



"Love one another as Jesus loved us" (John 13 v 34-35)

Anything in italics is a learning opportunity or link that is too good to miss! It shouldn't be any more than a lesson or part of a lesson as it is an enhancer to the driver.

Thresholds and Concepts to help with progression. Planting and gardening – from the Lancashire learning science in the outdoors

Climate change and sustainability - from the Lancashire learning science in the outdoors

Diverse Role Models

Year 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Representative Author: James Berry <i>'A Story About Afiya'</i> <i>'A Nest Full of Stars'</i>						
LITERACY	Bog Baby	Lost and Found	Beegu	Dogger	The Rabbit Problem Peter Rabbit	Paddington Bear
NUMERACY	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) White Rose Maths	Number: Addition and Subtraction (within 10) Geometry: shape Number: Place Value (within 20) White Rose Maths	Number: Addition and Subtraction (within 20) Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) White Rose Maths	Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) Measurement: Length and Height Measurement: Weight and Volume White Rose Maths	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) Number: Fractions Geometry: position and direction White Rose Maths	Number: Place Value (within 100) Measurement: money Time White Rose Maths

SCIENCE	Different animals including Humans Improving green spaces	Seasonal Changes Floating and Sinking as Investigation (DT)	Everyday materials Plant baby carrots indoors – leaf shape	Everyday materials Recycling and reusing materials	Identification of Plants Structure of flowers/trees Seasonal Change	Identification of Plants Structure of flowers/trees Seasonal Change
RE	1.1 Harvest – How can we help those who don't have a good harvest? (Water Aid) Jewish festival Sukkot 1.2 What are your favourite things in creation? Hinduism – Vishnu creation story	1.3 Christmas – why do we give and receive gifts?	1.4 What made Jesus special?	1.5 Easter – what do you think is the most important part of the Easter story?	1.7 Why is Baptism special? Islam – Birth Rites, welcoming a child Humanism – Naming ceremony	1.9 How is the place where Jesus lived different from how we live now? Jewish links through unit
ART	Making your mark. Drawing elements	Colour splash. Painting/mixed media	/	/	Paper play. Sculpture and 3D Rachel Whiteread	Woven Wonders. Craft and Design. Cecilia Vicuna
DT	/	/	Structures Constructing a pencil pot.	Textiles Puppets. Puppets from different cultures..	Cooking and Nutrition Fruit and vegetables.	Mechanisms Making a moving storybook
GEOGRAPHY	Where did the wheels on the bus go? (Link to area of the UK – local area)	Why can't penguins live near the equator? (North/South pole) David Attenborough	/	/	What is the weather like today?	Locational, place, human and physical - London
HISTORY	Black History Month – Marcus Rashford		Who were and are famous? Emmeline Pankhurst and Marcus Rashford	Why are iPads more fun than my grandparents' old toys? Toys from the past.		Events beyond Living memory. Why did the Great Fire of London start? Samuel Pepys
PE	Demonstrate throwing and catching a ball. Show the skills of travelling, rolling and jumping into a sequence.	Work with a partner to convey contrasting characters to retell a story. Demonstrate a variety of skills using a ball.	To kick objects with increased accuracy. Demonstrate a range of movements qualities with the body.	Show a sequence of skills of travelling, balancing, rolling and jumping Demonstrate an underarm throw with some accuracy and show two simple tactics in a game.	Demonstrate an overarm throw with some accuracy and show simple tactics in a game. To demonstrate a simple tactic in a rolling game.	Use a variety of throwing skills with some accuracy. Demonstrate skills in running, jumping, rolling and throwing.
PSHE GLOBAL NEIGHBOURS	Caring Friendships/Respectful Relationships Water Aid (RE Harvest)	Mental Wellbeing and Physical Health	Christian Aid - Child Poverty Internet Safety and harms Online Relationships	Being Safe Families and People who care for me	Health Education	Living in the Wider World Road Safety.

ICT	Introduction to Purple Mash Creating & Following Instructions	Data Explorers	Creative Computing	Coding	Animated Stories	Technology Around Us
MUSIC	Animals – pitch Pyotr Tchaikovsky – Swan Lake Wayne Sleep	Christmas Show Remembrance Worship Carol Service	Weather - exploring sounds	Water-pitch Errolyn Wallen Burnley Youth Theatre Showcase Performing and appraising	Travel – performance Composing Errolyn Wallen Class assembly	Number – beat

Confident Readers	Numeracy	Effective Communicator	Creativity	Social Skills	Thinking Skills
Phonics – has to be taught in KS1 everyday – 30 mins as a separate session from Literacy (also separate from Guided Reading) until all children have a firm knowledge. KS2 Grammar lessons to be taught everyday using Grammar for Writing as a basis. Foster a love of reading Opportunities to choose their own books using the school library and change them when they have been read. Engage in shared/whole class reading every day. Take part in Guided Reading every week including comprehension questions. Use a working wall and displays to promote and demonstrate a range of literature.	Mental Maths and times tables– to be taught and strategies practised every day. Open –ended problem solving to take place every fortnight to develop investigative, reasoning and logical skills. Use a working wall to demonstrate strategies and show the more able the next step in their learning. Opportunities to use maths in the real world including the outdoor environment. When appropriate, children should have access to equipment and this should be interactive. Children should be able to verbalise the methods and strategies that they are using.	Y1-6 – ‘Big Write’ every fortnight on a Friday. Writing title to go home the Friday prior to be planned by pupils and put on the website with example targets. EYFS – the Big Talk and the Big Write in the summer term. Take part in Guided Writing once a fortnight. Levelled writing to take place once a term to inform pupils and teachers about their standard of writing and how it can be improved. An opportunity to edit pieces of writing with a partner or as an individual. To write for different purposes and audiences in a range of formats. Weekly Spelling tests in KS2 (in Y3 once letter and sounds are completed) on a Friday and the children need to be informed of their results. Handwriting linked to spellings and use of the scheme. To access speaking and listening through role play and drama. To communicate in different situations and to understand the process of presentation.	Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations. Provide the correct stimulus to engage the children. Create a culture where everyone’s ideas are accepted, respected and developed. Children to have the opportunity to engage in outdoor learning. Open ended, challenging and practical tasks.	To respect the opinion and feelings of others. To work as a team and be able to share with and support each other. To understand different social situations and adapt. To help others. To always use their manners. Opportunity for all children to be able to share their work and celebrate their success	To encourage and develop independent thinking To ‘have a go’ and not fear failure. To develop questioning and answering skills. To retain and build on previous knowledge.

