

Year 1	Autumn -	Spring -	Summer -
English	Read, Write, Inc Colourful Semantics Stories by the same author Non-chronological reports Poems on a theme Repetitive patterned stories Poems on a theme Range of non-fiction texts	Read, Write, Inc Colourful Semantics Classic stories or story on a theme Instructions Traditional rhymes Traditional tales Recounts	Read, Write, Inc Colourful Semantics Stories with familiar settings Non-fiction texts: booklets Traditional rhymes Stories with fantasy settings Poems to learn by heart Recounts
Maths (WRM)	- Place Value (within 10) - Addition & Subtraction (within 10) - Geometry	- Place Value (within 20) - Addition & Subtraction (within 20) - Place Value (within 50) - Length & Height - Mass & Volume	- Multiplication & Division - Fractions - Position & Direction - Place Value (within 100) - Money - Time
RE	1.1 How can we help those who do not have a good harvest? (3 hrs 2+1) 1.2 What are your favourite things that God created? (4+2) (Non-Christian faith – Judaism) (2) 1.3 Why do we give and receive gifts? (5)	1.4 What made Jesus special? (6) 1.5 What do you think is the most important part of the Easter story? (5)	1.7 Why is baptism special? (7 hrs 4+3) (Non-Christian faith) (3) 1.8 – Why is Joseph a Bible hero? (5)
Geog	<u>What is the United Kingdom?</u> - What are the four countries of the United Kingdom? - How are the countries the same and different? - What seas surround us? - Why is London so important? - What are the features of the capital cities?		<u>What is meant by hot and cold countries?</u> - What is a continent and where are the seven continents of the world? - What is an ocean and where are the five oceans of the world? - Where are the hot and cold places in the world? - What is it like to live in a hot place? - What is it like to live in a cold place?

History	<u>What sorts of castles do we have in the UK today?</u> - Where are castles and what is the purpose of castles? - When were castles built? - Who lived in and around castles in the past? - What do different castles look like today? - Where is the nearest castle to me?		<u>Why was the Great Fire of London a significant event?</u> - When and how did the fire happen ? - Why did the fire spread so quickly and for how long did it burn? - How do we know about the Great Fire of London? - Why were so many people living in London and what happened to them afterwards? - How has the way we deal with fires changed over the years?
Sci	Animals including humans - <u>How do we group animals, including humans?</u> - What parts make up the human body? - Which parts of our bodies do we need to see, hear, smell, taste and touch? - What is an animal? - How can we group animals? - Do all animals eat the same things?	Materials - <u>What are the properties of everyday materials?</u> - What materials are these objects made from? - What properties do materials have? - What material is best at absorbing water? - What material is best at keeping us dry (waterproof)?	Plants - <u>What plants live in my local area?</u> - What plants do we know and where can we find them? - What part of a plant is under the ground? - Can we use a flower to name a plant? - Are all tree trunks the same? - What are the leaves like on different trees?
	Seasonal changes - objectives to be split up over the course of the year to allow time to observe the different seasons. <u>How are the four seasons different?</u> What is our local area like in each season? Are days always the same length? Is the weather always the same here?		
Art	<u>Drawing: Spirals</u> - How can we use our bodies to make drawings? - What kinds of marks can we make with chalk and oil pastels? - What is a sketchbook and what can we use it for?	<u>Painting: Exploring watercolour</u> - What can watercolour do? - How do artists use watercolour? - How can I build imagery using watercolour?(2 lessons)	<u>Working in three dimensions: Making Birds</u> - How can I be inspired by images of birds? - How can I use mark making to draw a feather? - What happens when I fold,

	- How can I apply mark making to observational drawing? - How can I reflect on my artwork?	How can I reflect on my painting?	- tear and crumple paper? - How can I use materials to make a sculpture of a bird? - How can my individual outcome be part of a group installation?
DT	How can we make different enclosures to classify the animals in the zoo? -find out about different animal enclosures -test different structures -design and initial idea which is free standing -assemble, join and combine materials to make a free standing structure -evaluate the final product against the brief	How can we make an Easter Card with a moving part? -investigate card designs with moving parts -design and initial idea which focuses on a slider -gather resources and make a product that incorporates a slider -evaluate the final product against the brief and consider how they might make changes	Which products make the tastiest smoothie? -find out about different smoothie recipes -research and taste different produce -design an initial idea which focuses on selecting ingredients -gather resources and make the product -evaluate the final product against the brief
Music (Charanga)	<u>Rhyming in Time:</u> 1. Move in time with the beat/pulse, responding to the different tempo (speeds). 2. Chant, rap and sing using different voices (eg elephants and snakes) following simple cues such as starting together. <u>Let's Start singing:</u> 1. Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing.	<u>Music Inspired By The World Around Us:</u> 1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story. <u>Exploring Rhythm Patterns:</u> 1. Understand that an ostinato is a repeated pattern. 2. Copy and create simple rhythm patterns (Call and Response).	<u>Sound and Pictures:</u> 1. Understand that an ostinato is a repeated pattern. 2. Copy and create simple rhythm patterns (Call and Response). <u>Highs and Lows:</u> 1. Understand the difference between a rhythm and pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school
Computing (PurpleMash)	- How to log in / All about chromebooks - Introduction to PM	- Technology around us - Animated stories	- Coding - Creating and following stories

Online Safety - throughout the year using 2beSafe (on acceleration days)

PSHEC Jigsaw	<u>Being Me in My World</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter <u>Dreams and Goals</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	<u>Celebrating Differences</u> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone <u>Healthy Me</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	<u>Relationships</u> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships <u>Changing Me</u> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
PE	• FMS (Moving) • Movement to Music	• FMS (Playing) • FMS (Competing) • Swimming	• Introduction to Games • Sports Day Events