








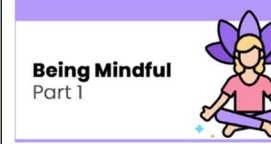
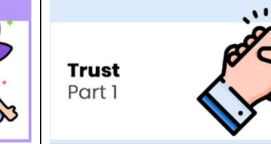



### Year 1 Autumn Term

	AUTUMN 1 <sup>st</sup> Half			Autumn 2 <sup>nd</sup> Half		
<b>Theme</b>	The Toybox			Perranporth My Home		
<b>British Key Question</b>	What toys have British children played with in the last 100 years?			What does it mean to have a home in Britain? Is it more than a house/flat? (what do children recognise as 'home' – explore the different types of homes, family set ups)		
<b>Enhancements</b>	Visiting Perranporth/Truro Museum			Visits into Perranporth town and Perranporth Beach		
<b>Books</b>	Dogger (Shirley Hughes) Nuffle Bunny (Mo Willems) Old Bear stories (Jane Hissey)			Beegu (Alexis Deacon) Peace at Last Pumpkin soup Santa is coming to Perranporth		
<b>Addressing Stereotypes</b>	Should there be girl toys and boy toys? Or can we enjoy whichever toys we like?			Does everyone in Cornwall enjoy pasties? (explore the history of pasties and why many Cornish people enjoy eating them)		
<b>British Values</b>	<p><b>Democracy</b> – Children sharing their views on toys they like and explaining why</p> <p><b>Rule of Law</b> – What rules should we have in caring for our toys?</p> <p><b>Individual Liberty</b> – Is it okay to like toys that your friends might not?</p> <p><b>Mutual Respect and Tolerance</b> – Children to understand and respect the differing opinions of others.</p>			<p><b>Democracy</b> – What's your favourite part of Perranporth? (children express their views)</p> <p><b>Rule of Law</b> – What are the safety rules on Perranporth Beach? Why are they there?</p> <p><b>Individual Liberty</b> – What do you like or dislike about living in Perranporth?</p> <p><b>Mutual Respect and Tolerance</b> – How does Perranporth change when the tourists arrive? Children to understand and respect the differing opinions of others.</p>		
<b>Area of Learning</b>	 <p>Being Happy Part 1</p>	 <p>Understand Difficult Feelings Part 1</p>	 <p>A Problem Shared is a Problem Halved Part 1</p>	 <p>Road Safety Part 1</p>	 <p>Braving the Weather Part 1</p>	 <p>Communication Part 1</p>
<b>Area of PSHE/SRE</b>	<b>Health and Well-Being</b>	<b>Health and Well-Being</b>	<b>Health and Well-Being</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Relationships</b>
<b>PSHE (All NC subject content covered)</b>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to describe when they felt happy.</li> <li>to understand what makes them happy.</li> <li>Pupils recognise the feeling of happiness and can describe how happiness makes them feel.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to understand anger and difficult feelings.</li> <li>about controlling our anger.</li> <li>to recognise what anger looks like to us and others.</li> <li>about what triggers might make us feel angry</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to understand the outcomes of sharing a problem.</li> <li>to find the best ways to help with problems</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>how to be safe near roads.</li> <li>to find the safest places to cross the road and how to do this.</li> <li>to understand the most common road signs</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to understand how the weather can affect us.</li> <li>to understand that the weather can sometimes cause danger.</li> <li>to know how to protect ourselves from the weather</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to understand why it's important to have good communication skills in life.</li> <li>how to communicate in tricky situations</li> </ul>







	<ul style="list-style-type: none"> <li>● To learn why happiness is important.</li> <li>● To understand how we can feel happier</li> </ul>						
<b>Key questions / knowledge and understanding to be explained</b> <b>Key Knowledge and facts to be recalled</b>	<b>Phase 1 and 2 – Being Happy key questions:</b> <b>How would you show that you feel happy?</b> What gives us the feeling of being happy? What does being happy mean? What can we do to make us happy? Why is it important to be happy? Which of these ways of thinking will help us to feel happy?  <b>Phase 3 and 4 – Understanding Difficult Feelings key questions:</b>  What is anger? How can we control our anger? What can we do to control our anger? Why do we need to control our anger? When might you see or feel anger? What does anger look like? What is a ‘trigger’? What might anger look like? <b>What might cause you to feel angry?</b>  <b>Phase 5 and 6 – A Problem Shared is a Problem Halved key questions:</b>  What do we mean by ‘a problem shared is a problem halved’? Why do people sometimes not share their problems with others? Why do people sometimes not like to talk about their problems ? <b>What things might you worry about?</b> <b>Who might you share a problem with?</b> Who might you talk with to ‘share’ a problem? Who else may be able to help with problems? What could you do if an adult wasn’t listening to you about your problem?			<b>Phase 1 and 2 – Road Safety key questions:</b> <b>How can you keep safe near roads?</b> Where are the safest places to cross the road? Where is the safest place to cross the road? Choose the safest place to cross here. What is the safest thing to do before you cross the road? Which road signs might you see on or near roads? Which road signs might you see near your school?  <b>Phase 3 and 4 – Braving the Weather key questions:</b>  What is extreme weather? <b>How can the weather sometimes be dangerous?</b> What is the weather sometimes called? What do we mean by ‘extreme’ weather? When it rains heavily some rivers become full and burst their banks. What do we call it when the land gets covered by the water?  <b>Phase 5 and 6 – Communication key questions:</b>  Why is it good to be able to communicate? How can you communicate to someone who doesn’t speak your language? How might you feel if you learned a new language and you could communicate with others? <b>Why is communication important?</b> How can you use communication to keep someone calm? What can you say if you’re feeling uncomfortable with what someone is doing or saying to you? How can you use communication to calm someone? How can you communicate to others without speaking? How can you communicate that you are not happy or comfortable with what someone says or asks you to do?			
	<b>Vocabulary</b>	emotion, happy, achievement	Angry, trigger, control	Problem, worry, share	Dangerous, lollipop person, traffic lights, zebra crossing	flood, high tide, storm	Communication, facial expression, body language
<b>Outdoor Learning</b>					Snow play (weather dependent)		

## Year 1 Spring Term

	Spring 1 <sup>st</sup> Half			Spring 2 <sup>nd</sup> Half		
<b>Theme</b>	Animal Magic			Perranporth and Beyond		
<b>British Key Question</b>	What are Britain's endangered animals? What can we do to help endangered animals in Britain?			Why do people enjoy visiting Perranporth and other places in Cornwall?		
<b>Enhancements</b>	Animal experiences/ education visits to an animal sanctuary (possibly Cornish Seal Sanctuary).			Visit the Lost Church and locate the Cornish cross in the sand dunes. Walk around Perranporth – discussing the features within their immediate locality.		
<b>Books</b>	Peter Rabbit, Beatrix Potter Elmer, David McKee The tiger who came to tea, Judith Kerr Hairy McClary That's not my lion... How to hide a lion			We are going on a bear hunt The Train Ride (June Crebbin) St Piran story		
<b>Addressing Stereotypes</b>	Female vets and zoo keepers.			Is Perranporth a multicultural town or is everybody Cornish?		
<b>British Values</b>	<b>Democracy</b> – Vote to support an endangered animal (fundraiser?) <b>Rule of Law</b> – Laws about keeping pets in the UK. <b>Individual Liberty</b> – Children to talk about their endangered animal. <b>Mutual Respect and Tolerance</b> – Children to understand and value the differing opinions of others.			<b>Democracy</b> – Can everyone use the beach? <b>Rule of Law</b> – Should we allow visitors to come to Cornwall? <b>Individual Liberty</b> – Would you like to live on the coast or in the countryside? <b>Mutual Respect and Tolerance</b> - Children to understand and value the differing opinions of others.		
<b>Area of Learning</b>						
<b>Area of PSHE/SRE</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Relationships</b>	<b>Health and Well-Being</b>	<b>Relationships</b>	<b>Relationships</b>
<b>PSHE (All NC subject content covered)</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to know what to do when we see someone who is injured.</li> <li>to know what to do when a person isn't breathing.</li> <li>to know how we might give First Aid or CPR (Cardiopulmonary Resuscitation).</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand which foods can be dangerous if we eat them.</li> <li>to know what to do if someone has eaten unsafe foods.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand how you can communicate without using words.</li> <li>that there are different ways of sending messages.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>what it means to be mindful.</li> <li>why being mindful is good for us.</li> <li>to know what self-assessment is.</li> <li>to know why self-assessment is important</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand the importance of trusting someone.</li> <li>to know who we can trust.</li> <li>to understand how important it is to be trusted.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to know what respect is.</li> <li>to know why respect is important.</li> <li>how to respect others.</li> </ul>

<p><b>Key questions / knowledge and understanding to be explained</b></p> <p><b>Key Knowledge and facts to be recalled</b></p>	<p><b>Phase 1 and 2 – First Aid and CPR key questions:</b>          What is First Aid?  <b>What do you do if you see someone who is injured?</b>          What should you check for before helping anyone or giving First Aid?          What does 'ABC' stand for when we talk about First Aid?          What do you do if a person has stopped breathing?          What is the Recovery Position?</p> <p><b>Phase 3 and 4 – Food Safety key questions:</b></p> <p><b>Which foods could be dangerous to eat?</b>          Where would you store food that is frozen?          Which foods in the fridge should you avoid eating?          Which foods should you avoid if you are out in the garden or in the wild?          Where should you store frozen food that you buy?          What should you do if someone eats or drinks something that is unsafe?          What should you do if someone swallows tablets or medicine that they should not have taken?          What would you do if someone ate something that made them feel ill?          What should you do if someone has drunk something that is making them ill?          What should you do if someone has swallowed medicine or tablets that they should not have taken?</p> <p><b>Phase 5 and 6 – Signalling and Sign Language key questions:</b>  <b>Can you name some ways of signalling to others to communicate?</b>          How can you signal or communicate with others more quickly nowadays?          How might we send quick messages today?          Which signal is SOS in Morse Code?          Who might use signals or signs every day to communicate?</p>			<p><b>Phase 1 and 2 – Being Mindful key questions:</b>          What does being mindful mean?  <b>Why is it good to be mindful?</b>          Which of these can help you to be mindful?          How can being mindful help you?          What is self-assessment?          How can self-assessment help you?          How can self-assessment help you to do better?</p> <p><b>Phase 3 and 4 – Trust key questions:</b></p> <p><b>What is trust?</b>  <b>What do you do if you don't trust someone?</b>          Who could you trust?          Who could you talk to if you are worried about something?          When might you break someone's trust and talk to others about something?</p> <p><b>Phase 5 and 6 – Respecting Others key questions:</b>  <b>What is respect?</b>          Who should you respect?          How do we respect others?          Why should you be respect others?          Who should you respect?</p>		
<p><b>Vocabulary</b></p>	<p>Injured, emergency services, recovery position, CPR</p>	<p>Use by date, fridge, rotten, mouldy</p>	<p>communicate, sign language, morse code</p>	<p>Mindfulness, concentrate, relax, stress</p>	<p>Trust, worried, secret</p>	<p>Respect, race, religion, disability, gender, sexual orientation</p>
<p><b>Outdoor Learning</b></p>	<p>Visit to Paradise Park or Newquay Zoo</p>			<p>Lost church, Geevor tin mine</p>		

## Year 1 Summer Term

	Summer 1 <sup>st</sup> Half			Summer 2 <sup>nd</sup> Half		
<b>Theme</b>	Fire, Fire! - The Great Fire of London			Rio de Vida		
<b>British Key Question</b>	How can the British community work together to prevent disasters?			Where do British people go on holiday?		
<b>Enhancements</b>	Visit from local firefighters			Samba band visit		
<b>Books</b>	Toby and the Great Fire of London (Margaret Nash and Jane Cope) Cops and robbers, (Janet and Alan Allberg)			Charlie's magical carnival (Marit Tornqvist) Non-fiction books about Brazil		
<b>Addressing Stereotypes</b>	Role of woman in today's firefighting community.			Can women play football? Do you need to be rich to be successful? (discuss Brazilian footballers who came from the streets to make it big – Robinho, Neymar, Dante)		
<b>British Values</b>	<b>Democracy</b> – Can you start a fire wherever you like? <b>Rule of Law</b> – Are you allowed to burn anything? <b>Individual Liberty</b> – How do you like to keep warm? <b>Mutual Respect and Tolerance</b> – Children to understand and value the differing opinions of others.			<b>Democracy</b> – Do you enjoys carnivals and festivals? <b>Rule of Law</b> – Are you allowed to travel to any country? <b>Individual Liberty</b> – Would you like to be in a carnival? <b>Mutual Respect and Tolerance</b> – Children to understand and value the differing opinions of others.		
<b>Area of Learning</b>						
<b>Area of PSHE/SRE</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>	<b>Health and Well-Being</b>	<b>Health and Well-Being</b>	<b>SRE</b>
<b>PSHE (All NC subject content covered)</b>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand how you can be safe in water.</li> <li>to understand what to do if we get into difficulty in the water</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to understand the importance of safety symbols.</li> <li>to explore the use of safety symbols in different situations</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>name the 3 main emergency services.</li> <li>know how the 3 main emergency services can help us.</li> <li>know what an emergency is and what to do in an emergency.</li> <li>know what we would do if we needed help but it wasn't an emergency</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to know what is the right amount of sleep.</li> <li>to know the impact that sleep has on us.</li> <li>how sleep helps our mind and body.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>To learn about personal hygiene routines and habits</li> <li>To learn that personal hygiene can help us stay healthy.</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>to identify, name, draw and label parts of the human body and say which part of the body is associated with each sense.</li> <li>about who to speak to if we are worried about our health.</li> <li>about who we can trust.</li> <li>about who to speak to if we are feeling unhappy or uncomfortable.</li> <li>about self-respect and being respectful to others.</li> </ul>

						<ul style="list-style-type: none"> <li>● to identify, name and locate the nipples, anus, vulva, vagina, penis and testicles.</li> <li>● the correct scientific names for parts of the body.</li> <li>● that these named parts are part of our own body which belongs to us.</li> <li>● To know that they have a right to say 'no' if they do not want their body to be touched.</li> </ul>	
<b>Key questions / knowledge and understanding to be explained</b> <b>Key Knowledge and facts to be recalled</b>	<b>Phase 1 and 2 – Water Safety key questions:</b>  How can you be safe in water? <b>How do you know it is safe to swim at the beach?</b> What should you do before you enter any water? Between which flags should you swim if you're on a beach? What are some of the dangers that you could face in water?  <b>Phase 3 and 4 – Safety Symbols key questions:</b>  Do you know what safety symbols are? Do you know why we have safety symbols on some things we use? <b>Why do we need safety symbols?</b> What does the "Lion Mark" safety symbol mean? Where might you see the "Lion Mark" safety symbol?  <b>Phase 5 and 6 – Emergency Services key questions:</b>  <b>Do you know the name of the 3 main emergency services?</b> What do the emergency services do? What are the 3 main emergency services called? Which emergency service is needed to put out a fire? Which emergency service could you call if you're on your own at home with an adult who feels very ill or has had an accident?			<b>Phase 1 and 2 – Getting your sleep key questions:</b>  <b>What do we need sleep for?</b> How much sleep does the average person need? How many hours sleep do you get each night? Do you feel any different if you haven't had a good night's sleep? How can sleep help us in school and activities? How does getting our sleep keep us fit and healthy? Why can getting our sleep help us in school? How does sleep make you better in sports? How can sleep help us stay fit and healthy?  <b>Phase 3 and 4 – Hygiene and Me key questions:</b> Why must we use soap or anti-bacterial gel as well as water to wash away dirt? How many times in one day should we wash our hands? How often should we brush our teeth, visit the dentist or floss our teeth? What can cause cavities in your teeth? <b>What might happen if you don't wash your face, teeth and body regularly and properly?</b>  <b>Phase 5 and 6 – My Body Belongs to Me key questions:</b>  Why is it important to keep your body clean? What can you do if you don't want anyone to touch or look at your body? Who would you speak to if you were not feeling well? Who would you speak to if you were feeling uncomfortable, hurt or afraid? When is it okay to touch other people? Who might need to look at or touch your body? <b>What are the 'private parts'?</b> Why are parts of our body called 'private parts'? Which 'private parts' do both boys and girls have? <b>What can we say and do if we don't want anybody to look at or touch our 'private parts'?</b>			
	<b>Vocabulary</b>	Dangerous, lifeguard, flags, supervision	Safety, symbol, unsafe	Emergency, fire brigade, police ambulance	Sleep, rest, recovery	Healthy, clean, germs	Private parts, nipples, anus, vagina, vulva, penis, testicles, trust
<b>Outdoor Learning</b>	Recreating the Great Fire of London			Carnival, outdoor art			