‘Learn, Pray, Care & Play’

**St. John's C.E. (VA) School Cliviger**

**‘’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. Threshold concepts for repetition highlighted in red.*

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| Year 1 | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **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  Dr Charles Henry Turner – biologist | Seasonal Changes  Floating and Sinking as Investigation (DT)  George James Symons – meteorologist | 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 (Water Aid)  1.2 Creation | 1.3 Christmas | 1.4 Jesus was Special | 1.5 Easter | 1.7 Why is Baptism special? | 1.9 My World Jesus’ World |
| **ART** | Making your mark.  Drawing elements  Bridget Riley | Colour splash.  Painting/mixed media  Jasper Johns |  |  | Paper play.  Sculpture and 3D  . Louise Bourgeois | Woven Wonders.  Craft and Design.  Cecilia Vicuna |
| **DT** |  |  | Structures  Constructing a windmill. | Textiles  puppets | 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)  Place knowledge Locational knowledge | Why can’t penguins live near the equator?  (North/South pole)  Physical geography  Isatou Ceesay (Recycling activist) |  |  | What is the weather like today?  Physical geography  Edith Farkas (Meteorologist) | *Locational, place, human and physical -*  *London* |
| **HISTORY** |  |  | Who were and are famous?  Walt Disney, Emily Pankhurst and Mother Teresa.  DC- Similarities and Differences  SC- Family and National History. | Why are IPads more fun than my grandparents’ old toys?  Toys from the past.  Tom Karen  DC-Change  SC-Family and National History. |  | Events beyond Living memory.  Why did the Great Fire of London start?  Samuel Pepys  DC-Historical significance  SC- Family and National History. |
| **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  Algorithms | Data Explorers  Data retrieving | Creative Computing  Presenting | Coding  Algorithms | Animated Stories  Presenting | Technology Around Us  Digital Literacy |
| **MUSIC** | Animals – pitch  *Pyotr Tchaikovsky – Swan Lake* | Christmas Show Performing and appraising  Bethany Project Remembrance Worship  Carol Service | Weather - exploring sounds | Water-pitch  *George Frideric Handel – Water Music*  Burnley Youth Theatre Showcase Performing and appraising | Travel – performance  Composing  Class assembly | Number – beat |

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| **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. |