



Year 1 Cross Curricular Yearly Plan

Writing genres to be included across all aspects of work:

Lists, Labels and Captions, Instructions, Retelling Stories, Poetic Rhyming Phrases, Diary, Adventure Stories, Fantasy Stories and Acrostic Poems.

Topic Headings	Science	Computing	History	Geography	R.E.	Art Design	D.T.	Music	P.E.	RE/RSE/HE/PHMW/PSHE
Autumn 1 Ourselves Sc/H AF	Animals, including humans Identify, name and label the basic parts of the human body. Identify and classify basic parts of the human body. Draw the parts of a human body. Ask simple questions and understand they can be answered in different ways. Find out about the five senses, in particular the sense of smell. Gather and record data Explore the sense of sound. Perform simple tests to discover what affects how we hear sound. Use observations and ideas to suggest answers to questions Explore the sense of taste and touch. Identify and classify. Explore the sense of sight.	1.1 We are treasure hunters (using programmable toys)	Toys within living memory and how they have changed over time. Look at similarities and differences between how toys have changed. Possible trip: V&A Museum of Childhood Chertsey Museum – Toys from the Past (or they come to the school)		What is it like to live as a Jew? Identify what the Magen David, The Torah and a yad are and know they are associated with the Jewish religion. Name all aspects of what happens to people during Shabbat	Look at a variety of Self and family portraits by other artists. Discuss their use of line, shape and proportion. Learn how to divide a face into parts to achieve proportion and placement. Practice the shapes need to create the basic features on a face (eye shape, nose, mouth, ears). Create own self portrait in pencil using mirrors paying particular attention to line, shape and proportion before adding additional details. Look at and discuss a range of clay sculptures of faces. Discuss the properties of clay and what can be done with it. Practice making shapes with clay in a variety of ways and use a variety of tools in different ways to create detail. Create and produce a 3D self -portrait in clay. Possible trip: National Portrait Gallery –What is a portrait		Wandsworth Music Explore rhythms using their voices and percussion instruments. Learn how rhythm can be used to tell a story. Explore dynamics, tempo and how to recognise the changes in music. Create different rhythmic patterns using animals and storytelling. Explore 'The Carnival of the Animals' and look at how to create own musical pieces around these themes. Learn a winter themed song. Confidently use their voices. Know a series of songs and games. Keep a steady beat within the group. Repeat rhythms confidently. Lead their own rhythms. Keep a steady beat within the group. Pick out tempos within the music. Sing confidently in a performance.	Multi-skills (Chelsea) Use basic movements and spatial awareness. Move with a ball. Demonstrate rolling skills. Demonstrate underarm throwing skills Gym - Animals (Teacher) Carry and place apparatus. Travel safely in different ways. Travel at different speeds and levels. Make and hold different shapes. Link 2 actions to make a sequence. Link 2 actions with a movement.	PSHE: Rules Understand what rules are and why we have them. Write a class charter. RE: Bullying Know what bullying is RE: Caring friendships Find out about each other. Share qualities about ourselves. Identify how people make friends. Understand how important friends are in making us feel happy and secure and the characteristics you need to be a good friend. HE/PH&MW: Mental wellbeing Know there is a normal range of emotions that all humans experience in relation to different experiences and situations.

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Autumn 2 Our Local Area Sc/G AF	Seasonal Changes Describe the weather associated with the four seasons Identify and classify . Create my own weather report. Ask simple questions and recognise that they can be answered in different ways . Give features of each season. Make observations and ideas to suggest answers to questions . Record the rainfall over a period of time. Make predictions about the results from the rainfall gauges . Make systematic and careful observations and take accurate measurements using standard units . Say how day length varies over the course of the year. Describe the weather associated with the summer season and how to stay safe in it. Use my own observations and experiences of the summer season to suggest answers to questions .		Historical places within the local area (school, church, war memorial) and understand when these places were built in the past and why and what we can use to find out about them.	Respond to and ask simple closed questions about the local area. Learn names of some places within/around the UK e.g. Roehampton, London. Observe seasonal and daily weather patterns in Roehampton. Use basic geographical vocabulary to refer to human features of Roehampton – town, village, house, office, shop, post office, monument etc Use information books/pictures as sources of information. Use locational and directional language (near & far, left & right, forwards & backwards, up & down). Use aerial photos to recognise landmarks in Roehampton. Use a simple picture map to move around the school. Recognise the picture map is about a place. Draw picture maps of imaginary places and from stories.	What are God's rules for living? The 10 Commandments. Retell the story of how God gave Moses the 10 commandments. Say why rules are important and how they help us. Nativity characters: Which characters are you? Retell the Nativity story and say what the good news was that the angel told Mary. Say something that puzzles me in life and something that might have puzzled one of the characters about the Nativity story.	Look at the work of Clarice Cliff and understand her work is known for colour rich designs. Discuss themes in his work by comparing different designs including designs showing nature. Discuss her use of colour, name the primary and secondary colours. Identify cool and warm colours. Discuss her use of line and the tools she uses to create her work (thick, thin, brush stroke, sweep). Express opinion about Clarice Cliff's work. Select the appropriate tools and colours to recreate Clarice Cliff's circle tree' on a paper plate.	Make a swing from a set of given instructions. Select tools/ equipment to cut, shape, join, finish and explain choices. Design, make and evaluate a playground from Duplo and Craft materials against given design criteria. Use own ideas, explain what product is and how it will work. Use pictures and words to plan. Talk about work and begin to say what was good about it.	Nativity Production Wandsworth Music Explore rhythms using their voices and percussion instruments. Learn how rhythm can be used to tell a story. Explore dynamics, tempo and how to recognise the changes in music. Create different rhythmic patterns using animals and storytelling. Explore 'The Carnival of the Animals' and look at how to create own musical pieces around these themes. Learn a winter themed song. Confidently use their voices. Know a series of songs and games. Keep a steady beat within the group. Repeat rhythms confidently. Lead their own rhythms. Keep a steady beat within the group. Pick out tempos within the music. Sing confidently in a performance.	Netball (Chelsea) Track and receive a ball. Bounce a ball with control. Throw and catch. Throw and catch a ball with a partner. Throw overarm. Throw a quoit. Play a simple game involving throwing and catching. Dance – Seasons (Teacher) Move in response to a video stimulus. Improvise and create movements with a partner. Show awareness of others when working in a group. Understand mirroring and use this with a partner. Keep in time with a steady beat to perform a traditional style of dance. Vary the shape and speed of my movements to represent an object.	RSE: My Body Identify similarities between boys and girls. Identify the differences between boys and girls body parts. Use correct terminology. Know boys and girls have similarities and differences. PSHE: Stranger danger and keeping safe outdoors. Understanding the dangers of strangers Know how to cross a road and train track safely. Know how to stay safe outdoors.

				<p>Draw around objects to make a plan.</p> <p>Draw simple maps including imaginary ones and use own symbols.</p> <p>Make observations of the human and physical geography of the school and investigate their surrounding area.</p> <p>Use a simple map to move around the school and recognise it's about a place.</p> <p>Use relative vocabulary to compare places (bigger/smaller) and to show preference (like/dislike).</p>						
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Spring 1 Clothes Sc/DT AF	Everyday Materials Tell the difference between an object and a material. Name some everyday materials. Identify the materials that some objects are made from. Identify different types of materials. Describe the simple physical properties of everyday materials. Identify and observe materials closely. Compare and sort objects into groups by exploring their physical properties. Identify and classify a range of materials. Investigate which materials are good for a purpose. <i>(waterproof)</i> Perform a simple test. Use observations and ideas to suggest answers to questions. Understand that some materials float in water and some sink. Perform a simple test. Gather and record data to help in answering questions. Understand that some materials are attracted to magnets. Ask simple questions.	1.3 We are painters (illustrating an e-book)	Clothes within living memory and how they have changed over time. Look at similarities and differences between how clothes have changed. William Morris – significant historical person from locality. Understand who he was and what he did that made him famous. Understand he designed & printed fabrics in Merton Abbey Mills. Possible Trip: Chertsey Museum – Clothing through time (or they come to the school) V&A – How we used to dress William Morris Gallery – Primary workshop introducing William Morris		Why did Jesus teach the Lord's Prayer as the way to pray? Recite most parts of the Lord's Prayer and talk about what each part means. Say what forgiveness means and say why it is important to forgive someone.	Look at work of William Morris and understand the practices and techniques he uses. Know William Morris was a famous textile designer and designed patterns used from nature for clothes, wallpaper, home furnishings. Understand that textiles can be created by weaving. Weave strips of paper or fabric. Use William's Morris' design of repeating pattern with paint and vegetables (relief and block painting) to create an item that can be used e.g. wrapping paper Possible Trip: The British Museum – Print making for young artists	Explore and evaluate different examples of tabbed clothing for dolls. Talk about existing products and say what is good and what isn't and how they work. Begin to make suggestions to how it can be made better. Design a range of tabbed outfits to fit a 2D teddy/doll. Explore and evaluate different stands used for dolls, teddies etc. Make the teddy/doll become 3D by joining components to make a stand. Evaluate their product against design criteria. Suggest ways to make material/product stronger.	Wandsworth music Learn the stories of Tiddalick the Frog, Lakshmi, and Anasi. Introduced to the cultures of the Indigenous Australians, India, and Africa and the Caribbean. Learn about notating and composing rhythms using words from within the story. Sing in unison and parts and incorporate actions and drama to tell stories with their music. Listen to a variety of recorded music from these traditions and others to learn about instruments from around the world. Confidently use their voices Sing simple songs, chants, and rhymes from memory. Sing collectively and at the same pitch. Sing a wide range of call & response songs to control vocal pitch and to match the pitch they hear. (Hello/Goodbye Songs, Positive Behaviour Management Songs)	Football (Chelsea) Pass the ball in the direction of a player using correct techniques. Dribble with the ball under control and close to feet whilst moving the ball in different directions. Shoot at a target using the correct techniques. Use the techniques in a fun football circuit. React quickly to get to the ball before an opponent and use dribbling and shooting skills to score a goal. Use dribbling and shooting in a match. Yoga – Salute to the sun (Teacher) Develop coordination while in basic yoga poses and moving between them. Increase coordination while on all fours. Develop agility by correctly coming into and out of the dog pose. Develop agility by varying the speed of movements and poses. Develop balance in standing positions. Develop balance when	RE: Bullying Identify actions that could be done if you feel you are being bullied. HE/PH&MW: Mental wellbeing Identify a variety of emotions and know to experience this range is normal. Relate emotions to own life experiences. Recognise when you need to talk about your emotions. Understand if it is appropriate to feel sad in particular scenarios. Explore the emotion of anger. Understand why we get angry. Know triggers that can create anger. Know strategies/self-soothing techniques that can be used to deal with anger.

								<p>Repeat rhythms confidently. Create their own rhythms. Notate simple rhythms using stick notation. Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion to perform repeated rhythmic patterns (ostinato) and short, pitched patterns on tuned instruments to a steady beat. Respond to simple visual directions and counting in (pulse). Improvise simple vocal chants, using Q&A phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Perform copy-cat rhythm patterns accurately, led by the teacher. Perform word-pattern chants; create, retain, and perform their own rhythm patterns. Respond sensitively to the pulse in recorded and live music through movement and dance.</p>	<p>moving between yoga positions.</p>	
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Spring 2 Growing Sc/A AF	Plants Understand what a plant is. Recognise that plants grow from seeds and come in many forms. <i>Observe closely, using simple equipment.</i> Identify and describe the basic structure of a flowering of plant. Identify and name a variety of common garden plants. <i>Identify and classify garden plants.</i> Identify and name a variety of common wild plants. <i>Identify and classify wild plants. Use my observations and ideas to answer questions.</i> Identify and describe a range of trees including deciduous and evergreen. <i>Identify and classify common trees.</i> Make observations of the plant I have grown. <i>Use observations of my plant and my own ideas to suggest answers to questions.</i> <i>Possible trip: Putney Heath – Guided nature trail by Rangers</i>	1.2 We are TV chefs (filming steps of a recipe)			The schools own Saint's day (Our own school identity). Describe St Peter's role in the Miracle stories. Say something puzzling about one of the Miracle stories. Why is Easter the most important festival for Christians? Retell events that happened on Palm Sunday, Maundy Thursday (The Last Supper), Good Friday and Easter Sunday. Say something I find puzzling about the Easter story (e.g. the chd might wonder why Jesus rode in on a donkey when he was a king; how could Jesus rise from the dead; why Jesus washed the disciples feet)	Look at work of Georgia O'Keeffe and understand the practices and techniques she uses. Know Georgia O'Keeffe is known for her use of colour and shape in nature. Use oil pastels to blend and practise different blending techniques. Use line, form, shape, space and colour blending to recreate one of Georgia O'Keeffe's flowers. Create own work in the style of Georgia O'Keeffe and say how it links to Georgia O'Keeffe's work. Discuss similarities and differences between O'Keeffe, Cliff and Morris's work. Create a close observational drawing of a flower using a pencil. Use clay to make a plant pot for bean plan. Manipulate clay in a variety of ways eg rolling, kneading and	Design, make and evaluate clay flower pots based on design criteria by having own ideas and explaining what is to be made. Use clay tools to aid making and simple clay techniques. Talk about what has been made and what was asked to be made. Begin to talk about what could make the product better. Cooking and Nutrition: Make a variety of simple salads. Talk about healthy choices for salads. Talk about the textures of salad products. Understand the need for hygiene when preparing food. Cut, peel and grate safely with support. Talk about different ways to present salads.	Wandsworth music Learn the stories of Tiddalick the Frog, Lakshmi, and Anasi. Introduced to the cultures of the Indigenous Australians, India, and Africa and the Caribbean. Learn about notating and composing rhythms using words from within the story. Sing in unison and parts and incorporate actions and drama to tell stories with their music. Listen to a variety of recorded music from these traditions and others to learn about instruments from around the world. Confidently use their voices Sing simple songs, chants, and rhymes from memory. Sing collectively and at the same pitch. Sing a wide range of call & response songs to control vocal pitch and to match the pitch they hear. (Hello/Goodbye Songs, Positive Behaviour Management Songs)	Multi-skills (Chelsea) Receive and catch a ball. Send and receive a ball with control. Use sending skills and aim. Strike a ball. Use send and receive while striking. Use all skills to complete a carousel. Dance – Starry skies (Teacher) Dance with an object. Use body and an object to express an idea. Move in different ways. Make different shapes with body. Make different shapes with others. Dance in different formations.	RSE: Making choices and keeping my body safe Recognise most children can make choices. Know the 2 types of choices. Recognise the process/steps of making a choice/decision. Understand that what is on the outside should not always influence your decision. Understand that we have a choice to make when keeping our body safe particularly our private parts. HE/PH&MW: Health and Prevention – dental and handwashing Know importance of washing our hands in the prevention of viruses and germs spreading. Know importance of brushing teeth. Understand the benefits of good oral hygiene and visiting dentist regularly.

					shaping. Explore sculptures with clay. Decorate using acrylic paint.		Repeat rhythms confidently. Create their own rhythms. Notate simple rhythms using stick notation. Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion to perform repeated rhythmic patterns (ostinato) and short, pitched patterns on tuned instruments to a steady beat. Respond to simple visual directions and counting in (pulse). Improvise simple vocal chants, using Q&A phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Perform copy-cat rhythm patterns accurately, led by the teacher. Perform word-pattern chants; create, retain, and perform their own rhythm patterns. Respond sensitively to the pulse in recorded and live music through movement and dance.		
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Summer 1 Exploration G/H AF	Animals, including humans Identify a variety of common animals. Gather and record data to help in answering questions. Use the local environment to explore and answer questions about animals and their habitats. Identify and name a variety of UK mammals. Identify and classify. Identify and compare a variety of common UK birds and reptiles. Use my observations to compare and contrast animals at first hand or through videos and photographs. Identify and compare a variety of common UK fish and amphibians. To be able to use my observations to compare and contrast animals at first hand or through videos and photographs. Identify and sort carnivores, herbivores and omnivores. Use observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat. Take care of animals.	1.4 We are collectors (finding images on the web)	Exploration – events beyond living memory that are significant nationally or globally (first aeroplane flight, first balloon flight). When these events happened, who was involved in them, the impact it had on life at the time, what can we use to find out about them. The lives of a significant individual who has contributed to National and International achievement – Captain Scott. Who was he, when was he around, what did he do, what impact did it have on life at the time, what can we use to find out about him. Talk about the explorations Captain Scott achieved. Talk about Matthew Henson and who he was and where he was from. Find out about the exploration trips he did. Know he was the first person to reach the North Pole in 1909. Possible trip: Brooklands Museum – Journeys by air London Transport Museum – Platform Promenade	Locate hot and cold areas of the world in relation to the equator, and North and South Poles. Identify animals that live in these hot and cold places. Know position of the equator and North and South Pole. Use information books/pictures as sources of information. Use picture maps and globes to identify the equator, North and South Pole. Use relative vocabulary to compare places (bigger/smaller) and to show preference (like/dislike). Use locational and directional language (near & far, left & right, forwards & backwards, up & down).	What is the importance of symbols, beliefs and teaching in Hinduism? Recognise objects and pictures from the Puja, a Rakhi band and a diva and talk about them. Say why friendship is important to people.	Learn a variety of techniques to make paper sculptured (rolling, scrunching, folding, fan folding, curling) Fold, roll and scrunch paper to make own sculptured 3D design of a boat on a piece of paper (not free standing). Use paper sculptured techniques to create an imaginary island scene.		TBC	Athletics (Chelsea) Move at different speeds. Move along different pathways. Jump for height. Jump for distance. Jump in different ways. Perform a jumping sequence. Gym – Traditional Tales (Teacher) Recognise and perform contrasting movements and balances. Travel in different ways, changing speed and direction. Control my body when jumping and rolling in different ways. Link movements to make a sequence. Cooperate effectively with a partner. Create and perform a sequence with a clear beginning, middle and end.	RE: Bullying Know how someone who is bullied might feel. HE/PH&MW: Medicines Know that medicines should not be taken unless an adult gives it to you. Know medicines comes in different forms and to know the names of some common medicines .Know when we would use a medicine. Know how medicines are taken. Know where medicines come from.

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Summer 2 Fantasy Worlds A/DT AF		1.5 We are storytellers (producing a talking book)		Draw simple maps including imaginary ones and use own symbols. Use relative vocabulary to compare places (bigger/smaller) and to show preference (like/dislike).	Why do Christians make and keep promises before God? (Baptism and marriage) Describe what happens at a Christian Baptism/Christening using the correct vocabulary involved e.g. godparent, font, vows, Christening, Baptism, Vicar, rite of passage etc. Explain why Christians feel it is important to get married.	Use tin foil to create a sculpture of traction Man. Use paper mâché to strengthen the structure and paint with acrylic paints. Select primary colours and mix to create secondary colours. Create own fantasy world using wax and colour wash. Explore the effects that can be made with colour wash by mixing colours and adding glitter.	Design and make a Superhero (use junk materials). Select from a wide range of materials and components according to their characteristics. Measure mark out, cut and shape with support. Use a range of tools and techniques (Sellotape, glue and scissors). Use pictures and words to plan. Understand slider mechanisms and talk about what one is and its purpose. Use a slider mechanism to make a superhero pop out of a hat.	TBC	Cricket (Chelsea) Hold a racket correctly and use it to control a beanbag in a variety of ways. Use a racket to hit a ball or beanbag with control. Apply my racket skills to play a target game. Hold a cricket bat correctly and use it to hit a ball. Practise a range of cricket skills. Combine my skills to play a competitive team game. Circuit Training (Teacher) Move over or around an obstacle with control. Jump in different ways with control. Show control and balance when travelling along a pathway. Show control when rolling and bouncing a ball. Combine skills to complete circuit activities independently. Watch and evaluate the performance of a partner. Complete activities independently and try to improve own performance.	PSHE: Financial Education Understand that we can keep our money in different places and some places are safer than others. Know that money comes from both regular (wages, pocket money etc.) and irregular (birthday money etc.) sources. Understand why we need money. HE/PH&MW: Physical health and fitness Understand what exercise means. Understand the effects exercise has on our body. Begin to explore the benefits of exercise.