|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Muck, Mess, Mixtures** | | |
| **English** | **Messy Morning**  (non-uniform, lots of different materials and textures to experiment with) | Letter formation (2 weeks)  Writing simple sentences (4 weeks)  Poetry-hearing rhymes (2 weeks) | **Make a fruit salad to share with nursery.** |
| **Maths** | Number-place value (within 10) (4 weeks)  Number-addition and subtraction (within 10) (4 weeks) |
| **Science** | Materials  **To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties** |
| **P.E.** | Basic throwing and catching.  **To throw and catch with a partner.**  **To show control and accuracy with the basic action for throwing under arm.**  **To throw a range of equipment (balls of different sizes, bean bag, and shuttle cock).**  Dance  **To follow the leader- hops, jumps and skips. To respond to different stimuli with a range of actions.**  **To copy and explore basic body actions demonstrated by the teacher.**  **To copy simple movement from each other and explore the movement** |
| **Art/D&T** | Art - Drawing Self-Portraits. (understanding colour from Reception) Suggested artist-Picasso  **Children celebrate their transition from Reception to Year 1 and get to know the new class. Self-portraits will help to form a baseline of children’s hand eye coordination and fine motor skills. The celebration of their work will promote inclusion, self-worth and individual identity. Children will use tools to explore thick/ thin and curved lines. Children use colour for a purpose and articulate this.**  [**https://www.bbc.co.uk/bitesize/clips/zdfgkqt**](https://www.bbc.co.uk/bitesize/clips/zdfgkqt) **Discuss Picasso self-portraits images. Recap prior vocabulary, introduce new. Using mirror, chn explore facial features using key vocabulary and descriptive language. Explore self-portrait images. Discuss colour, shape, line. Introduce terms abstract and realistic. Explore mark-making with charcoal, pencil, pastels, coloured pencils, creating types of line (curved, straight, thick, thin). Identify and describe effects created by different materials including weight of line (thick/thin). Select which materials work best for self-portraits. Create two in contrasting materials. Give positive feedback on peers’ work. Self-evaluate and identify improvements. Produce final piece, considering feedback and self-evaluation, using preferred material.** |
| **Hist/Geog** | Developing geographical knowledge  **To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.**  **To identify seasonal/daily weather patterns in the U.K and the location of hot and cold places in the world in relation to the equator and the North pole. To Explain where some of our food comes from and how the weather affects it’s growth. To name a local town/village. To observe and describe an area of Letchworth.** |
| **R.E.** | Herts Scheme- Beliefs and practices; Justice and fairness;  Symbols and actions  **Being thankful and harvest traditions**  **Giving to charity**  **Festivals of light** |
| **R.S.E.** | One Education Recovery Curriculum Whole School Plan – 5 weeks – **1-Relationships. 2. School Community. 3. Transparent Curriculum. 4. Metacognition. 5.Space.**  One Decision- **Keeping /Staying safe-road safety** |
| **Music** | Charanga Scheme Unit 1 - Hey You!  **To use voices in different ways, e.g. singing, speaking, chanting**  **To create and choose sounds.**  **To perform simple, rhythmical patterns showing some awareness of pulse**  **To begin to think about others when rehearsing or performing.**  **To begin to show awareness of the audience.**  **To think about and make simple suggestions to improve their own work. E.g. play more slowly.**  **Key vocabulary: Pulse, rhythm, pitch, rap,**  **improvise, compose, melody, bass guitar, drums,**  **decks, perform** |
| **Computing** | [Mouse and Keyboard skills](https://www.ilearn2.co.uk/eyfsyear-1-mouse-and-keyboard-skills.html) -pupil activity code: 8989 **1. Move cursor and left click to select.**  **2. Click and drag to move items. 3. Find letters on a keyboard and begin touch typing.**  **​(4-6 Hours)** |
| **Enrichment** | ROLE PLAY AREA 🡪 Science Laboratory. Visit the school allotment. Visit from a member of staff from a local supermarket. | | |
| **HALF TERM** | | | |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Toys!** | | |
| **English** | **Toy workshop (local museum if possible)** | Stories with familiar setting (3 weeks)  Recounts (2 weeks)  Information texts (2 weeks) | **Toys tea party!** |
| **Maths** | Number - addition and subtraction (within 10) (2 weeks)  Geometry - shape (1 week)  Number - place value (within 10) (2 weeks)  Consolidation (2 weeks) |
| **Science** | Materials/Forces (car experiment)  **To ask questions and recognise they can be answered in different ways. To observe closely using simple equipment. To use observations to suggest answers to questions. To gather and record data. To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties** |
| **P.E.** | Gymnastics.  **To perform basic gymnastic actions like travelling, rolling and jumping.**  **To manage the space safely, showing good awareness of each other, mats and equipment.**  **To work individually, with a partner and in a group.**  **To know how to carry and use equipment correctly and safely.**  Invasion games- Benchball, basketball.  **To throw and catch a ball with a partner, using different passes.**  **To move fluently changing direction and speed easily, avoiding collision.**  **To show control and accuracy with the basic actions for throwing.**  **To choose and use skills effectively for particular games**  **To understand the concept of aiming**  **To take the ball in a good position for aiming** |
| **Art/D&T** | DT- Textiles -Under my Umbrella. Suggested inventor-Samuel Fox  **Children continue to develop their understanding of materials researching their origins and properties. They will select equipment and materials to solve a given problem, designing a product that is purposeful and functional. Children will be able to reflect on their work, as a group, comparing their finished article to existing products. Where do materials come from?**  **Investigate how strong/ waterproof etc materials are. Look at sun umbrellas. Different types of umbrella**  **Make an umbrella – group task. Each section is a different material – which is the best etc.** |
| **Hist/Geog** | Toys – comparison of new and old and changes over time  **To identify and talk about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. To identify toys from the past. To find answers to simple questions about the past from sources e.g. pictures and objects of toys. To sequence 3 objects in chronological order. To use words and phrases to show the passing of time- old, new, young, long ago. To show understanding about the past in different ways, e.g. drawing, writing.** |
| **R.E.** | Herts Scheme- Beliefs and practices; Justice and fairness;  Symbols and actions  **Being thankful and harvest traditions**  **Giving to charity**  **Festivals of light** |
| **R.S.E.** | One Decision- Keeping/staying healthy. Washing hands. |
| **Music** | Charanga Scheme Unit 2- Rhythm in the way we walk and banana rap!  **To use voices in different ways, e.g. singing, speaking, chanting**  **To create and choose sounds.**  **To recognise and explore how sounds can be organised.**  **To identify and organise sounds using simple criteria, e.g. low, high, loud, quiet To talk about how music makes you feel or makes you want to move.**  **To begin to think about others when rehearsing or performing..**  **To think about and make simple suggestions to improve their own work. E.g. play more slowly.**  **Key vocabulary: Pulse, rhythm, pitch, rap,**  **melody, singers, keyboard, bass, guitar, percussion,**  **trumpets, saxophones, perform** |
| **Computing** | [Text and Images](https://www.ilearn2.co.uk/year-1-text--images.html)-pupil activity code: 3170  **1. Add, move and resize images the add text and adjust size and placement.**  **2. Add, resize and place images on a page ​then add and position text to label and describe images.**  **3. Use word banks to write sentences about images.**  **​(3-4 Hours)** |
| **Enrichment** | ROLE PLAY AREA 🡪 Toy shop/museum  11 before 11- seeds to supper planters ready | | |
| **CHRISTMAS HOLIDAYS** | | | |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Beat, Band, Boogie** | | |
| **English** | **Visit from North Herts Music Service** | Biography (2weeks)  Contemporary story (3 weeks) | **Concert to Year 2** |
| **Maths** | Properties of shape (2 weeks)  Number-fractions (3 weeks)  Measurement-length and height (1 week) |
| **Science** | Animals including humans  **To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense** |
| **P.E.** | Dance  **To copy and explore basic body actions demonstrated by the teacher.**  **To copy simple movement patterns from each other and explore the movement.**  **To compose and link movement phrases to make simple dances with clear beginning, middle and end.**  **To practice and repeat my movement phrases and perform them controlled way**.  **To evaluate my own and others movements.**  Invasion games- football skills  **To move fluently changing direction and speed easily, avoiding collision.**  **To show control and accuracy with the basic actions for kicking.**  **To choose and use skills effectively for particular games**  **To start to move with the ball in a controlled manner**  **To take part in simple games involving individual and co-operative play**.  **.** |
| **Art/D&T** | Art Colour mixing.(link to reception colour and Year 1 drawing) Suggested artist- Mondrian, Kandinsky  **Following on from the children’s understanding of use of colour for a purpose, children need to develop their understanding of primary colours, how to mix them to create secondary colours and the different effect of adding more/less of a colour. Children will be able to select different types of brushes to complete their task. Children will be able to reflect on their own work and that of others stating likes and suggested improvements.**  **Read The Noisy Paintbox.** <https://www.wassilykandinsky.net/painting1896-1944.php>  - **children discuss colours and shapes. Children explore images, discuss colour, shape and line.**  **Go on a colour hunt. Children experiment with colour mixing. Write recipe for favourite colour.**  **They select colours that compliment and they’d like to use. Children explore using different shapes to create concentric patterns and explore what happens when using different thickness of brushes.**  **Give positive feedback on peers’ work. Self-evaluate and identify improvements for final piece. Children plan what resources they’ll need then decide and sketch out grid for final design.**  **Produce final piece.** |
| **Hist/Geog** | Castles and Knights.  **To sequence images of castles on a timeline. To find out about castles in the past from a rnage of sources. To spot old and new things in a picture. To give an explanation for what an object was used for in the past. To understand that we have a queen who rules us and that Britain has had a king or queen for many years. To recognise that some objects belonged to the past.** |
| **R.E.** | Herts Scheme-Identity and belonging; Prayer, worship  and reflection; Beliefs and practices -  Easter. Belonging to a family and community  **Naming ceremonies – include a visit to a**  **place of worship**  **Using artefacts to explore prayer and**  **worship**  **The Easter Story** |
| **R.S.E.** | One decision- Relationships-friendships |
| **Music** | Charanga Scheme Unit 3- Into The Groove!  Listen to 6 different musical styles in this unit! song Blues, Baroque, Latin, Irish Folk, Funk  **To create and choose sounds.**  **To perform simple, rhythmical patterns showing some awareness of pulse**  **To begin to think about others when rehearsing or performing.**  **To begin to show awareness of the audience**.  **Key vocabulary:**  **Blues, Baroque,Latin, Irish Folk, Funk, pulse, rhythm, pitch,**  **compose, improvise, perform, groove** |
| **Computing** | [E-safety](https://www.ilearn2.co.uk/e-safety---key-stage-1.html)  1. Keep personal information private. (Resource 1)  2. Why do websites want personal information. (Resource 2)  ​3. Identify when and where to go for help when concerned. (Resource 3) |
| **Enrichment** | ROLE PLAY AREA 🡪 Castle | | |
| **HALF TERM** | | | |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
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| **Topic** | **Towers, Tunnels and Turrets** | | |
| **English** | **Castle dress up day-knights and princesses** | Fairy stories/traditional tales(3 weeks)  Instructions (2 weeks) | **Building castles-LEGO, junk modelling.** |
| **Maths** | Position and direction (3 weeks)  Problem solving and efficient methods (2 weeks) |
| **Science** | Seasonal changes.  **To observe changes across the 4 seasons.**  **To observe and describe weather associated with the seasons and how day length varies.** |
| **P.E.** | Gym  **To work individually, with a partner and in a group.**  **To know how to carry and use equipment correctly and safely**  **To make simple movement phrases in response to simple tasks**  **To link and repeat basic gymnastic actions**  **To perform movement phrases with control and accuracy.**  **To evaluate my own and others movements.**  Invasion games- tag rugby  **To throw and catch a ball with a partner, using different passes.**  **To move fluently changing direction and speed easily, avoiding collision.**  **To show control and accuracy with the basic actions for throwing.**  **To choose and use skills effectively for particular games**  **To understand the concept of aiming**  **To take the ball in a good position for aiming.** |
| **Art/D&T** | DT Structures- Bridges –Suggested engineer Isambard Brunel  **Children will learn the importance of building structures to span a physical obstacle. They will examine a range of bridges identifying shapes and angles and discover how structures have changed overtime. They will design and build a bridge for a particular purpose ensuring that their design suits the terrain it is anchored to and the material used to make it. Look at a range of structures e.g. bridges (identify angles used) Chn make human bridges etc.How bridges have changed over time.Link to Billy Goats Gruff. Specification from the troll on how to make the bridge**  **Sort materials in different forms** |
| **Hist/Geog** | Looking at different types of Castles and Knights. **To discuss changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. To discuss events beyond living memory that are significant nationally or globally. To learn about the life of a significant individual-William the Conqueror, why he came to England and what he did. Explanations of different features of castles. Descriptions and explanations of Knights and their features e.g. clothing, weapons** |
| **R.E.** | Herts Scheme-Identity and belonging; Prayer, worship  and reflection; Beliefs and practices -  Easter. Belonging to a family and community  **Naming ceremonies – include a visit to a**  **place of worship**  **Using artefacts to explore prayer and**  **worship**  **The Easter Story** |
| **R.S.E.** | One Decision-Being Responsible-water spillage. |
| **Music** | Charanga Scheme Unit 4- Into The Groove!  **To talk about how music makes you feel or makes you want to move.**  **To express how music makes you feel through movement or art.**  **To create and choose sounds.**  **To perform simple, rhythmical patterns showing some awareness of pulse**  **To begin to think about others when rehearsing or performing.**  **To recognise and explore how sounds can be organised.**  **To identify and organise sounds using simple criteria, e.g. low, high, loud, quiet**  **To begin to represent sounds with simple notation including shapes and marks**  **Key vocabulary: keyboard, bass, guitar,**  **percussion, trumpets, saxophones, pulse, rhythm,**  **pitch, improvise, compose, perform, audience** |
| **Computing** | [Comic Creation](https://www.ilearn2.co.uk/year-1-comic-creation.html)  **Pupil activity code: 5880**  **1. Add a suitable background to a panel(s).**  **2. Use different controls to move around a comic and make space. E.g zoom, minimise menus.**    **3.Add, resize, move and rotate objects, including characters.**  **4. Add and resize text boxes and speech bubbles.**  **​(1-2 Hours)** |
| **Enrichment** | ROLE PLAY AREA 🡪 Castles | | |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | **Growing** | | |
| **English** | **Planting seeds, making soup** | Science Fiction (3 weeks)  Explanation texts  Poetry (2 weeks) | **Local garden centre visit (Bickerdikes)** |
| **Maths** | Measurement (time) (2 weeks)  Mass, capacity, temperature (3 weeks)  Investigations (2 weeks) |
| **Science** | Plants & Animals  **To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees. To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores** |
| **P.E.** | Invasion games-Unihoc, Lacrosse  **To move fluently changing direction and speed easily, avoiding collision.**  **To show control and accuracy with basic actions for striking a ball.**  **To choose and use skills effectively for particular gamesTo understand the concept of aiming**  **To take the ball in a good position for aiming.**  **To use skills in different ways and try to win by changing the way they use the skills in response to their opponent’s actions.**  Batting skills- badminton and tennis  **To move fluently changing direction and speed easily, avoiding collision.**  **To show control and accuracy with basic actions for striking a ball.**  **To understand the concept of aiming**  **To take the ball in a good position for aiming.**  **To use skills in different ways and try to win by changing the way they use the skills in response to their opponent’s actions.** |
| **Art/D&T** | Art- Sculpture. Manipulative Magic. Suggested artist William De Morgan  **Children have continued to develop their fine motor skills, coordination and muscle strength to be able to pinch, poke, roll, mould and shape malleable materials into a planned form. Children will begin to use tools to make marks in the clay. Children will understand where clay is sourced from and how to best use it.** [**https://www.youtube.com/watch?v=FXD9zDs9ygU**](https://www.youtube.com/watch?v=FXD9zDs9ygU) **Explore pottery items, discussing characteristics and properties.**  [**http://www.tilesofstow.co.uk/colLatticeSarsden.asp**](http://www.tilesofstow.co.uk/colLatticeSarsden.asp) **Children explore tiles (textured, glazed, unglazed, painted), including rubbings. Discuss characteristics.**  **Tile hunt - what used for? Record as sketches or photographs.**  **Explore clay properties, what happens when you add water or leave out in air? Explore pattern and texture using tools.**  **Children discuss and plan design, creating initial sketch, considering tools.**  **Children sculpt planned design, using dough. Gallery walk to give positive feedback on peers’ work.**  **Self-evaluate, identifying improvements for final piece then produce, considering positive feedback and self-evaluation, using clay and selected tools.** |
| **Hist/Geog** | Local Geography – field study, using a compass and directions, map skills  **To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.** |
| **R.E.** | Herts Scheme- Sources of wisdom, human responsibility and values, ultimate questions.  **Sacred texts: who reads them, when and**  **why**  **Faith stories**  **Big Questions about God**  **Taking responsibility** |
| **R.S.E.** | One Decision-Feelings and emotions- Jealousy. |
| **Music** | Charanga Scheme Unit 5 –Your Imagination  **To talk about how music makes you feel or makes you want to move.**  **To express how music makes you feel through movement or art.**  **To create and choose sounds.**  **To perform simple, rhythmical patterns showing some awareness of pulse**  **To begin to think about others when rehearsing or performing To recognise and explore how sounds can be organised.**  **To identify and organise sounds using simple criteria, e.g. low, high, loud, quiet**  **To begin to represent sounds with simple notation including shapes and marks**  **Key vocabulary: Keyboard, drums, bass,**  **pulse, rhythm, pitch, improvise, compose, perform,**  **audience, imagination** |
| **Computing** | [Music Creation](https://www.ilearn2.co.uk/4400.html)**1. Create a rhythm using a pattern of beats.2. Create digital sounds using patterns and shapes.3.Create a simple melody using patterns and adjust tempo.**  **​(1-2 Hours)** |
| **Enrichment** | 11 before 11 – seeds to supper  Garden Centre visit | | |

|  | **Spectacular Start** | **Topic Coverage** | **Fantastic Finish** |
| --- | --- | --- | --- |
| **Topic** | The Enchanted Woodland | | |
| **English** | **Visit local woods eg Wymondley Woods** | Fairy tales/traditional tales (4 weeks)  Poetry-building vocabulary (2 weeks) | **Making fairy gardens** |
| **Maths** | Number: multiplication and division  **Solve one- step problems**  **Arrays**  **Strategies for all four operations** |
| **Science** | Plants and seasonal changes.  **To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees**  **Name parts of a flower**  **Planting seeds/observing changes**  **Set up an investigation to find out what plants need to grow and be healthy**  **Seasonal changes** |
| **P.E.** | Athletics-running, jumping, throwing.  **To choose which throwing and retrieving technique to use**  **To practice simple running techniques in a variety of fun activities**  **To practise jumping and throwing activities from a stationary position**  **To practise jumping and throwing activities from a controlled run up**  Batting Skills- kwik cricket  **To move fluently changing direction and speed easily, avoiding collision.**  **To show control and accuracy with basic actions for striking a ball.**  **To understand the concept of aiming**  **To take the ball in a good position for aiming.**  **To use skills in different ways and try to win by changing the way they use the skills in response to their opponent’s actions.** |
| **Art/D&T** | DT-Food -Super Smoothie. Suggested business man-Richard Reed  **Children will learn the basic principles of a healthy and varied diet. They will learn to name and sort foods using the equal plate and discover where food comes from. Children will be taught how to prepare food in a safe and hygienic environment, in order to turn raw ingredients into a healthy, attractive meal.**  **Teddy Bear picnic – e.g. bread, fruit kebabs.**  **Recognise where food comes from**  **Name fruits and veg**  **Sorting foods and veg into food groups and equal plate.**  **What’s inside a seed**  **Grow fruit & veg**  **Visit school kitchen & garden centre etc. Do you know how a raw ingredient turns into a meal etc**. |
| **Hist/Geog** | Field work – map the local area  **To draw a simple picture map, labelling features.**   |  | | --- | | **To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.**  **Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.** | |
| **R.E.** | Herts Scheme- Sources of wisdom; Human responsibility  and values Ultimate questions  **Sacred texts: who reads them, when and**  **why**  **Faith stories**  **Big Questions about God**  **Taking responsibility** |
| **R.S.E.** | One Decision-Computer safety-Online bullying. |
| **Music** | Charanga Scheme Unit 6 –Reflect, Rewind, Replay. Assessment of previous units.  **To use voices in different ways, e.g. singing, speaking, chanting**  **To create and choose sounds.**  **To perform simple, rhythmical patterns showing some awareness of pulse**  **To begin to think about others when rehearsing or performing.**  **To begin to show awareness of the audience.**  **To think about and make simple suggestions to improve their own work. E.g. play more slowly.**  **To talk about how music makes you feel or makes you want to move.**  **To express how music makes you feel through movement or art**  **To begin to represent sounds with simple notation including shapes and marks**  **Key vocabulary: Keyboard, drums, bass,**  **pulse, rhythm, pitch, improvise, compose, perform,**  **audience, imagination, rap,**  **improvise, compose, melody, bass guitar, drums,**  **decks, perform** |
| **Computing** | [Introduce Programming](https://www.ilearn2.co.uk/year-1-programming.html)-pupil activity code: 0271**1. Understand sequence and algorithms.**  **2. Sequence instructions (commands) to achieve an objective.**  **3. Predict, write, execute and debug a simple program.**  **​(4-6 Hours)** |
| **Enrichment** | Local woods eg Wymondley, Wrest park tree study  Shakespeare-Midsummer Night’s dream  Whole school trip-Shepreth Wildlife Park | | |