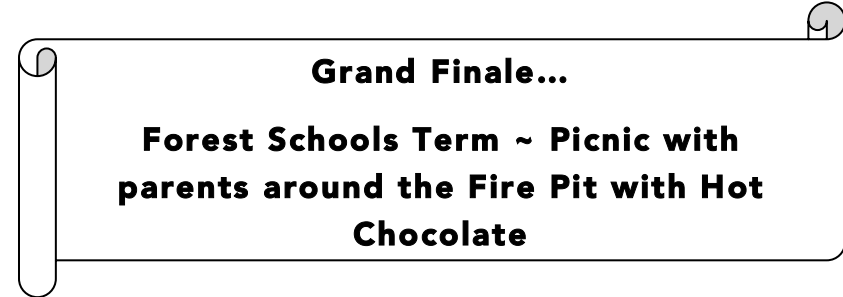


***At Churchwood Everyone Can***

<b>Year: 1</b>	<b>Term: 5</b>
<b>Topic Name: EIEIO</b>	
<b>Subject / Topic Focus: Farm</b>	



## Everyone Can Curriculum Coverage

Subject	Topic	Coverage
<b>Science</b>	<b>Animals and their babies</b>  <b>Differences between humans and animals</b>	<p><b><u>To work scientifically</u></b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> </ul> <p><b><u>To understand animals and humans</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).</li> <li>• Notice that animals, including humans, have offspring which grow into adults.</li> <li>• Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul> <p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b>  <b>Mutual respect</b></p>
<b>History</b>	<b>Old farm machinery</b>	<p><b><u>To investigate and interpret the past</u></b></p> <ul style="list-style-type: none"> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul> <p><b><u>To understand chronology</u></b></p>

		<p>Place events and artefacts in order on a time line.</p> <ul style="list-style-type: none"> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> </ul> <p><u>To communicate historically</u></p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Democracy Mutual respect</p>
Computing	E safety Hector's world	<p>Rule of law Individual liberty Mutual respect</p>
Art and Design	Textiles ~ creating a whole class piece	<p><u>To develop ideas</u></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul> <p><u>To master techniques</u></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> </ul> <p><u>To take inspiration from the greats</u></p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul> <p>Democracy Mutual respect</p>
Music	Charanga	<p>Charanga Mutual respect</p>

<b>P.E</b>	<b>PE Syllabus</b>	<b>Dance</b> <b>Mutual respect</b>
<b>R.E</b>	<b>RE Syllabus</b>	<b>How do Jewish people express their beliefs in practice?</b> <b>Tolerance</b>
<b>PSHE</b>	<b>PSHE Syllabus</b>	<b>Democracy</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b> <b>Tolerance</b>
<b>British values:</b>	<b>Democracy</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b> <b>Tolerance</b>	<b>Integrated through all curriculum areas</b>

<b>Vocabulary, Punctuation and Grammar focus:</b>	<b>Letter, capital letter, plural, singular, sentence, punctuation, full stop, question mark, exclamation mark</b>
<b>Spelling Focus:</b>	<b>Progression will follow the Letters and Sounds document.</b>
<b>Linked Extended Writing:</b>	<b>Labelling, captions, retelling of stories, poetry</b>
<b>Cross curricular Maths opportunities:</b>	<b>Positional language</b>
<b>Early Morning Maths Work:</b>	<b>Multiplication</b>

**Target Writing Focus:**

**Focusing this term on areas arising following assessments.**