

The Black Pear Trust – SYNOPSIS PLANNER – YEAR 1

	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
	This is me	My place, my time	Celebrate		Around the world	STEM	Those that came before	Social Enterprise
Science	<u>Animals including humans</u> We will learn to identify, name and categorised variety of common animals including fish, amphibians, reptiles, birds, and mammals including humans at first hand or through videos and photographs.	<u>Animals including humans</u> We will also learn to identify, name, draw and label the basic parts of the human body and say which part of the body links with each sense.			<u>Everyday materials</u> We will learn to identify and name a variety of everyday materials and their properties as well as distinguish between an object and the material from which it is made.	<u>Everyday materials</u> We will compare and group together a variety of everyday materials on the basis of their simple physical properties by performing simple tests for example: 'What is the best material for an umbrella?'.	<u>Plants</u> We will learn to identify and describe the basic structure of a variety of common flowering plants, including trees. We will observe and compare familiar plants and draw diagrams showing the parts of different plants including trees.	
History	N/A	The history of the 'high street' The history of toys Sir Rowland Hill and the invention of the Penny Black stamp			N/A	N/A	Sir Edward Elgar (significant individual) and the history music	N/A
Geography	Children will observe the daily weather. Children will observe seasonal changes. Children will learn that they live in a community, that we live in a town/city that is located in England Children will learn that England, Wales, Scotland and Northern Ireland make up the 'United Kingdom' and name their capital cities (London, Belfast, Cardiff, Edinburgh) Children will learn that the UK is part of Europe and that Europe is one of 7 continents. Children will learn the bodies of water that surround the UK. Children will learn some local landmarks. Children will know that a world map is a drawing of all the parts of the earth and that a globe is drawn on a round surface and a map is drawn on a flat surface.	Children will observe the daily weather. Children will observe seasonal changes.	Children will observe the daily weather. Children will observe seasonal changes.	Children will observe the daily weather. Children will learn that Antarctica is a polar region and that there are two poles (North Pole and South Pole) and this is the Earth's Axis Children will learn that Antarctica is surrounded by the Southern Ocean. Children will learn that Antarctica is the largest desert on the planet, that it is the driest, coldest, windiest place on Earth and that it does not have a permanent human population. Children will learn about some animals that live in Antarctica (penguins, seals, snow petrels, Killer Whales, Albatrosses and blue whales and that these animals have adapted to live in these conditions Children will learn that countries can be located on a map or globe and that symbols represent things on a map.	Children will observe the daily weather. Children will observe seasonal changes. Children will observe seasonal changes.	Children will observe the daily weather. Children will observe seasonal changes.	Children will observe the daily weather. Children will observe seasonal changes. Children will learn that a map can be used to plan a route and that maps have symbols to represent places such as hospitals and churches. Children will revisit that we live in Kidderminster/Worcester/Bromsgrove and that our school is there too Children will observe the local area using maps and first-hand observations. Children will learn about human and physical features of our local area. Children will look at maps and routes that the medals will be taken on.	
Art	Drawing: Self Portraits We will learn all about Guiseppe Arcimboldo, we will learn that he uses fruit to create portraits. We will use our art skills to then create our own fruit portrait, understanding that we can use shapes to represent different objects and how to shade to create depth within our picture.	Sculpting and moldable materials- delf pottery We will begin by learning about different materials and recognising materials that are moldable. We will then learn about delf pottery and establish that it is created out of blue and white. We will then create our own piece of delf pottery	Printing- Orla Keilty We will learn all about Orla Keilty. We will then create our own piece of printing to use as wrapping paper.	Collage- Megan Coyle We will learn about American collage artist Megan Coyle. We will explore how she uses recycled materials to make her artwork			Painting: Kandinsky	
Music	Introducing Beat Children will use a variety musical instrument to practise keeping a steady beat.		Performance Children will use musical instruments to perform using steady beats. Children will also learn about songs for celebration and perform a range of these.		Tempo and Dynamics Children will learn about how music is learnt to make the world a better place.	Explore sound and create a story Children will celebrate a range of music styles. Children will listen, sing, play, compose and perform music.	Adding rhythm and pitch. Children will learn about musical styles and the ancient origins of music and how music is used for ceremonies and stories versus modern films and shows.	Having fun with improvisation. Children will learn about how music plays a part in our daily life and how it makes us feel.
D&T	Cooking – Smoothies We will design and make our own fruit smoothie. We will learn how safely use tools to chop and prepare a range of fruits and evaluate a range of existing products.					Structures and Mechanisms We will design and make a moving vehicle with working wheels and axels. We will select from a range of materials and components to design a vehicle specific for Antarctica.		Textiles We will design and make a medal for a local hero. We will safely use a range of tools to cut and join materials and fabrics and learn to weave
Computing	Online Safety Children will learn	Technology outside school.	Logging on to computers.	Text and multimedia pictograms	Text and multimedia spreadsheets.			
PSHE	Family and Relationships		Health and Wellbeing		Safety and the changing body		Citizenship	Economic wellbeing and transition.

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	We will learn about our own family and to understand and value that all families are different. We will learn about our emotions and how to develop healthy friendships	We will learn about how to keep ourselves healthy mentally and physically. We will learn how to look after our personal hygiene	We will learn about the role of the adults within and outside of school. As well as about how to keep ourselves safe at home and outside of school.		We will learn about the needs of others and how to take care of animals. We learn about our communities and how democratic decisions are made.	We will learn about how to look after money, about how to save and spend and about a range of different jobs. We will also identify and value our own strength ready to transition into Year 2
RE	<p>What does it mean to belong to a faith community?</p> <p>The children will talk about what is important to different communities. They will discover examples of ways in which people express their identify and belonging within faith communities and give an account of what happens at different traditional ceremonies.</p>	<p>The Christmas story</p> <p>The children will learn the story of Jesus' life and give a simple account of his story. We will look at examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. This will all link with our school Nativity play.</p>	<p>What do Christians believe God is like?</p> <p>The children will practise telling the story of the Lost Son from the bible and recognise a link with the Christian idea of God as a forgiving Father. They will be able to give examples of a way in which Christians show their belief in God as loving and forgiving.</p>	<p>Who is Jewish and how do they live?</p> <p>The children will discover the key stories from Jewish celebrations and give examples of how these stories remind Jews about what God is like. The children will discover key stories, artefacts and beliefs within the Jewish religion.</p>	<p>Who do Christians say made the world?</p> <p>The children will retell the story of creation from Genesis and recognise that the 'Creation' is the beginning of the 'big story' of the Bible. The children will be encouraged to think, talk and ask questions about living in an amazing world.</p>	<p>How should we care for the world and for others, and why does it matter?</p> <p>The children will discuss examples of how we can care for others e.g. giving to charity. The children will then link this to how Christians and Jews might look after the world.</p>
PE	<p><u>Dance:</u></p> <p>In dance we will learn how to travel in different ways, express feelings through movement and work with a partner to put movements into a sequence. We will listen to a piece of music and say how it makes us feel and explore different movements.</p> <p><u>Multi skills: Invasion</u></p> <p>We will learn how to travel forwards and backwards safely in different ways with control whilst avoiding others.</p>	<p><u>Gymnastics:</u></p> <p>We will learn to perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required. We will make up and perform simple movements safely, showing good awareness of each other, mats and apparatus.</p> <p><u>Multi skills: Invasion</u></p> <p>We will learn to play cooperative games and activities with a partner or as part of a group using a range of equipment.</p>		<p><u>Orienteering</u></p> <p>We will learn how to travel in different ways (including, sliding, pushing, climbing) and will change direction safely making our own decisions or by following instructions. We will work with a partner or in a group, to move equipment and place it into a space of our choice, or where directed by our teacher and following instructions. We will practice taking turns and joining in with all activities, even if when they are difficult. We will explore decision making, focusing on knowing right from wrong and will understand and follow rules in PE, and beyond. We will become friendly, active and caring when participating in games and will understand why it is important to communicate in a mature manner and will encourage others to join in. We will work on our resilience and stamina and will find 2 ways to challenge ourselves to make the activity harder and improve skills.</p> <p><u>Multiskills: Net/wall</u></p> <p>We will travel with objects and stop allowing us to send these objects to our partner or at a target. We will use the skills we have learnt to change direction in a chasing game, both moving forwards and backwards, with and without equipment, to remain safe and avoid accidents.</p>	<p><u>Athletics</u></p> <p>We will learn how to throw and catch different objects individually and to a partner using both hands. We will learn to move safely forwards and backwards, avoiding others. We will explore how to balance an object on a racket, bat or stick and travel in different directions without dropping it or bumping in to other people. We will discuss which piece of equipment would be best to use.</p> <p><u>Multi- Skills: Striking & Fielding</u></p> <p>We will learn how to balance an object on a racket, stick or bat and travel in different directions without dropping or bumping into anybody. We will begin to understand that we are going to get better at something and show how we have improved. We will continue to work and taking turns with our peers.</p>	<p><u>Athletics</u></p> <p>We will learn how to play co-operatively in a team or with a partner, we will also learn how to play chasing games. We will practice how to jump safely and land securely. We will learn how to challenge ourselves to make our activity harder. We will play alongside our peers and encourage each other to join in.</p> <p><u>Multi-Skills: Striking and Fielding</u></p> <p>We will learn how to control objects and send them to a partner with control. We will build resilience by joining in with all activities even if we find them hard. We will recognise that we are good at something and recognise that others are also good at other things.</p>