



Year 1

	AUTUMN	SPRING	SUMMER
RELIGIOUS EDUCATION	Christianity <ul style="list-style-type: none">• Why did Jesus teach the Lord's Prayer as a way to pray?• Why are saints important to Christians?• Christmas: Why is each person important in the Nativity Story?	Judaism <ul style="list-style-type: none">• What is it like to live as a Jewish person? Christianity <ul style="list-style-type: none">• What is the story of Noah really all about? Christianity• Why is Easter the most important festival for Christians?	Islam <ul style="list-style-type: none">• What does it mean to be a Muslim? Christianity <ul style="list-style-type: none">• What responsibility has God given people about taking care of the world?

<p>ENGLISH</p>	<p>Texts studied</p> <ul style="list-style-type: none"> • Fiction: Errol’s Garden, Mog and the VET, The Tiger Who Came to Tea, Dear Zoo, We’re Going on a Bear Hunt, In Every House on Every Street, What We’ll Build, Five Minutes Peace, Peace at Last, All in One Piece, That’s Not My Hat, The Jolly Christmas Postman • Recount: Model text of half term recount • Poetry: The Christmas Pine, The Friendship Tree <p>Writing outcomes</p> <ul style="list-style-type: none"> • Lists • Captions • Sentences to match a picture • Recount of half term • Poem • Fact files of characters • Letters to characters/Father Christmas <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Leave spaces between words • Orally rehearsing sentences • Use a capital letter to start a sentence • Use full stops to end a sentence • Capital letters for names • Use exclamation marks and question marks to demarcate sentences <p>Reading & Comprehension</p> <ul style="list-style-type: none"> • Reading for enjoyment • Recognising and joining in with predictable phrases • Participating in discussion • Discuss and clarify the meaning of words • Read accurately by blending • Linking what is read to own experiences • Discussing the significance of the title and events • Orally retelling familiar stories • Appreciate rhymes and poems, and to recite some by heart • Making inferences based on what is said and done • Predicting what might happen based on what has been read 	<p>Texts studied</p> <ul style="list-style-type: none"> • Fiction: Lost in the Toy Museum • Recount: Model text of Christmas recount • Non-fiction: Toys from the Past • Stories from other cultures: Handa’s Surprise • Poetry: A Great Big Cuddle • Bible stories: Easter story <p>Writing outcomes</p> <ul style="list-style-type: none"> • Recount of Christmas • Description of a toy • Information text on toys from the past • Short narrative based on toys • Innovating a key story • Composing rhymes and poems • Retelling the Easter story <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Leave spaces between words • Orally rehearsing sentences • Use a capital letter to start a sentence • Use full stops to end a sentence • Using a capital letter for places, the days of the week and personal pronoun, I • Re-reading writing to check that it makes sense • Sequencing sentences to form short narratives • Using adjectives <p>Reading & Comprehension</p> <ul style="list-style-type: none"> • Reading for enjoyment • Explaining clearly their understanding of what is read to them • Drawing on prior knowledge, background information and vocabulary provided by the teacher • Participating in discussion • Discuss and clarify the meaning of words • Linking what is read to own experiences • Read aloud their writing clearly 	<p>Texts studied</p> <ul style="list-style-type: none"> • Fiction: Grandad’s Island, If All the World were... Wild • Fairy tales • Recount: model text • Poetry: list poems <p>Writing outcomes</p> <ul style="list-style-type: none"> • Character description • Retelling fairytales • Innovating fairytales • Letter writing • Book review • Picture book making <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Leave spaces between words • Orally rehearsing sentences • Use a capital letter to start a sentence • Use full stops to end a sentence • Re-reading writing to check that it makes sense • Using ‘and’ to join words and phrases <p>Reading & Comprehension</p> <ul style="list-style-type: none"> • Becoming familiar with fairy stories and traditional tales • Listening to, discussing and expressing views about books at a level beyond that which they can read independently • Discussing the significance of the title and events • Linking what is read to own experiences • Explaining understanding of what is read • Discussing favourite words and phrases • Answering and asking questions • Predicting what might happen on the basis of what has been read • Drawing inferences on the basis of what is being said and done • Participating in discussion about what is read, taking turns and listening to others • Expressing views about reading • Read aloud their writing clearly
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<p>PHONICS</p> <p>(ELS)</p>	<p>Review ay (play) ou (cloud) ie (tie) ea (eat) oy (boy) ir (shirt) ue (blue) aw (lawn) wh (whisk) ph (photo) ew (crew) oe (toe) au (pause) ey (money) a–e (lake) e–e (theme) i–e (slide) o–e (home) u–e (tune) c (city)</p> <p>Learn y (baby) al (walk)</p> <p>HRS words please, once, any, many, again, who, whole, where, two</p>	<p>Review Sounds and graphemes taught in Spring term</p> <p>Learn a (acorn) ey (they) ea (great) eigh (weight) a (father) e (he) i (find) y (by) o (go) a (was) u (push) u (music) ch (school) ch (chef) ea (head) or (world) ear (learn) ou (soup) oul (shoulder) ie (brief) ve (have) y (gym) are (care) ere (there) ear (pear) tch (catch) o (brother) g (gem) ge (fringe) dge (bridge) st (listen) ce (fence) se (house) gn (sign) kn (knee) wr (wrap) mb (lamb) se (cheese) ze (freeze) eer (cheer) ere (here) ti (patient) tion (station) al (half) augh (caught) ss (session) si (vision) –ti (scrumptious) ci (delicious) –ous, –ion, –ian</p> <p>HRS words here, sugar, friend, because</p>	<p>Review All previously taught GPCs for reading and spelling, and teach further rarely-used GPCs.</p> <p>Learn (with decodable reading books) sc (science) bt (doubt) u (busy) ne (gone) mn (column) gh (ghastly) gu (guard) ough (cough) ough (tough) oo (flood) wh (whole) gh (rough) u (penguin) aigh (straight) ei (ceiling) l (police) eye (eyelash) is (island) uy (buy) ough (dough) eau (plateau) ear (heart) our (colour) re (centre) o (move) ui (juice) oe (shoe) eau (beautiful) ar (warm) oar (roar) oor (floor) ore (more) ough (plough) ar (scary)</p>
<p>MATHS</p> <p>(Maths Mastery)</p>	<p>Number</p> <ul style="list-style-type: none"> Numbers to 20 Identifying teen numbers Addition and subtraction within 20 Know bonds to 5,6,7 and 10 by heart Identifying one more and one less of a given number Using <, > and = to compare numbers Understanding terminology of greater than and less than. Place value, numbers up to 50 and for Highers 100+ Tens and ones using place value cards and denes. Mental and addition and subtraction <p>Shapes and patterns:</p> <ul style="list-style-type: none"> Recognise and name common 2D shapes Sorting common 2D shapes <p>Measurement</p> <ul style="list-style-type: none"> Length using non- standard units of measure e.g. cubes. Comparing measurements, longest, shortest? Tallest or shortest? Positional vocab, left or right. <p>Money</p> <ul style="list-style-type: none"> Recognising coins up to £2 and finding totals in pence Counting on and counting back using money 	<p>Number</p> <ul style="list-style-type: none"> Counting in twos, fives and tens Measure Estimation Adding one digit to two digit numbers Use number facts to solve simple word problems. Locating two digit numbers on a hundred square Finding halves and quarters or a given whole number Recognising odd and even numbers Counting objects in 5's and tens. Know doubles up to double 10 Use number bonds to 10 to help with number bonds to 20 Place value in two digit numbers progressing skills into place value in money <p>Fractions</p> <ul style="list-style-type: none"> Begin to understand that two halves are the same as a whole and four quarters are the same as a whole. <p>Shape and time</p> <ul style="list-style-type: none"> Recognising and naming 3D shapes Sorting 3D shapes Rehearsing ordering days of the week/months of the year Telling time to the nearest half hour and developing knowledge of how long a minute, hour, day a week are etc. 	<p>Number</p> <ul style="list-style-type: none"> Recap of partitioning two digit numbers into 10's and ones Finding 10 more and 10 less of any two-digit number Addition and subtraction of one digit numbers from two digits. Addition of 3 smaller numbers Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers. <p>Weight and measure</p> <ul style="list-style-type: none"> Recording of data using block graphs Compare weights and capacities using direct comparison; measure weight and capacity using uniform and non-standard units. <p>Money</p> <ul style="list-style-type: none"> Recognise and name and know value of coins £1-£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins. <p>Measure</p> <ul style="list-style-type: none"> Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs. Make a use a measuring vessel for capacity. <p>Fractions/money</p> <ul style="list-style-type: none"> Find half of all numbers to 10 and then to 20. Identify even numbers and being to learn halves. Recognise halves and quarters of shapes and being to know that $2/2=1$, $4/4=1$ and $2/4 =1/2$.

<p>SCIENCE</p>	<p>Animals</p> <ul style="list-style-type: none"> Identify and name a variety of common animals Group animals into carnivores, herbivores and omnivores <p>Human Body</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body <p>Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials Describe physical properties of everyday materials (wood, metal, plastic and fabric) Compare and group together a variety of everyday materials on the basis of their physical properties <p>Seasonal changes (Autumn and Winter)</p> <ul style="list-style-type: none"> Identify and describe changes 	<p>Seasonal changes (Spring)</p> <ul style="list-style-type: none"> Identify and describe changes 	<p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a of common flowering plants, e.g. stem, leaf and petal <p>Seasonal changes (Summer)</p> <ul style="list-style-type: none"> Identify and describe changes
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<p>COMPUTING</p>	<p>Introduction to Computing:</p> <ul style="list-style-type: none"> • Learning to login • Developing mouse skills <p>Programmable toys</p> <ul style="list-style-type: none"> • 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. • Recognise common uses of information technology beyond school. <p>Online Safety</p> <ul style="list-style-type: none"> • Understand that rules help us stay safe, both in the real world and online. • Suggest strategies for staying safe in different online scenarios. • Help to develop a set of online safety rules that are easily understood and appropriate for Year 1. • Understand that unkind behaviour online can affect other people, even though we can't see them. • Understand that the rules created can be applied to any concerns they may have about their online activities <ul style="list-style-type: none"> • 	<p>Illustrating e-books</p> <ul style="list-style-type: none"> • Use the web safely to find ideas for an illustration • Select and use appropriate painting tools to create and change images on the computer • Understand how this use of ICT differs from using paint and paper • Create an illustration for a particular purpose • Know how to save, retrieve and change their work • Reflect on their work and act on feedback received <p>Finding images using the web</p> <ul style="list-style-type: none"> • Find and use pictures on the web • Know what to do if they encounter pictures that cause concern • Group images on the basis of a binary (yes/no) question • Organise images into more than two groups according to clear rules • Sort (order) images according to some criteria • Ask and answer binary (yes/no) questions about their images <p>Online Safety</p> <ul style="list-style-type: none"> • Learn the very basic principles of what the internet is. • Understand how people use the internet. • Understand that using computer devices too often can be bad for us and we should take time out from technology to do other things. • Discuss what to do if they see or hear something online that upsets them. • Understand what is meant by 'personal information'. • Recognise that anyone online who we don't know in real life is a stranger. <p>Understand how we can protect our personal information, including reporting worries to trusted adults.</p>	<p>Producing a talking book</p> <ul style="list-style-type: none"> • Use sound recording equipment to record sounds • Develop skills in saving and storing sounds on the computer • Develop collaboration skills as they work together in a group • Understand how a talking book differs from a paper-based book • Talk about and reflect on their use of ICT • Share recordings with an audience. <p>Creating a digital card</p> <ul style="list-style-type: none"> • Develop basic keyboard skills, through typing and formatting text • Develop basic mouse skills • Use the web to find and select images • Develop skills in storing and retrieving files • Develop skills in combining text and images • Discuss their work and think about whether it could be improved. <p>Online Safety</p> <ul style="list-style-type: none"> • Understand what is meant by 'digital citizen'. • Understand how to be responsible, respectful and safe online. • Understand that being a good digital citizen means having a kind heart, a warning tummy and a thinking brain; all things that keep us safe online. • Recall what to do if something happens online that makes them feel uncomfortable • Understand the importance of playing games in shared spaces where grown-ups are available for support. <p>Understand the importance of taking breaks away from technology</p>
<p>HISTORY</p>	<p>Homes from the past</p> <ul style="list-style-type: none"> • Changes within living memory by comparing Victorian homes to homes today • Identify changes in living memory by understanding how houses have changed over time (Local area walk looking at houses and homes) • Develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about household items • Learn about a significant figure in local history (Horace Walpole and visit to Strawberry Hill House) 	<p>Toys from the past</p> <ul style="list-style-type: none"> • Changes within living memory by exploring toys from today and the past • Identify changes in living memory by understanding how toys have changed over time and using this to reveal how aspects of children's lives have changed over time • Develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys 	<p>Seaside</p> <ul style="list-style-type: none"> • Develop an understanding of methods of historical enquiry by using photographs and videos to find out about the past • Continuity and change by comparing entertainments at the seaside now and then • To know where the events they study fit into a chronological framework by understanding that Victorian seaside entertainment and homes built during the Victorian era (previous learning) co-occurred.

GEOGRAPHY	Maps and local area <ul style="list-style-type: none"> • Use and make simple maps and plans (Compass points, creating 3D aerial view maps, coordinates- treasure maps) • Name, describe and compare familiar places (Local area walk, Strawberry Hill House) • Link their homes with other places in their local community (Local area walk, Strawberry Hill House) 	Locating the UK and it's countries <ul style="list-style-type: none"> • Locate the United Kingdom • Name countries (England, Ireland, Wales and Northern Ireland) and their capital cities • Name the seas that surround the United Kingdom 	Seaside <ul style="list-style-type: none"> • Human and Physical features of the seaside • Seasonal changes in weather
DESIGN TECHNOLOGY		Mechanisms: Making a moving story book <ul style="list-style-type: none"> • Make and use sliders as a moving mechanism • Use correct terminology e.g. up, down, left and right • Plan their book against a design criteria • Referring to their plan children construct book. Test and evaluate product. 	Food: Fruit and vegetable smoothies <ul style="list-style-type: none"> • Categorising fruit and veg • Know the difference between both by looking at seeds • Learning where fruit and vegetables grow • Tasting selection of ingredients and describe taste, appearance smell and taste • Design packaging for their smoothie Textiles: Puppets <ul style="list-style-type: none"> • Explore ways to join fabrics e.g. gluing, pinning and stapling • Cut out simple templates • Decorate puppet with a variety of materials
ART	Art and design Skills <ul style="list-style-type: none"> • Introduction to sketch books • Lego printing • Colour mixing handprints • Printing • Experimenting with 2D shapes and layering 	Formal elements of art <ul style="list-style-type: none"> • Use colour, pattern, texture, line, form and space • Learn about the work from a range of artists. • Describe differences and similarities between pieces. • Experiment with mark making • Create line drawings • Understand that lines can be used in different ways • Use and understand primary colours • Mix primary colours to make secondary colours Sculptures and collages (Theme: Living things) <ul style="list-style-type: none"> • Use clay as a medium for sculpture (snail making) • Use Junk modelling to create 3D creatures • Collect natural resources to create a 3D piece • Create a model as a class, from a variety of resources. Base their model off a famous sculpture, understand how we use inspiration from other artists to inspire own work. 	Landscapes using different medias <ul style="list-style-type: none"> • Cutting skills • Drawing the horizon line in a landscape • Composition of a beach scene • Use materials to replicate textures found at the seaside • Use watercolours to create different colour palettes from the seaside • Painting over texture • Collage to add detail to their watercolour landscapes

<p>PHYSICAL EDUCATION</p>	<p>Fundamentals</p> <ul style="list-style-type: none"> • Change direction when moving at speed. • Recognise changes in my body when I do exercise. • Run at different speeds. • Select my own actions in response to a task. • Show hopping and jumping movements. • Work co-operatively with others to complete tasks. • Show balance and co-ordination when static and moving at a slow speed. <p>Team Building</p> <ul style="list-style-type: none"> • Communicate simple instructions. • Follow instructions. • Follow a path and lead others. • Listen to others' ideas. • Suggest ideas to solve tasks. • Work with a partner and a small group. • Understand the rules of the game. <p>Ball Skills</p> <ul style="list-style-type: none"> • Begin to catch with two hands. • Begin to dribble a ball with my hands and feet. • Begin to understand simple tactics. • Roll and throw with some accuracy towards a target. • Say when someone was successful. • Track a ball that is coming towards me. • Work co-operatively with a partner. <p>Fitness</p> <ul style="list-style-type: none"> • Recognise changes in my body when I do exercise. • Share my ideas with other people in the class. • Talk about what exercise does to my body. • Recognise how exercise makes me feel. • Try my best in the challenges I am set. • Understand why it is important to warm up. 	<p>Sending and receiving</p> <ul style="list-style-type: none"> • Begin to send and receive a ball using feet. • Catch a ball with some success. • Recognise changes in the body when doing exercise. • Roll a ball towards a target. • Throw a ball to a partner. • Track a ball that is coming towards me. • Work co-operatively with a partner. <p>Dance</p> <ul style="list-style-type: none"> • Beginning to use counts. • Copy, remember and repeat actions. • Move confidently and safely. • Use different parts of the body in isolation and together. • Work with others to share ideas and select actions. • Choose appropriate movements for different dance ideas. • Say what I liked about someone else's performance. • Show some sense of dynamic and expressive qualities in my dance. • <p>Athletics</p> <ul style="list-style-type: none"> • Throw towards a target. • Begin to show balance and co-ordination when changing direction. • Develop overarm throwing. • Recognise changes in the body when doing exercise. • Run at different speeds. • Work with others and make safe choices. • Try my best. • Understand the difference between a jump, a leap and a hop and can choose which allows the furthest jump. <p>Target games</p> <ul style="list-style-type: none"> • Recognise changes the body when doing exercise. • Use an overarm throw aiming towards a target. • Roll a ball towards a target. • Use an underarm throw aiming towards a target. • Work co-operatively with a partner. • Understand what good technique looks like. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Have confidence to perform in front of others. • Link simple actions together to create a sequence. • Make my body tense, relaxed, stretched and curled. • Recognise changes in my body when I do exercise. • Remember and repeat actions and shapes. • Say what I liked about someone else's performance. • Use apparatus safely and wait for my turn. <p>Net and Wall</p> <ul style="list-style-type: none"> • Hit a ball using a racket. • Throw a ball to land over the net and into the court area. • Track balls and other equipment sent to me. • Use a ready position to move to the ball. • Know how to score points. • Recognise changes in the body when doing exercise. • Show honesty and fair play when playing against an opponent. <p>Invasion Games</p> <ul style="list-style-type: none"> • Begin to dribble a ball with hands and feet. • Change direction to move away from a defender. • Recognise space when playing games. • Send and receive a ball with hands and feet. • Use simple rules to play fairly. • Move to stay with another player when defending. • Recognise changes in my body when I do exercise. • Understand when being a defender or an attacker. <p>Yoga</p> <ul style="list-style-type: none"> • Recognise how yoga makes me both feel physically and mentally. • Remember and repeat actions, linking poses together. • Say thoughts about someone else's work. • Show an awareness of space when travelling. • Work with others to create poses.
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<p>MUSIC</p>	<p>Introducing the Orchestra</p> <ul style="list-style-type: none"> • How instruments make their sounds • Recognising instruments visually • Learning about the 4 instrument families • Identifying instruments by ear • Young Person's Guide to the Orchestra by Benjamin Britten • What does a conductor do? • Using imagination when we listen <p>Dynamics</p> <ul style="list-style-type: none"> • Noticing different volumes • Understanding the effect of dynamics in music • Using Italian terms to describe dynamics • Controlling dynamics using voices and instruments <p>Christmas production</p>	<p>Graphic Notation</p> <ul style="list-style-type: none"> • Understanding why there is a need to transcribe sounds and music • Interpreting sounds and music using graphic notation • Learning to show nuanced musical elements such as pitch, dynamics, tempo, timbre, duration and texture using symbols • Beginning to understand the value of and interpret traditional western musical notation <p>Musical Games</p> <ul style="list-style-type: none"> • Developing aural awareness • Working collaboratively • Gaining confidence exploring the inter-related dimensions of music • Using classroom instruments 	<p>Creating Music</p> <ul style="list-style-type: none"> • Choosing instruments to represent a certain character or scene • Learning to control an instrument and play with intention • Making musical choices • Lyric-writing <p>Preparing a Performance</p> <ul style="list-style-type: none"> • Learning physical performance skills • Developing good singing technique • Understanding one another's value within a group • Gaining confidence on stage. <p>Summer Production</p>
<p>PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)</p>	<p>Being Me In My World</p> <ul style="list-style-type: none"> • Rights and responsibilities as a member of my class • Knowing my views are valued • Recognising the choices I make and understand the consequences <p>Celebrating Differences</p> <ul style="list-style-type: none"> • Identifying similarities and differences between people in my class • Making friends • Identify what bullying is and what to do if I am unhappy or being bullied 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Setting goals • Tackling challenges and understand this might stretch my learning • Identifying obstacles in achieving challenges and working out how to overcome them <p>Heathy Me</p> <ul style="list-style-type: none"> • Differences between being healthy and unhealthy • Keeping clean and healthy and understand how germs cause disease/illness • Household products safety • Medicines; uses and dangers • Road safety 	<p>Relationships</p> <ul style="list-style-type: none"> • Identify own family members • Different types of families • Qualities of a good friend • Appropriate physical contact • People who help us <p>Changing Me</p> <ul style="list-style-type: none"> • Lifecycles of animals and humans • Parts of the body using the correct names • Learning, growing and change, including body changes • Coping changes