**YEAR ONE 2021-2022**

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|  | **Our vision is to prepare children at Moldgreen Community Primary School to be useful, respectful citizens who play a positive role in their communities. At Moldgreen, we encourage care and respect for all through providing a happy, safe and inclusive environment where children love learning and thrive.****We want to prepare children to be useful, respectful citizens so they can play a positive role in their communities.  At Moldgreen we encourage care and respect for other people, their faiths and their traditions.  We help develop lively, enquiring minds to make decisions which affect their future and to understand other people's points of view.** |
|  | **Autumn 1** | **Autumn 2****(local area)** | **Spring 1****(cold countries)** | **Spring 2****(transport)** | **Summer 1****(hot countries)** | **Summer 2** |
| **Visits** |  | Walk around local area- Look for signs of the seasons |  |  | Manchester Airport Runway Visitor Centre |  |
| **Theme days/ weeks** |  |  | World book day | Eden’s Army |  |  |
| **Literacy** | Dogger | Rabbit Problem | Lost and Found | Naughty Bus | Bog Baby | Beegu |
| **History** | Changes within Living memory |  |  | Old vs new transport – Eg charabanc / busesHistory of flight |  |  |
| **Geography** |  | Changes within the local area | Cold Countries | What makes Huddersfield special. Contrasting local area and the seaside. UK countries / London | Hot Countries |  |
| **Science** | Seasonal Changes and plants | Seasonal changes, plantsAnimals including Humans | Everyday Materials |
| **Art** |  | William Morris PatternsPrinting Designs | Colour Wheel:cold colours. Primary and secondary colours.Inuit art Ted Harrison- Inukshuk |  | Colour wheel: Hot colours |  |
| **DT** | Making a Moving picture - mechanisms | Food link – carrot cake / pumpkin soup |  | Designing and Making a Bus –junk modelling FOCUS |  |  (junk modeling) - textiles |
| **PE** | body awareness, flexibility of movement, points of contact, dynamic balance, sending, differentiating force | dodging and evading, travelling, generating force through transfer and weight, balancing equipment, sending, receiving, dodging and evading | reaction, body awareness, understanding base, organising limbs, timing, static balance | rotation, balance equipment, dynamic balance, combination of skills, timing | receiving, organising limbs, points of contact, generating force through transfer of weight, combination of skills, differentiating force | rotation, flexibility of movement, static balance, understanding base, travelling, reaction |
| **RE** | 1.1 Which books and stories are special?  | 1.2 How do we celebrate special events?  | 1.3 What does it mean to belong to a church or mosque?  | 1.3 What does it mean to belong to a church or mosque?  | 1.4 How and why do we care for others?  | 1.5 Who brought messages about God and what did they say? |
| **Computing** | 1.1 online safety1.2 grouping and sorting | 1.3 pictograms1.4 Lego builders | 1.5 Maze explorers | 1.6 animated stories | 1.7 Coding | 1.8 spreadsheets1.9 tech outside school |
| eSafeguarding will be taught throughout the year, using the Project EVOLVE resource, with between 3 and 5 lessons per half term to link to PSHCE. It can be found here <https://projectevolve.co.uk/> |
| **music** |  Charanga :-Hey you!Sing up suggestions:-Cauliflowers fluffy (Paintbox)Oats and beans and barley grow | Charanga Rhythm in the way we walk and banana rap.Sing up suggestion:-Fros Core Theme 2 Unit 3 Fairness LESSON 5: Teasing - Cry Baby!Core Theme 2 Unit 3 Fairness LESSON 6: Kindness - Give a LittleCore Theme 2 Unit 4 Family and Friends LESSON 5: Family - My FamilyCore Theme 2 Unit 4 Family and Friends LESSON 6: Family - Special Peoplety weather | Charanga In the groveSing up suggestion –Sing a rainbow – signing video too. | Charanga Round and roundSing up suggestion –New beginning | Charanga Your imaginationSing up suggestion:The transport song | Charanga Reflect, rewind, replaySing up suggestion:What’s this stuff |
| **PHSCE** | **Health and Well-Being****Physical health and Mental wellbeing**Keeping healthy;food and exercise,hygiene routines; keeping teeth healthy;sun safety | **Health and Well-Being****Growing and changing**Recognising what makes them uniqueand special; feelings;managing when things go wrong**Keeping safe**How rules and age restrictions help us;keeping safe online | **Health and Well-Being /****Living in the Wider World****Belonging to a community**What rules are;caring for others’ needs; looking after the environment**Media literacy and Digital resilience**Using the internet and digital devices;Communicating online | **Living in the Wider World****Money and Work**Strengths andinterests; jobs in thecommunity | **Healthy Relationships****Families and friendships**Roles of different people; families;feeling cared for | **Healthy Relationships****Safe relationships**Recognising privacy;staying safe; seekingpermission**Respecting ourselves and others**How behaviouraffects others; being polite and respectful |
| **Rights and Respect** | Article 9 – right to live with a family who cares for you Article 15 – the right to choose your own friendsArticle 31 – the right to play and rest (link to family and Dogger book) | Article 14 you have the right to choose your own religion (link to RE)Article 30 you have the right to practice your own religion and culture (link to RE) | Article 14 you have the right to choose your own religion (link to RE)Article 30 you have the right to practice your own religion and culture (link to RE) | Article 24, 27 – right to food, clothing and place to live (link to science) | Article 19 – right to be protected from being hurt and mistreatedArticle 37 no one is allowed to punish you in a cruel wayArticle 39 you have the right to help if you’ve been hurt(link to RE) | Article 17 the right to information that is important for your well-being |
| **British Values** | Democracy- Elect school council |  | Mutual respect | Tolerance of others. Mutual respect | Rule of lawIndividual Liberty | Mutual respectTolerance of others |
| **Social Moral, Spiritual, cultural development**  |  | Cultural- celebration diversity in the local area  | Chinese new yearCultural- celebration diversity in the local area | Moral- investigating moral and ethical issues and appreciating others viewpoints.  | Moral- recognizing right and wrong and understanding legal boundariesMoral- understanding the consequence of their actions.Social- resolving conflict | Cultural- recognizing the things that people and communities share in common. |
| **Cultural Capital opportunities** | Grandparent visit | Local area walkChristmas celebrationsChristmas performanceDiwali | World book day | EasterBus station visitBus driver visit |  | Sports day |