

<u>Year 1</u>



| Subject | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|-------------|-----------------------------------------------------|-----------|------------------|----------------------|-------------------------------------------------------|------------------|--------------------|--------------------------------|-------------------------------------------------------|----------|---------------|--------------------|
| RE | Domestic | Judaism: | Baptism: | Advent: | Advent: | Local | Islam: | Eucharist: | Lent and | Penteco | st: | Reconciliation: |
| | Church: | Abraham | Belonging | | Waiting | Church: | Muhammad | Meals | Easter: Ch | Holidays | and | Being Sorry |
| | Families | and Moses | | | 5 | Special | | | ange | Holyday | /S | . . |
| | | | | | | People | | | | | | |
| English | Read Write Inc Phonics | | | | Read Write Inc Phonics | | | | Read Write Inc Phonics | | | |
| | Writing simple sentences using a capital letter to | | | | Author focus - Oliver Jeffers | | | | Traditional Tales and alternatives | | | |
| | begin a sentence, finger spaces between words and a | | | | Letter | | | | Biographies | | | |
| | full stop to end. | | | | Narrative | | | Non-chronological reports | | | | |
| | Using phonic knowledge to spell familiar words. | | | | Recounts | | | | Poetry | | | |
| | Character descriptions | | | | Diary writing | | | | Continuing to develop children's phonic knowledge and | | | |
| | Narrative | | | | Newspaper report | | | | apply this in writing. | | | |
| | Instructions | | | | Continuing to develop children's phonic knowledge | | | | Year 1 Phonics Screening takes place this term. | | | |
| | | | | | and apply this in writing. Reading and writing tricky | | | | | | | |
| | | | | | | | ords. | | | | | |
| Mathematics | | | | tion within 10 | Addition within 20 | | Length and height | | | | | umbers to 100 |
| | Part-whole within 10 | | 2d and 3d shapes | | Subtraction within 20 | | Weight and volume | | Division | | | Time |
| | Addition within 10 | | Numb | pers to 20 | Numbers to 50 | | | | Halves and quarters | | | Money |
| | | | | | | | | Position and Direction | | | | |
| Science | Animals and Humans Unit 1 | | | | Plants Unit 1 Seasonal Changes | | Everyday Materials | | | | | |
| Computing | Online Safety Groupin | | 5 | | Animated stories | | Spreadsheets | | Technology outside school | | Online Safety | |
| . 5 | Exploring Sortin | | 5 | | | | Coding | | | | Explo | ring Purple Mash |
| | Purple Mash | Pictog | rams | | | | | | | | | |
| History | Guy Fawkes | | | | Explorers | | | Women in History - Mary Anning | | | | |
| Geography | Where I live | | | | Weather | | | | | | | |
| Art/DT | Using different materials G | | Guy Fawl | kes Portraits | Weather art | | Aboriginal art | | Van Gogh Sunf | lowers. | | net Water Lilies. |
| | to create, draw and build. | | Houses | Houses of Parliament | | Weather stations | | Designing and making | | | | clay/plasticine to |
| | | | | | | | vehicles | | | | | ate Bog Babies. |
| | | | | | | | Prepari | ng food | | | | rstand where foo |
| | | | | | | | | | | | come | es from, linked to |
| | | | | | | | | | | | | plants. |



| PE | Fundamentals/ Fitness | Gymnastics/ Ball Skills | Dance/ Send and Receive | Net and Wall/ Target Games | Team Building/ Striking and Fielding | Athletics/ Invasion Games | |
|-------|----------------------------------------------|------------------------------------------|----------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------|------------------------------|--|
| | | | | ounco | riciality | Cumes | |
| Music | Hey You! | Rhythm In The Way We | In The Groove | Round and Round | Your Imagination | Reflect, Rewind and | |
| | How pulse, rhythm and pitch work together | Walk and Banana Rap Pulse, rhythm and | How to be in the groove with different | Pulse, rhythm and pitch in different styles of | Recognise and name instruments they hear. | Replay Share and Perform | |
| | | pitch, rapping, dancing and singing. | styles of music. | music. | | | |
| PSHE | Roles of familie | es and friends. | What rules are, caring fo | or others and looking after | Keeping healthy and hygienic. | | |
| | Safe Relationships - rec saf | | | ironment. t and devices safely. | Recognising their own qualities. Managing feelings. How rules can keep us safe. | | |
| | How behaviour affects of respec | | Jobs in the | e community. | | | |

