

## YEAR ONE CURRICULUM AND COVERAGE

	Autumn 1	Autumn 2	SPRING 1	SPRING 2	SUMMER 1	Summer 2
	WE ARE SUPERHEROES	KINGS AND QUEENS	ANIMAL KINGDOM	HOT AND COLD	WHAT GOES UP MUST COME DOWN	HOW DOES YOUR GARDEN GROW?
GENERAL THEMES	My new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? What am I good at? How do I make others feel? Being kind / staying safe	King Charles III's coronation Queen Elizabeth's coronation and death Timelines Seasonal changes to Autumn Castle design and building	Pirates Maps Directions Explorers e.g. Christopher Columbus Animals on land, in the sky and underwater Wanted posters Instructions Postcards Sea shanty - poetry	Traditional tales - Three Little Pigs Twisted Tales - Three horrid pigs or Three Little Wolves and the Big Bad Pig Everyday materials and properties Investigating structures Design and build a house	Recounts Moving pictures Weather and weather patterns First aeroplane flight/local link to BAE Countries in the UK/Capital Cities of the UK	Plants Growth Non-chronological reports Changing season Fruit salad Monet's garden Den making Poetry

POSSIBLE Texts	Supertato Traction Man is here <i>-Narrative</i> Human Body and senses - <i>Non-fiction</i>	The King's Hats - <i>Rhyming narrative</i> Queen Elizabeth II - <i>Non-fiction</i> King Charles III His majesty's coronation and reign - <i>Non-Fiction</i>	The night pirates The pirates next door - Narrative Explorers/pirates - Non-Fiction	Three little pigs Three horrid pigs Three little wolves and the big bad pig -Traditional Tales - Wombat Goes Walkabout Let's build a house - Non-Fiction	How to catch a star - Oliver Jeffers and other titles by the same author - <i>Narrative</i> Look up! Man on the moon Amelia Earhart (little people, big dreams) - <i>Non-Fiction</i>	Grandpa's garden Oliver's vegetables - Narrative (repetitive structure) The Queens Hat Plant traps - Bug Club - Non-Fiction Flowers and plants -Kew Garden - Non-Fiction
THEME DAYS AND ENRICHMENT WEEKS	Remembrance Day Harvest Time Roald Dahl Day Maths Week	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day
ASSESSMENT OPPORTUNITIES	Formative assessment Baseline opportunities in Phonics, Maths and Writing Half termly assessments in Phonics, English and Maths	Half termly assessments in Phonics, English and Maths Mock Phonics Screening Assessment	Half termly assessments in Phonics, English and Maths	Half termly assessments in Phonics, English and Maths Mock Phonics Screening Assessment	Half termly assessments in Phonics, English and Maths Phonics Screening Statutory Assessment	End of year summative assessments in English and Maths
PARENTAL Involvement	Friday Open Afternoon Meet the Teacher Phonics workshop	Friday Open Afternoon Nativity Maths workshop Parents Evening Book at Bedtime	Friday Open Afternoon Writing workshop Share a story Stay and Read morning	Friday Open Afternoon Parents Evening Art workshop / Gallery Share a story	Friday Open Afternoon Share a story Maths Morning – Look how far we have come!	Friday Open Afternoon Share a story Parents Evening Parent's Picnic

BRITISH VALUES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
PSHE	Keeping Safe How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Valuing differences Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Being my best Growth Mindset Healthy eating Hygiene and health Cooperation	<b>Rights and</b> <b>respect</b> Taking care of things: Myself My money My environment	Me and my relationships Feelings Getting help Classroom rules Special people Being a good friend	Growing and changing Getting help Becoming independent My body parts Taking care of self and others
	Relationships Children can name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. Health and well-being Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old. Living in the wider world Children can explain different ways that family and friends should care for one another.					

ENGLISH	Phonics Letters and Sounds Begin Phase 5a	Phonics Letters and Sounds Begin Phase 5b	Phonics Letters and Sounds Begin Phase 5c	Phonics Letters and Sounds Continue 5c	Phonics Letters and Sounds Continue 5c	Phonics Letters and Sounds Consolidate Phase 5
Word	Colour LAPS Readir See LAP 1 Year 1	g Planning for Pro	Colour LAPS Readin See LAP 2 Year 1	g Planning for Prog	Colour LAPS Readin See LAP 3 Year 1	g Planning for Progr
READING						
Comprehension						
, DEVELOPING A						
PASSION FOR						
READING Children will visit the						
library weekly						

	Narrative - short narrative based on	Narrative - Rhyming narrative based on	Narrative - postcards/message	Narrative - Traditional Tales	Narrative - Stories by the same author,	Narrative - Retell and change the
WRITING	text with small	the King's hats.	in a bottle from	with a twist based	write a similar short	story using days of
	changes	Non-Fiction - A	pirate	on Three Little Pigs	narrative	the week
Texts may	Non-Fiction - all	letter to King	Non-Fiction -	Non-Fiction -	Non-Fiction -	Non-Fiction -
	about me	Charles.	Wanted Poster for a	Instruction writing	<b>Recount of first</b>	Non-Chron report
CHANGE DUE TO	information	Poetry - Recite and	famous pirate	How to build a	flight/Amelia	about
	leaflet/poster	perform a poem	Poetry - Sea Shanty	House	Earhart's journey	plants/growing
CHILDREN'S	Poetry - Senses	WAC - Historical	WAC - Historical	WAC - Poster	Poetry - weather	WAC - Instructions
	poetry	Recount of the	<b>Recount Diary from</b>	warning	descriptive poetry	for how to plant a
	WAC - Warton	Coronation, simple	Christopher	homeowners about	WAC - Historical	seed and care for it.
	Information Poster	biography of Queen	Columbus , Writing	the Wolf/informing	recount for Amelia	

INTERESTS		Elizabeth II or King Charles III	a letter to discuss Jesus' teachings.	them of appropriate materials to build with	Earhart	
	Mono LAPS Writing Planning for Progr See LAP 1 Year 1		Mono LAPS Writing See LAP 2 Year 1	Planning for Progre	Mono LAPS Writing See LAP 3 Year 1	Planning for Progre

Maths	GUIDED REASONING WILL BE PLANNED FOR EVERY FRIDAY RELATED TO THE OBJECTIVES LEARNT DURING THE WEEK WITH A FOCUS ON USING MATHEMATICAL LANGUAGE, PROBLEM SOLVING AND REASONING.					
	Place Value -Read and write numbers from 1 to 20 in numerals and words. -Given a number, identify 1 more and 1 less Addition and Subtraction -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs -Represent and use number bonds and related subtraction facts within 20	Fractions -Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. Measurement -Measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) Properties of shapes -Recognise and name common 2-D and 3-D shapes	Place Value -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Addition and Subtraction -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and	Fractions -Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. Multiplication and Division -Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Place Value -Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Addition and Subtraction -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs -Represent and use number bonds and related subtraction facts within 20 -Add and subtract	Fractions -Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity. Measurement -Recognise and use language relating to dates, including days of the week, weeks, months and years. -Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. -Sequence events

	-Add and subtract one-digit and two-digit numbers to 20, including 0 Multiplication and Division -Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.		missing number problems such as 7 = ? - 9. <b>Position and</b> <b>Direction</b> -Describe position, directions and movements, including whole, half, quarter and three-quarter turns.	Measurement -Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass / weight capacity and volume time -Recognise and know the value of different denominations of coins and notes	one-digit and two-digit numbers to 20, including 0 -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9. <b>Properties of shapes</b> -Recognise and name common 2-D and 3-D shapes	in chronological order using language <b>Problem Solving</b> -All objectives covered.
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SCIENCE	DURING YEARS 1 AND 2, PUPILS SHOULD BE TAUGHT TO USE THE FOLLOWING PRACTICAL SCIENTIFIC METHODS, PROCESSES AND SKILLS THROUGH THE TEACHING OF THE PROGRAMME OF STUDY CONTENT: ASKING SIMPLE QUESTIONS AND RECOGNISING THAT THEY CAN BE ANSWERED IN DIFFERENT WAYS OBSERVING CLOSELY, USING SIMPLE EQUIPMENT PERFORMING SIMPLE TESTS IDENTIFYING AND CLASSIFYING USING THEIR OBSERVATIONS AND IDEAS TO SUGGEST
	ANSWERS TO QUESTIONS GATHERING AND RECORDING DATA TO HELP IN ANSWERING QUESTIONS.

Ar	nimals including	Seasonal Changes	Animals including	Everyday Materials	Seasonal Changes	Plants
Hu	umans	Pupils should be	Humans	Pupils should be taught	Pupils should be taught to:	Pupils should be
Pu	upils should be	taught to:	Pupils should be	to: -Distinguish	-Observe changes across	taught to:
ta	ught to:	-Observe changes	taught to:	between an object and	the four seasons	-Identify and
- 10	dentify, name, draw	across the four	-Identify and name	the material from which	-Observe and describe	name a variety of
an	nd label the basic	seasons	a variety of	it is made	weather associated with	common wild
pa	arts of the human	-Observe and describe	common animals	-Identify and name a	the seasons and how day	and garden
bc	ody and say which	weather associated	including fish,	variety of everyday	length varies.	plants, including
pa	art of the body is	with the seasons and	amphibians,	materials, including		deciduous and
as	sociated with each	how day length varies.	reptiles, birds and	wood, plastic, glass,	In this unit children will:	evergreen trees
se	ense.		mammals	metal, water, and rock	1.Be able to identify the	-Identify and
		In this unit children	-Identify and name	-Describe the simple	change of season from	describe the
In	this unit children	will:	a variety of	physical properties of a	Winter to Spring e.g.	basic structure of
wi	ill:	1.Be able to identify	common animals	variety of everyday	changes in animal	a variety of
	1.Be able to	the change of season	that are	materials	behaviours.	common
	name and label	from summer to	carnivores,	-Compare and group	2.Be able to describe to	flowering plants,
	head, neck,	autumn e.g. change	herbivores and	together a variety of	talk about the length of	including trees.
	arms, elbows,	in colour of leaves.	omnivores	everyday materials on	each day.	
	legs, knees, face,	2.Be able to describe	-Describe and	the basis of their simple	3.Be able to recall the	In this unit
	ears, eyes, hair,	to talk about the	compare the	physical properties.	weather in Winter and	children will:
	mouth, teeth.	length of each day.	structure of a		Spring.	1.Be able to
	2.Name the five	3.Be able to recall the	variety of common	In this unit children		name common
	senses and the	weather in Summer	animals (fish,	will:		flowers and
	body part they	and Autumn.	amphibians,	1.Be able to name and		examples of
	are associated		reptiles, birds and	identify a variety of		deciduous and
	with.		mammals,	everyday materials.		evergreen trees.
	3.Use their		including pets).	wood, plastic, glass,		2.Be able to label
	senses to			metal, water, and rock,		plant structures
	compare		In this unit	brick, paper, fabrics,		(including leaves,
	different		children will:	elastic, foil.		flowers
	textures, sounds		1.Be able to name	2.Be able to use these		(blossom),
	and smells.		some common	words to identify		petals, fruit,
			fish, amphibians,	properties such as:		roots, bulb, seed,
			reptiles, birds and	hard/soft;		trunk, branches,
			mammals,	stretchy/stiff;		stem) and draw
			including those	shiny/dull;		diagrams

that are kept as	rough/smooth;	showing the
pets.	bendy/not bendy;	parts of different
2Be able to sort	waterproof/not	plants includin
some common	waterproof;	trees.
animals into	absorbent/not	3.Be able to
carnivores,	absorbent;	observe closel
herbivores and	opaque/transparent.	comparing and
omnivores.	3.Be able to group and	contrasting
3.Be able to sort	sort materials by name	familiar plants
common animals	or property.	4.Be able to
into groups	4.Be able to perform	describe how
depending on	simple tests to explore	they were able
their structure	questions such as	to identify and
e.g. wings, legs	what is the best	group plants.
	material for an	
	umbrella?'	

GEOGRAPHY	GEOGRAPHY - PUPILS SHOULD DEVELOP KNOWLEDGE ABOUT THE WORLD, THE UNITED KINGDOM AND THEIR LOCALITY. THEY SHOULD UNDERSTAND BASIC SUBJECT-SPECIFIC VOCABULARY RELATING TO HUMAN AND PHYSICAL GEOGRAPHY AND BEGIN TO USE GEOGRAPHICAL SKILLS, INCLUDING FIRST-HAND OBSERVATION, TO ENHANCE THEIR LOCATIONAL AWARENESS.
and History	HISTORY - PUPILS SHOULD DEVELOP AN AWARENESS OF THE PAST, USING COMMON WORDS AND PHRASES RELATING TO THE PASSING OF TIME. THEY SHOULD KNOW WHERE THE PEOPLE AND EVENTS THEY STUDY FIT WITHIN A CHRONOLOGICAL FRAMEWORK AND IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN WAYS OF LIFE IN DIFFERENT PERIODS. THEY SHOULD USE A WIDE VOCABULARY OF EVERYDAY HISTORICAL TERMS. THEY SHOULD ASK AND ANSWER QUESTIONS, CHOOSING AND USING PARTS OF STORIES AND OTHER SOURCES TO SHOW THAT THEY KNOW AND UNDERSTAND KEY FEATURES OF EVENTS. THEY SHOULD UNDERSTAND SOME OF THE WAYS IN WHICH WE FIND OUT ABOUT THE PAST AND IDENTIFY DIFFERENT WAYS IN WHICH IT IS REPRESENTED

Geography - Human	History	History	History	Geography - Locational	Geography -
and Physical	Pupils should be	Pupils should be	Pupils should be	Knowledge Pupils should	Human and
Geography	taught about:	taught about:	taught about:	be taught to:	Physical
Pupils should be taught:	-Changes within	-The lives of	-Significant historical	-name, locate and identify	Geography
-Basic geographical	living memory –	significant	events, people and	characteristics of the four	Pupils should be
vocabulary to refer to:	where appropriate,	individuals in the	places in their own	countries and capital cities	taught to:
-Key physical features,	these should be	past who have	locality - The first	of the	-Identify seasonal
including: beach, cliff,	used to reveal	contributed to	flight and BAE History	United Kingdom and its	and daily weather
coast, forest, hill,	aspects of change	national and		surrounding seas	patterns in the
mountain, sea,	in national life	international	History:	Geographical skills and	United Kingdom
ocean, river, soil, valley,	events beyond	achievements,	Interpretation of	fieldwork	and the location
vegetation, season and	living memory that	some should be	history - Compare	-use world maps, atlases	of hot and cold
weather	are significant	used to compare	adults talking about	and globes to identify the	areas of the world
-Key human features,	nationally or	aspects of life in	the past - how reliable	United Kingdom and its	in relation to the
including: city, town,	globally - Queen	different periods -	are their memories?	countries,	Equator and the
village, factory, farm,	Elizabeth II's death	Recent space	Historical enquiry -	as well as the countries,	North and South
house, office, port,	and coronation of	explorers - Tim	find answers about	continents and oceans	Poles - Plants and
harbour and shop	King Charles	Peake compared	the past from sources	studied at this key stage.	growth in different
- The place where we		to Neil Armstrong	of information. E.g		places in the world
live (Warton).	History:		artefacts.	Geography: Direction/	and seasonal
	Chronological	History: Range		Location - follow	changes
Geography:	understanding -	and depth of	Geography: Drawing	directions (up/down,	
Geographical enquiry -	sequence events in	historical	maps - draw picture	left/right,	Geography: Style
teacher led enquiries to	their life.	knowledge -	maps of imaginary	forwards/backwards) Start	of maps - use
ask and respond to	Sequence 3 or 4	recognise the	places and from	to learn the four compass	large scale OS
simple closed	artefacts from	difference	stories.	points.	maps.
questions.	distinct periods of	between past and	Create maps using	Map knowledge - Begin to	Begin to use map
Use information books/	time.	present in their	objects (messy maps)	identify points on maps	sites on the
pictures as sources of	Match objects to	own and other's	Representation - use	A,B and C.	internet.
information.	people of different	lives.	own symbols on an	Recognise and find places	Begin to use junior
Investigate their	ages.	Know and recount	imaginary map.	previously learnt.	atlases.
surroundings.		events from			Begin to identify
Make observations	In this unit, pupils	stories about the	In this unit, pupils will	In this unit, pupils will	features on
about where things are.	will be taught:	past.	be taught:	learn:	aerial/oblique
E.g within school or	1 - Where do these	History:	1 - When the first	1 - How do we use maps	photographs.
local area.	events fit on our	Interpretation of	aeroplane flight took	to locate the four	

simple picture map to move around the school. Recognise that is it about a place. Look at street maps of known places.2 - Why were these encurage events significant?capital cities and the main seas that surround the uses that surround the will be way to more the point in history. 2 - Why was the coronation such a attempt simple maps of school with support. Scale/Distance - use relative vocabulary (c.g. Elizabeth II? 5 - Who was involved? Where did it take place? 6 - Did things change as a result of these events?Stories to encurage coronation such a long time after the did it de place? 6 - Did things change as a result of these events?2 - Whow tift in with where the did it take place? 6 - Did things change as a result of this event find out area on a map of the UK.2 - Who was and place in history for these events?capital cities and the main seas that surround the store to the surves in place in history for flight and how the glace?capital cities and the main seas that surround the surves in place. hotter closer to a - Why was the coronation such a local area. 4 - To know the Will be taught: 1 - To know the UK.2 - Why was the coronation such a local area. 4 - To draw a map of places they visit in Warton.2 - Why was the coronation such a local area. 4 - What difference between a UK.2 - Whot was and point the street is the sevents?2 - Whot was and the sevents?2 - How dw was the sevents?	Using maps - Use a	timeline?	history - Use	place (key dates).	countries of the UK, their	In this unit, pupils
move around the school. Recognise that is it about a place. Look at street maps of known places. Drawing maps - attempt simple maps of school with support.events significant? attempt simple maps of did it date place? Elizabeth II?event significant? contation such a long time after the our timeline?who was that was going on in the World at that point in history. 3. 'How dowe the wright brothers?seas that surround the UK? 2. 'What is an address and postocie and why are world. 2. 'What is an address and postocie and why are the gimportant?1. 'Where there are hot and cold places in the world. 2. 'What at o the road signs this event fiton our timeline?1. 'Where does this event fiton our timeline? 2. 'How do we this event fiton our timeline?3. How do we use a local map to find the streets cold places are the equator and cold places are to write are on a map of the place in history for fight?1. 'Where there are on a map of the place shey visit in Warton.1. 'Where there are on an ama of the place shey visit in Warton.1. 'Where there are on a map of the place shey visit in Warton.1. 'Where there are on an any of the place shey visit in Warton.1. 'Where there are on a map of the place shey visit in Warton.1. 'Where there are on an any of the place shey visit in Warton.1. 'Where there are on a map of the place's space event significant?1. 'Where there are on an any of the place shey visit in Warton.1. 'Where there are on a map of the place shey visit in Warton.1. 'Where there are on a map of the place shey visit in Warton.1. 'Where there are on a map of the <th></th> <th></th> <th>· · · · · · · · · · · · · · · · · · ·</th> <th></th> <th></th> <th></th>			· · · · · · · · · · · · · · · · · · ·			
school. Recognise that is it about a place. Look at street maps of known places.3 - How can we 		-		what was going on in	-	1 - Where there
Look at street maps of known places.them? 4 - Why was the constion such a attempt simple maps of school with support.them? 4 - Why was the fiction.3 - Who were the Wright brothers? 4 - Why was it hauge achievement to succed in creating the first flight?postcode and why are they important? 3 - How dow euse a local map to find the streets around the school?world. 2 - Countries are hot dow euse a local map to find the streets around the school?world. 2 - Countries are hot dow euse a local map to find the streets around the school?world. 2 - Countries are hot dow euse a local map to find the streets around the school?world. 2 - Countries are hot dow euse the equator and cold places are cload work weight brothers changed flight and how this events really area on a map of the UK.them? the sevents?between fact and fight Num the is events?S - How the wright brothers changed flight Num such an important place in history for maps, to explore the local area.world. area on a map of the UK.world. area on a map of the UK.world. area on a map of the UK.world. area on a map of places they visit in Warton.world. area on a map of places they visit in Warton.world. area on a map of plats change as a result of this event is animals and plants live in hot and cold countries area result of this event im area on a map of the local area.world. area on a map of plats in event is animals and plants live in hot and cold countries area on a map of the local area.them? area on a map of plats live in hot and cold countries area on a map of the <th>school. Recognise that</th> <th>3 - How can we</th> <th>children to</th> <th>the World at that</th> <th>UK?</th> <th>are hot and cold</th>	school. Recognise that	3 - How can we	children to	the World at that	UK?	are hot and cold
known places. Drawing maps - attempt simple maps of school with support. 	is it about a place.	find out about	distinguish	point in history.	2 - What is an address and	places in the
Drawing maps- attempt simple maps of schod with support. Scale/Distance - use relative vocabulary (e.g. bigger/smaller)coronation such a long time after the elizabeth II? 5 -Who was in this unit, pupils will be taught: 1 - To know the difference between a willage, town and city. 2 - Locate their local area on a map of the UK.orostaning and and the scheding sources, including maps, to explore the local area.orostaning and projection out sumple sumple.a - Why was it a huge achievement to succed in creating this event fit on our timeline? 2 - How do we this event fit on 2 - How do we this event fit on area on a map of the UK.a - What do I know about the active the poles and the equator is a - What do I know about the nearest town or city a - What do I know about the nearest town or city a - What do I know about the nearest town or city a - What do I know about the searons.hotter closer to the equator is closer to the North and South Pole. 3 - Wat do I know about the nearest town or city a - What do I know about the searons. 4 - The weather at the poles and the equator is different to our country. S - Different animals and places they visit in Warton.a - What do I know about the searons. 4 - The weather at the pole and the equator is event?b - What a - What differences can you identify between Neil Armstrong and Tim Peak's space exploration?a - How dow wuse a local and human features.hotter closer to the equatorial a - What do I know about the poles and the equator is different physical 	Look at street maps of	them?	between fact and	3 - Who were the	postcode and why are	world.
attempt simple maps of school with support.long time after the death of Queen Elizabeth II?In this unit, pupils will be taught:achievement to succeed in creating the first flight?map to find the streets around the school?the equator and cold places are (closer to the North and South Pole.In this unit, pupils will be taught:5 - Who was involved? Where did it take place?In this unit, pupils this event fit on our timeline?In this unit, pupils this event fit on our timeline?map to find the streets around the school?the equator and cold places are (closer to the North and South Pole.In this unit, pupils bigger/smaller)6 - Did things change as a result of these events?In this unit, pupils the wed the change as a result of these events?In this unit, pupils the wed to we can we find out the wed to we the place in history for flight?S - What do I know about to where I live?North and South Pole.UK. 3 - To use a variety of places they visit in Warton.a variety of sources, including maps, to explore the local area.North and sourt the place?S - Why was this event?4 - What differences can you identify between Neil Armstrong and Tim Peake's space exploration?North and sourt sources including maps, to explore the local area.North and sourt the place shave different physical and human features.4 - The was map of places they visit in Warton.North and sourt the place shave different physical and human features.In this unit, pupils the ween Neil Armstrong and Tim Peake's sp	known places.	4 - Why was the	fiction.	Wright brothers?	they important?	2 - Countries are
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Armstrong and Tim Peake's space exploration?						
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Armstrong and						

	Tim Peake influenced life today?		

MUSIC	KEY STAGE 1 PUPILS SHOULD BE TAUGHT TO: USE THEIR VOICES EXPRESSIVELY AND CREATIVELY BY SINGING SONGS AND SPEAKING CHANTS AND RHYMES, PLAY TUNED AND UNTUNED INSTRUMENTS MUSICALLY, LISTEN WITH CONCENTRATION AND UNDERSTANDING TO A RANGE OF HIGH-QUALITY LIVE AND RECORDED MUSIC EXPERIMENT WITH CREATE, SELECT AND COMBINE SOUNDS USING THE INTER-RELATED DIMENSIONS OF MUSIC.
	Hullabaloo Scheme of work WHOLE-SCHOOL-SATELLITE-VIEW-1.pdf

	Art and Design	Design and Technology	Art and Design	Design and Technology	Design and Technology	Art and Design
Art and	Drawing	Castle Building	Sculpture	Food and Nutrition	Moving Pictures	Collage, painting and
	Pupils should be taught:	Design	Pupils should be taught:	Pupils should be taught	Technical knowledge	textures
Deserve	-About the work of a	-Generate, develop,	-About the range of	to:	-Explore and use	Pupils should be taught:
DESIGN	range of artists	model and	designers, describing	-Use the basic principles	mechanisms, for	-To use painting to
	-To use drawing to	communicate their	the difference and	of a healthy and varied	example, levers, sliders,	develop and share their
TECHNIQUOCY	develop and share	ideas through talking,	similarities between	diet to prepare dishes	in their products.	ideas, experiences and
TECHNOLOGY	ideas, experience and	drawing, templates,	different practices and	-Understand where		imagination.
	imagination.	mock-ups and, where	disciplines, and making	food comes from.	Create a moving picture	-To develop a wide
	-To develop a wide	appropriate,	lines to their own work.		to represent the first	range of art and design
	range of art and design	information and		Create a simple fruit	flight.	techniques in using
	techniques in using line,	communication	Explore the work of	salad or kebab.		colour, pattern and
Children to produce a	shape and space	technology	Michelle Reader and		Working with tools -	texture.
piece of artwork each		Make	create an animal	Working with tools -	Make their design using	
half term to be displayed	Abstract self portraits in	-Select from and use a	sculpture.	Select and use	appropriate technique.	Building a layered
for 'Celebration wall' for school / parents to show	the style of Picasso	range of tools and		appropriate fruit and	With help measure,	landscape using collage,
how drawings have		equipment to perform	3D work - Compares	vegetables, processes	mark out, cut and	painting and textures.
developed - lots of links	Drawing - Explore tone	practical tasks [for	and recreates form and	and tools	shape a range of	
to Fine Motor Skills.	using different grades	example, cutting,	shape using basic	Use basic food	materials.	Painting - Creates
Children to explain their	of pencil, chalk and	shaping, joining and	materials.	handling, hygienic	Use tools e.g. scissors	patterns using different
work to others.	pastel.	finishing]	Evaluating - Identify	practices and personal	and a hole punch safely	tools and colours. Can
	Observe and draw	-Select from and use a	how their own/others	hygiene	Assemble, join and	mix colours to create
	shapes.	wide range of materials	work makes them feel.	Developing ideas -	combine materials and	new ones.
	<b>Evaluating - Identify</b>	and components,		Develop their design	components together	Colour - Identify
	how their own/others	including construction	In this unit children	ideas applying findings	using a variety of	primary colours by
	work makes them feel.	materials according to	will:	from their earlier	temporary methods	name. Begin to mix
		their characteristics	1.Explore the artwork	research.	e.g. glues or masking	Primary shades and
	In this unit children	Technical knowledge	of Michelle Reader and		tape	tones.
	will:	-Build structures,	say what they like	In this unit children	Use simple finishing	Collage - Develops skills
	1.Explore the work of	exploring how they can	about it.	will:	techniques to improve	of overlapping and
	Picasso and identify	be made stronger,	2.Use the work of	1.Explore where food	the appearance of their	overlaying.
	artistic styles used e.g.	stiffer and more stable	Michelle Reader to plan	comes from to select	product	Textiles - Stitches and
	drawing lines and		and design a sculpture.	fruit for kebab or salad.		cuts, threads and
	shapes.	Designs of castles and	3.Create an animal	2.Be able to explain	In this unit children	fibres.
	2. Use the work of	buildings.	sculpture using clay and	basic food hygiene	will:	
	Picasso to experiment		recycled materials.	practices.	1.Explore levers and	In this unit children
	with different artistic	Developing ideas -		3.Design and make a	sliders in moving	will:
	styles.	Draw on their own		fruit kebab or salad.	picture books and	1.Explore mixing
	3.Create a self portrait	experience to help			discuss how they work.	colours to create
	inspired by the work of	generate ideas.			2.Create prototypes of	different shades.

P	Picasso.	Suggest ideas and		different levers and	2.Practice using
		explain what they are		sliders and decide	overlapping and
		going to do.		which one is the most	overlaying in collage.
		Identify a target group		effective.	3. Explore using textiles
		for what they intend to		3.Design and create a	to create texture.
		design and make.		moving picture using a	4. Create a layered
		Model their ideas in		lever or a slider.	landscape picture using
		card and paper.			colour mixing, collage
		Evaluating - Evaluate			and textures.
		their product by			
		discussing how well it			
		works in relation to the			
		purpose.			
		Evaluate their products			
		as they are developed,			
		identifying strengths			
		and possible changes			
		they might make.			
		Evaluate their product			
		by asking questions			
		about what they have			
		made and how they			
		have gone about it			
		In this unit children			
		will:			
		1.Research different			
		styles of castles and			
		label the key parts.			
		2.Design a castle using			
		their research and			
		exploring the materials			
		that will be needed to			
		make the structure			
		stable.			
		3.Build a castle			
		following the plan they			
		have made.			

## COMPUTING

Key stage 1 Pupils should be taught to: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash	Purple Mash
Unit 1:1 Online Safety	Unit 1:7 Coding	Unit 1:3 Pictograms	Unit 1:4 Lego Builders	Unit 1:6 Animated stories	Unit 1:5 Maze
Use technology safely	Create and debug	Use technology	Understand what	Use technology purposefully	Explorers
and respectfully,	simple programs.	purposefully to	algorithms are; how they	to create, organise, store,	Understand what
keeping personal	<b>Computer Science</b>	create, organise,	are implemented as	manipulate and retrieve	algorithms are; how
information private;	They know that a	store, manipulate	programs on digital	digital content.	they are
identify where to go for	computer program	and retrieve digital	devices; and that	Digital Literacy	implemented as
help and support when	turns an algorithm	content.	programs execute by	To understand what	programs on digital
they have concerns	into code that the	Digital Literacy	following precise and	is meant by technology and	devices; and that
about content or	computer can	To understand what	unambiguous	can identify a variety of	programs execute by
contact on the internet	understand.	is meant by	instructions.	examples both in and out of	following precise
or other online	To work out what	technology and can	Computer Science	school.	and unambiguous
technologies.	is wrong with a	identify a variety of	To understand that an	They can make a	instructions.
Digital Literacy	simple	examples both in	algorithm is a set of	distinction between objects	Computer Science
To understand the	algorithm when the	and out of school.	instructions used to	that use modern technology	To understand that
importance of keeping	steps	Unit 1:8	solve a problem or	and those that do not.	an
information, such as their	are out of order.	Spreadsheets	achieve an objective.		algorithm is a set of
usernames and	To know that an	Use technology	To know that an		instructions used to
passwords, private and	unexpected outcome	purposefully to	unexpected outcome is		solve a problem or
actively demonstrate this	is due to the code	create, organise,	due to the code they		achieve an
in lessons. Children take	they have created	store, manipulate	have created and can		objective.
ownership of their work	and can make logical	and retrieve digital	make logical attempts to		To know that an
and save this in their own	attempts to fix the	content.	fix the code.		unexpected
private space.	code.	Digital Literacy			outcome is due to
Unit 1:2 Grouping and	To read code one line	To understand what			the code they have
Sorting	at a time and make	is meant by			created and can
Use technology	good attempts to	technology and can			make logical
purposefully to create,	envision the	identify a variety of			attempts to fix the
organise, store,	bigger picture of the	examples both in			code.
manipulate and retrieve	overall effect of the	and out of school.			
digital content.	program.				
Information Technology					

PHYSICAL					ND CATCHING, AS WELL AS DEVELO Mes, developing simple tactics	
EDUCATION				USING SIMPLE MOVEMENT F		
	Year 1 FMS Baseline Unit - Lost and Found Games Perform fundamental movement skills at a developing level in: Travelling skills. Sending skills. Receiving skills. In this unit children will: Be assessed against the Fundamental Movement skills baseline document.	Year 1 Dance - Toy Story Dance Perform fundamental movement skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. In this unit children will: 1.Perform basic body movements. 2.Choose appropriate movements for different dance ideas. 3.Remember and repeat short dance phrases and simple dances. 4.Move with control.	Year 1 Gymnastics activities 1 Gymnastics Perform fundamental movement skills at a developing level in: Travelling skills. Perform body actions with some control and coordination. In this unit children will: 1.Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 2.Perform dances using simple movement patterns	Year 1 FMS Bouncing and Catching Games Perform fundamental movement skills at a developing level in: Travelling skills. Sending skills. Receiving skills. In this unit children will: 1.Track balls and other equipment sent to them, moving in line with the ball to collect it. 2.Bounce a ball in a variety of ways, depending on the needs of the game.	Year 1 FMS Overarm Throwing Games Perform fundamental movement skills at a developing level. In this unit children will: 1. Use overarm skills when throwing. 2.Track balls and other equipment sent to them, moving in line with the ball to collect it.	Year 1 FMS Athlet Athletics Perform fundamental movement skills a developing level. In this unit childre will: 1.Run at fast and slow speeds, changing direction 2.Link running an jumping activities with some fluence control and consistency. 3.Make up and repeat a short sequence of linke jumps. 4.Take part in a relay activity. 5.Throw a variety objects, changing their action for distance. 6.Recognise wher their heart rate an temperature have

			changed.
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RELIGIOUS		TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.							
EDUCATION	Harvest How can we help those who do not have a good harvest? How do people of Jewish faith celebrate the harvest? Judaism	Christmas Why do we give and receive gifts? Hinduism, Islam	Jesus What made Jesus special?	Easter What do you think is the most important part of the Easter story?	My World, Jesus' World How is the place where Jesus lived different from how we live now? Judaism	Baptism Why is baptism special? How do people of world faiths welcome new babies? Hinduism, Islam, Sikhism, Humanism			
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	Which people are special and why? Diwali Hannukah Christmas	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice			