trip to the local supermarket inspires the everybody to question how we get our food now in contrast to how Stone Age people collected food. We learn about seasonality and its effect on how people then and now eat food. Children know where and how a variety of ingredients are grown, caught, processed and reared and learn about the change from hunter-gather to farmer, exploring the tools that allowed them to be successful. We learn that not all food is grown in our country and start to expand upon their knowledge of their own locality which will be extended through the year. Children find out about fair trade and create their own class campaigns for related causes such as recycling & buying locally.

#### Children will:

**Read:** The First Drawing by Mordical Gerstein

**Recount** their trip to the supermarket. **Write instructions** on how to cook different recipes. **Write information** texts on Stone Age eating habits.

**Experience** buying food from a local supermarket. **Campaign** for recycling and Fairtrade.

Humanities







## Autumn

**'Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water.'**

Loris Malaguzzi

Discovering the wonder of the world around us is at the heart of the art curriculum. We experience the natural world, the great outdoors and woodland play, discovering colour, perspective and texture, as we build gigantic canopies and create communities of towering flowers. The Animal Kingdom is our next destination where we march with our own penguin procession before creating our very own igloos out of recycled materials (look what you can find, when you try!) We continue looking at the natural world and colour – venturing into space, swimming with rainbows of fish and making individual earth chakra wands. Growing in confidence, we finish the year by getting hands on with different elements of our journey and creating a set of personal Russian dolls (think colour, jewels, sequins...)

Art &  
Design



## Believing and Belonging

In RE, children discover who we are and what we believe. We begin by discovering faith in our local community with a trip to the local mosque and finding out what Muslims believe; which books and stories do they hold dear such as The Prophet and the Ants, or the Crying Camel; we think about how we care for others; who brought messages of God and what they said. We discover other faiths locally such as Christianity and find out how Christmas is celebrated at home and in church.

RE



## 'ABC; It's Easy as 1,2,3...'

In year one we discover opportunities for children either in groups, pairs or alone to explore their Agility, Balance and Coordination. We explore different equipment and maybe throw, propel, push, pull, strike ..... who knows! Children play freely pursuing their own interests and using their imagination to create their own activities. Chasing, tagging and dodging games are gradually introduced so we can experience the thrill of the chase and the danger of being caught! Dance is up next as we discover different ways we could move to music and how we could use music to show feelings and emotions.

PE





## Pudding Lane

Pudding Lane

This term begins with a closer look at the lifestyles and shelters early man made, leading to enquires about how they lived day to day and how that compares to our houses and homes. Children explore inventions & discoveries of early man beginning with fire: the risks, the causes, the benefits and key events in history such as The Great Fire of London. We seek to understand the concepts of hot and cold (including landscapes, materials, food & drink and weather) and investigate why early man wore animal skins – and what that told us about the location of the earliest man. This will lead into summer term when we explore Africa. The class walk around their local area to identify different types of houses and homes and visit the woods to make their own shelter? Children will visit the fire station and look how people help us and how we could help ourselves. We use our knowledge of creating questions to truly understand what it means to explore – whether that be a place, persona or idea!

**Children will:**

**Write poetry** in the style of Valerie Bloom. **Write first person narratives & non-fiction** pieces based around The Great Fire of London.

**5 key texts:** The Invisible; Vlad & The Great Fire of London; Leaf; Rosie Revere, Engineer; A Frog's Dangerous Home

English



Maths

Half term three gives the opportunity to keep increasing the size of numbers worked with. Children are also introduced to the concept of time, which allows them to experience a different number system (base 60) as well as give them a real-world introduction to halves and quarters.

**Time**

- Read, write and tell the time to o'clock and half past on analogue clock
- Sequencing daily activities
- Whole and half turns linked to time

**Exploring calculation strategies within 20**

- Model, explain and choose addition and subtraction strategies

**Numbers to 50**

- 2-digit numbers – represent, sequence, explore, compare.
- Count in 2s, 5s and 10s
- Describe and complete number patterns

By the end of the half term children have increased the size of numbers worked with to 50 as well as experienced the concept of part of a whole, ready to now explore this idea in greater depth.

Having considered parts of a turn on the clockface, students are encouraged to consider the concept of fractions in the more abstract by finding halves and quarters of amounts. They also continue to explore real world links by doubling and halving real world measures.

**Addition & Subtraction within 20**

- Illustrate, explain and link addition and subtraction with equations
- Apply 'Make Ten' strategy
- Use language to quantify and compare difference

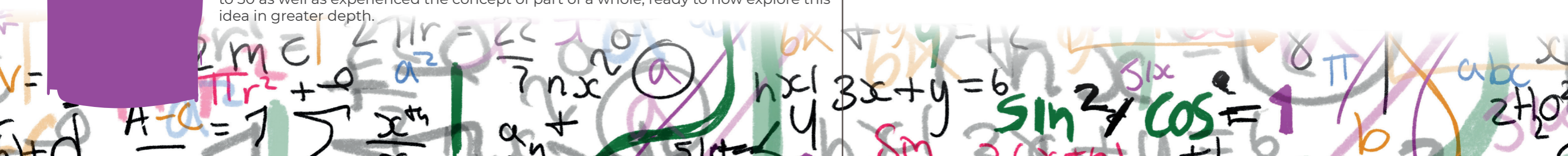
**Fractions**

- Identify 1/2 and 1/4 of a shape or object
- Find 1/2 and 1/4 of a quantity

**Measures: Length & Mass**

- Compare and measure lengths and mass using cm and kg
- Doubling and halving

By the end of the term, children have built up a working knowledge of numbers up to 50 and begun to manipulate them as well as explored how to find parts of whole amounts.







## Spring

### Discovering Animals (Including Humans)

We begin this unit with a trip to Eureka, and exploring humans: their growth through life, their diet, how they remain healthy and how to keep clean. We then begin to explore different animals in the local area and those in different parts of the world understanding that there are 5 different groups of animals (fish, reptiles, birds, mammals and amphibians). How and why do we group animals as herbivores, carnivores or omnivores and what do each of these words mean?. Children learn about different habitats around the world and understand why animals exist in some parts of the world but not others.

Children will:

**Read:** A frog's Dangerous home by Mary Ellen Klukow

**Create information texts** relating to different animals and their environments. **Write instructions for** and cook meals that represent a healthy lifestyle.

Science



### Discovering the Great Fire of London

Children explore the concept of fire: its usefulness and its dangers. This leads to the Great Fire of London. Children learn about how the fire started in a bakery and make bread to understand the usefulness of fire and heat when used safely. We explore buildings and houses around London including St Paul's Cathedral. Samuel Pepys' Diary will allow the children to gain an understanding of first-person accounts of the fire which will lead to children practicing their create writing by producing their own first-person narratives in the form of letters and diaries. Throughout this topic, children locate Halifax & London on a map and understand the UK is made of four countries which each have a capital city.

Children will:

**Read:** Vlad and The Great Fire of London by Kate Cunningham & Sam Cunningham; Toby \* The Great Fire of London by Margaret Nash.

**Write first person** narratives of the Great Fire of London. **Write instructions** for baking bread. Create a leaflet for selling bread.

Humanities





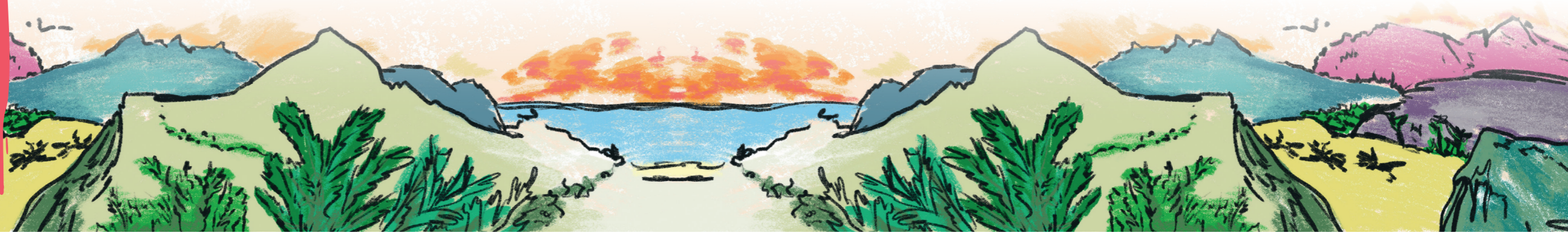


## Spring

### Believing and Belonging

We widen our journey to discover faith in the national community, beginning with Hinduism and a trip around a mandir finding out what Hindus believe; which books and stories do they hold dear such as Rama and Sita, or the light shining at Diwali. We find out about the battle with demon Ravana and the triumphant return, illuminating the way with lights.

RE



### 'I like to move it, move it'

Beat it! Year One get the rhythm by exploring movement to music and practising simple types of movement such as rolling, skipping and hopping. They begin to discover the school gym apparatus by learning how to move across different pieces safely and balancing against them. Inclusion sports are introduced such as new age curling and boccia.

PE





## Sir David Attenborough

Sir David Attenborough

Children begin this term by visiting The Yorkshire Wildlife Park to see animals that aren't native to the UK. We use this trip to inspire a body of informative work on Africa and will begin by exploring the physical features of Africa such as: Mt Kilimanjaro, Lake Victoria, The Ituri Forest, The Sahara Desert and The River Nile. They then make connections to pre-historic life from these places considering how early man and beasts from the past could have lived in there – or not. This inspires the Children to consider the idea of sustainability and how humans of today use natural resources like the oceans and forests. We create persuasive texts to promote messages about sustainability and visit a beach to experience collecting plastic and sharing their message verbally.

Children will:

**Write a non-chronological report** on Africa. **Write persuasive letters** to local and national leaders. **Write a short story**, following the narratives of a key text.

### 5 key texts

Greta & The Giants; Somebody's Swallowed Stanley; Meerkat Mail; Mama Panya's Pancakes; We're going on a lion hunt

# English



# Maths

### Go big or go home

The journey of discovery continues, with children applying their knowledge to numbers up to 100 and beyond. This also allows for the possibility of working with money and doing maths in a real-world context.

### Numbers 50 – 100 and beyond

- Read, write, represent, compare and order numbers to 100
- One more / fewer, ten more / fewer
- Identify number patterns

### Addition and Subtraction

- Explore addition and subtraction involving 2-digit numbers and ones
- Represent and explain addition and subtraction with regrouping
- Investigate number bonds within 20

### Money

- Name coins and notes and understand their value
- Represent the same value using different coins
- Find change

By the end of the half term, children will be so comfortable with these concepts that it will be time to deepen the concepts of simple multiplication and sharing equally (division).

In the last half term, children begin to explore the concept of simple multiplication and division, largely doubling and halving. They also get to translate this into the concept of simple fractions, in particular in the context of measurements such as litres.

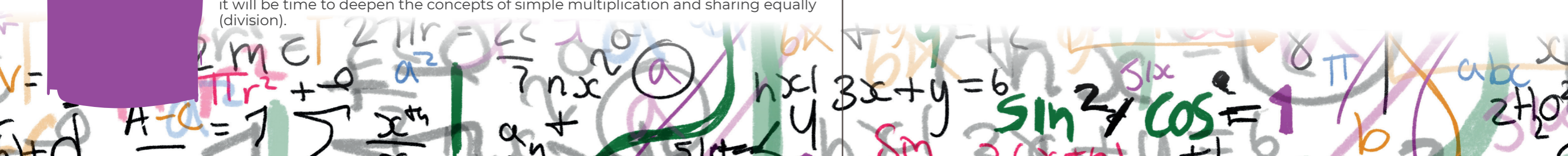
### Multiplication & Division

- Share equally into groups
- Doubling
- Link halving to fractions
- Add equal groups
- Explore arrays

### Measures: Capacity and volume

- Compare capacities, volumes and lengths
  - Explore litres
  - Apply understanding of fractions to capacity

By the end of the year, the children should have discovered all the secrets of working with numbers up to 100 and be brimming with confidence







## Summer

### Discovering Plants

What fun exploring the outdoor areas of our school and noticing which plants and tree are growing. We explore the full life cycle of plants by planting seed in their pots and observing their growth over a sustained period of time. Watching seeds and bulbs leads to a discussion around light and water and how plants grow. We form lines of enquiry and record results. The results help us to decide the best place and time in the school grounds to plant our flowers for our own Year 1 garden – flower, fruit or veg? You choose.

#### Children will:

**Read:** A seed is sleepy by Dianna Hutts Aston

Write up their observations of different experiments. Plan their Year 1 Garden.

Science



### Discovering Africa

Following our trip to Yorkshire Wildlife Park, we consider the natural habitats of native African animals, turning their attention to the climate. We measure different weather in the UK and make comparisons to Africa, discussing the differences. We recap on key scientific information throughout the year to inform our thinking. Then we explore why some countries are hot and some are cold, making referencing to their position on the globe and the impact on wildlife and human life. We complete a more detailed study on The River Nile comparing it's features to The River Thames and River Calder.

#### Children will:

**Read:** Meerkat Mail by Meerkat Mail by Emily Gravett; : Lila and the secret of rain by David Conway

**Document the UK** weather over a sustained period. **Write and present** the weather forecasts of The UK and Africa. **Compare** The River Nile, River Calder and Thames.

Humanities







## Summer

### Believing and Belonging

We continue our journey to discover faith in the national community and stay focused on Hinduism. We find out about the Holi Festival – a festival that celebrates spring, love and new life. We think about Hindu beliefs, and ways of looking after the world and how we might make new choices. We then return to Christianity with a visit to a church and learn other important stories such as: the Easter story, the Wise Man and the Foolish Man, the Lost Coin and the Wedding Feast.

RE



'There are more important things in life than winning or losing a game.'

Messi

In the summer, we begin playing competitive games so the experience of winning and losing becomes an everyday event. Children learn about simple rules and scoring systems but more importantly they learn how to encourage others, how be humble and graceful. This leads up to Sports Day with a variety of events including running, throwing and skill-based games.

PE

