



| Our Blue Planet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| By the end of this topic children will...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ol style="list-style-type: none"> <li>1. Know how to use positional words like left, right, near, and far to read an orienteering trail and draw a simple map of my playground!</li> <li>2. The Magic of Life Cycles: "I know how a fish or a turtle grows up, and I can use my own clay models to show and sequence the stages of their life cycles!"</li> <li>3. Ocean Homes &amp; Adaptations: "I know that different animals live in rockpools, the open sea, and sandy shores, and I can explain how a crab's claws help it survive in its home!"</li> <li>4. Our Eco-Power: "I know that plastic pollution hurts marine life and what I can do to help protect them."</li> </ol> |

| Intent                                                                                                                                                                                                                                                                                                                                           | Implementation                                                                                                                                                                                                                                                                                                                                                       | Impact                                                                                                                                                                                                                                                                                    | Celebrate                                                                                                                                                                                                                       |
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| We are going on a deep-sea adventure to become wild eco-explorers! In this unit, our intent is to spark a lifelong love for our oceans by diving headfirst into marine life cycles, diverse habitats, and local fieldwork. We aim to empower every single child—ensuring our curriculum is deeply inclusive with sensory, scaffolded activities. | Learning is an active, hands-on journey that takes us far beyond the classroom walls! Six thrilling weeks, children will bring learning to life through a mix of art, drama, and real-world science. We will pre-teach vocabulary and use tactile props, like painting clay sea creatures. Crucially, we will use our fantastic school grounds for outdoor learning. | Watch our young explorers transform into confident, knowledgeable caretakers of our planet! Through continuous, practical learning, the impact will be visible in the children's deep understanding of classification, habitats, and human impact. Learning in real, sensory experiences. | <p>Hook day with dressing up and activities provided to engage and excite the children.</p> <p>Weekly "Ocean Hour"</p> <p>Weekly updates on the school website showing our achievements</p> <p>Blue Planet Celebration Week</p> |

| Core Subjects:<br>Links to topic                                                                                                                                                 |
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| English                                                                                                                                                                          |
| <b><u>Story</u></b><br>Write instructions<br><br><b><u>Book Talk</u></b><br>Lost and Found<br>By Oliver Jeffers<br><br><b><u>SPaG</u></b>                                        |
| Mathematics                                                                                                                                                                      |
| <b><u>Place value</u></b><br>Number and Place Value:<br>Up to at least 20<br><br><b><u>Shape</u></b><br>Geometry: Properties of Shapes<br><b><u>Addition and Subtraction</u></b> |
| Science                                                                                                                                                                          |
| <b><u>My Body</u></b><br>To identify and label body parts<br>.                                                                                                                   |
| Computing                                                                                                                                                                        |
| How to log in with a username and password<br>Keyboard familiarisation                                                                                                           |

| Our Blue Planet: Year 1: Knowledge Content                   |                                                                                                                                                                                                                                                                                                                                                               |
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|                                                              | Foundation Subjects                                                                                                                                                                                                                                                                                                                                           |
| RE                                                           | History or Geography                                                                                                                                                                                                                                                                                                                                          |
| Who do Christians say made the world?                        | <b><u>Geography</u></b><br><br>Identify and assess the impact of humans on Our Blue Planet<br>Simple map skills in school grounds                                                                                                                                                                                                                             |
|                                                              | Art and Design                                                                                                                                                                                                                                                                                                                                                |
| Explain that Christians believe that God made the world.     | Artwork linked to Our Blue Planet<br>Design and make a clay models linked to Our Blue Planet<br><br><a href="#">My HappyMind – Meet your brain</a><br><br>Meet your brain<br>This Module helps children to understand how their brain works and how to look after it when they are feeling sad, scared or worried. They will learn all about Neuroplasticity. |
|                                                              | Music and Languages                                                                                                                                                                                                                                                                                                                                           |
| Explain what the Bible says about what was made on each day. | <b><u>Music</u></b><br>Introduction to the Djembe/African drums<br><br><b><u>Languages using Language nut</u></b><br>German – How I look<br>4.1 body parts      4.2 my face      4.3 describing myself                                                                                                                                                        |
|                                                              | Physical Education                                                                                                                                                                                                                                                                                                                                            |
| Say what the story of Creation says about God and the world  | <b><u>Fundamentals</u></b><br>Develop flexibility, strength, technique, control and balance.<br>Use running, jumping, throwing and catching in isolation and in combination.                                                                                                                                                                                  |

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| Core Subjects:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Information texts</b> about topics such as seasons, plant life cycles, or animals, with labels, captions, and simple explanations.</p> <p><b>Reports</b> (e.g. chronological report on the seasons) using factual statements and clear structure.</p> <p><b>Instructional texts</b> (e.g. "How to make a Roman Road") using imperative sentences and step-by-step format.</p> <p><b>Fact files or biographies</b> with headings, bullet points, and concise facts.</p>                          |
| Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number<br>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens of given number,<br>Identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least<br>Read and write numbers from 1 to 20 in numerals and words. |
| Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**Science:**

describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) .  
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**Computing**

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Our Blue Planet: Year 1: Links to National Curriculum Framework Skills****Foundation Subjects****History or Geography****Geography**

Exploring simple maps and books about different environments or weather.

**Art and Design****Art and Design**

**Produce creative work** – exploring ideas and recording experiences.

**Become proficient** in drawing, painting, sculpture and other art, craft and design techniques.

**Evaluate and analyse** creative works using the language of art, craft and design.

**Know about great artists, craft makers and designers**, and understand the historical and cultural development of their art forms

**Music and Languages****Music**

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments (Djembe) with increasing accuracy, fluency, control and expression

Listen with attention to detail and recall sounds with increasing aural memory

**Languages – German**

Engage in conversations using some German

**Physical Education**

Show stamina, flexibility and co-ordination with different fundamental moves

| Core Subjects:                                                                                                                                                                                              |
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| English                                                                                                                                                                                                     |
| <p>Assessment during Book Talk – discussions and one written piece a week.</p> <p>Assessed piece of writing at the end of sentence stacking unit.</p> <p>Assessed mystery box writing every other week.</p> |
| Mathematics                                                                                                                                                                                                 |
| <p>End of unit quiz</p>                                                                                                                                                                                     |
| Science                                                                                                                                                                                                     |
| <p>I can name parts of my body and features on my face.</p>                                                                                                                                                 |
| Computing                                                                                                                                                                                                   |
| <p>I can say and label parts of the computer</p> <p>.I can log on with a user name and password.</p>                                                                                                        |

| Our Blue Planet: Year 1: Core Skills/Assessment Opportunities                                                                                                                                                                                                        |
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| Foundation Subjects                                                                                                                                                                                                                                                  |
| History or Geography                                                                                                                                                                                                                                                 |
| <p><b><u>Geography</u></b></p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>                                                                                             |
| Art and Design                                                                                                                                                                                                                                                       |
| <p>Artwork created and displayed for Our Blue Planet</p> <p>Design and make clay sculptures linked to Our Blue Planet</p>                                                                                                                                            |
| Music and Languages                                                                                                                                                                                                                                                  |
| <p>Be able to play a known tune on the Djembe, in time with others.</p> <p>Work collaboratively to produce a piece of music which emulates a Blue Planet theme tune, using percussion and voices</p> <p>Confidently speak in German as part of the conversation.</p> |
| Physical Education                                                                                                                                                                                                                                                   |
| <p>Questioning to check for learning and understanding.</p> <p>Correct technique being used.</p>                                                                                                                                                                     |

## English

| Text Type    | Text Structure                                                                                                                                                                                                     | Sentence                                                                                                                                                                                                                         | Useful Vocabulary                                                                                            | Word Classes                                                                                                                                                                                                                                                                                                                                                                                  | Punctuation                                                                                                                                                                     |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructions | <p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p> <p>Rhetorical Question as a hook for reader.</p> | <p>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</p> <p>Imperative verbs start sentences e.g. spread, slice, cut.</p> <p>Sentences do not include pronouns and are written impersonally</p> | <p>1, 2, 3, 4, 5</p> <p>First<br/>Next<br/>After<br/>Cut<br/>Move<br/>Fold<br/>Stir<br/>Colour<br/>Paint</p> | <p>Noun<br/>What a noun is.</p> <p>Regular plural nouns with 'er'</p> <p>Verbs</p> <p>Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed'</p> <p>Adjectives</p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions</p> <p>Join words and sentences using and/ then.</p> | <p>Use spaces to separate words.</p> <p>Begin to use full stops.</p> <p>Begin to use question mark.</p> <p>Capital letters for start of sentence, names, personal pronouns.</p> |

## Mathematics

| Number                                                                                               | Calculation                                                                                                                                                           | Decimals | Shape & Measure                                                              | Data |
|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------|------|
| Curriculum progression from I Can Count at least 20 objects Represent numbers from 10 to at least 20 | Addition and subtraction<br>Add 1 to numbers up to 20<br><a href="http://www.buzzardpublishing.com">www.buzzardpublishing.com</a><br>Subtract 1 from numbers up to 20 |          | Identify 2d Compare 2-D shapes and explain how they are similar or different |      |