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|  | **English** | **Maths** | **RE** | **PSHE & RSHE** | **Science** | **PE** | **History**  **& Geography** | **Computing** | **Music** | **Art & DT** |
| **Advent**  **Term 1** | Writing and Reading:  Stories with predictable phrasing - Familiar settings  Fiction:  Shaping words into sentences and planning a story around a lost toy/bear.   * This is the Bear * Where’s My Teddy? * Stick Man – Topic linked text - recount   Labels, lists and captions  Non-fiction:   * Maps – big book - Topic linked text - | Year 1 - Autumn - Block 1 - Place Value (within 10)   * Sort objects * Count objects * New content Count objects from a group of 10 * Represent objects * New content Represent numbers to 10 * Count forwards * Count backwards * Count one more * Count one less * Activity Counting * One to one correspondence * Compare objects * Introduce <, > and = * Compare numbers * Activity Comparing * Order objects * Order numbers * Ordinal numbers * The number line   Year 1 - Autumn Block 2 - Addition & Subtraction (within 10)   * New content Introducing parts and wholes * Activity Parts and wholes * New content Part-whole model (with images/objects) * Part-whole model * Addition symbol * Fact families - addition facts * Find number bonds for numbers within 10 * Systematic methods for number bonds within 10 * Number bonds to 10 * Compare number bonds * Addition - adding together * Addition - adding more (first part of sheet) * Addition - adding more (second part of sheet) * New content Addition - using bonds * Finding a part * Subtraction - taking away, how many left? Crossing out * Subtraction - taking away, how many left? Introducing the subtraction symbol * Subtraction - find a part, breaking apart * Fact families - the 8 facts * Subtraction - counting back * Subtraction - finding the difference (first part of sheet) * Subtraction - finding the difference (second part of sheet) * Comparing addition and subtraction statements a + b > c * Comparing addition and subtraction statements a + b > c + d | Domestic Church – family topic - **Families** - Why do we have a family and who is my family?  **Harvest week** – CAFOD and Foodbank themed week  Belonging through Baptism topic - **Belonging** - What does it mean to belong?  **Judaism Week** - We all have stories - Abraham and Moses, leaders of the Jewish people - How God led the Jewish people  Advent & Christmas topic - **Waiting** - Is waiting always difficult? | Routines, keeping safe, general hygiene rules, friendship foundations, teamwork & class-based needs. | **Plants and animals where we live**   * name plants including trees near you​ * know the difference between evergreen and deciduous trees​ * know the parts of a plant​ * name animals living near you​ * know which animals are carnivores, herbivores and omnivores​ * know about fish, amphibians, reptiles, birds and mammals.​   Key vocabulary:   * Amphibians​ * Animal​ * Birds​ * Branches​ * Bulb​ * Carnivores​ * Fish​ * Flowers​ * Fruit​ * Habitat​ * Herbivores​ * Identify​ * Mammals​ * Petals​ * Plant​ * Reptiles​ * Roots​ * Seeds​ * Stem​ * Tree​ | **Fundamentals**  LESSON 1-To explore balancing and to be able to move with control.  LESSON 2-To explore balance, stability and landing safely.  LESSON 3-To explore how the body moves differently when running at different speeds.  LESSON 4-To explore changing direction and dodging.  LESSON 5-To explore jumping, hopping, and skipping actions.  LESSON 6-To explore co-ordination and combining jumps.  LESSON 7-To explore combination jumping and skipping in an individual rope.  LESSON 8-To apply fundamentals skills to a variety of challenges. | Geography  **OUR LOCAL AREA:**  What’s it like where we live?  Knowledge, skills and concepts  In this unit, the children will:  • identify the significant features (landmarks) of their local area and  consider viewpoints in relation to this  • compare journeys and landscapes and understand near/far, often/rarely  • learn about maps, map-making and symbols. | **Online Safety**   1. Log in safely. 2. Find saved work and teacher comments. Learn how to search Purple Mash to find resources. 3. To become familiar with the types of resources available in the Topics section.   Start to add pictures and text to work.   1. Explore the Tools section of Purple Mash and to learn about the common icons used for Save Print, Open, New.   Explore the games section on Purple Mash.  Understand the importance of logging out when finished. |  | Structures: Constructing windmills (4 lessons)  Designing, decorating and building a windmill for their mouse client to live in,  developing an understanding of different types of windmill, how they work and  their key features. |
| SPAG  1. Ready to Write  (1G5) Leaving spaces between  words  (1G5) Separation of words with spaces  Terminology for pupils:  • (1G5.1) letter  • (1G6) word  2. Punctuating Sentences  (1G5.1) Introduction to capital letters to  demarcate sentences  (1G5.2) Introduction to full stops to demarcate sentences  (1G5.1) Beginning to punctuate sentences  using a capital letter  (1G5.2) Beginning to punctuate sentences using a full stop  Terminology for pupils:  • (1G3.1) sentence  • (1G5.1) capital letter  • (1G5) punctuation  • (1G5.2) full stop  Name the letters of the alphabet in order  Begin to form lower-case letters in the correct direction, starting and finishing in the right place  Form capital letters |
| Phonics  Revision of Letters and Sounds - Phase 3 |
| **Advent Term 2** | Writing and Reading:  Stories with predictable phrasing and Recounts  Fiction:   * We’re Going on a Bear Hunt * Paddington *– topic & Y2 linked* * Owl Babies * The Christmas Story   Digital Literacy   * Toy Story – character and settings descriptions   Non-Fiction – linked to ‘Frozen: Enchanted Forest’ theme day animals and linked to ‘Polar Places’ next term. | **Year 1 - Autumn Block 3 – Geometry: Shape**   * Recognise and name 3-D shapes * Sort 3-D shape * Recognise and name 2-D shapes * Sort 2-D shapes * Patterns with 3-D and 2-D shapes   **Year 1 - Autumn Block 4 - Place Value (within 20)**   * Count forwards and backwards and write numbers to 20 in numerals and words * Numbers from 11 to 20 * Tens and ones * Count one more and one less * Compare groups of objects * Compare numbers * Order groups of objects * Order numbers | Ten:Ten Life to the Full:  KS1, Module 1, Unit 1  Story Sessions:  Let the Children  Come  KS1, Module 1, Unit 2  Session 1:  I am Unique  Session 2:  Girls and Boys  Session 3 & 4  (two sessions):  Clean & Healthy | **Who am I?**   * be able to name parts of the body​ * be able to draw and label parts of the body​ * know each of your senses.   Key vocabulary:   * Backbone​ * Ear lobe​ * Eye socket​ * Elbow​ * Fingers​ * Hearing​ * Hips​ * Joints​ * Nails​ * Neck​ * Ribs​ * Senses​ * Sight​ * Smell​ * Spine​ * Taste​ * Thigh​ * Tongue​ * Touch​ * Vertebrae​ * Wrist​ | **Net and Wall Games**  LESSON 1-To defend space, using the ready position.  LESSON 2-To defend space, using the ready position.  LESSON 3-To play against an opponent and keep the score.  LESSON 4-To develop control when handling a racket.  LESSON 5-To develop racket and ball skills.  LESSON 6-To develop sending a ball using a racket.  LESSON 7-To develop playing over a net.  To develop placing the ball.  LESSON 8-To develop hitting over a net. | History  **MY FAMILY HISTORY:**  What was life like when our grandparents were children?  Knowledge, skills and concepts  In this unit, the children will:  • develop an awareness of the past  • know where the people and events they study  fit within a chronological framework  • identify similarities and differences between ways of life in different periods  • use a wide vocabulary of everyday historical  terms  • ask and answer questions, choosing parts  of sources to show that they know and understand key features  • understand some of the ways in which we find  out about the past  • identify different ways in which it is represented. | **Grouping and Sorting**  1. To sort items using a range of criteria  2. To sort items on the computer using the ‘Grouping’ activities in Purple Mash.  **Pictograms**  1. To understand that data can be represented in picture format.  2. To contribute to a class pictogram.  3. To use a pictogram to record the results of an experiment. |  | Art and design skills (5 lessons)  Learning two different printing techniques, using 2D shapes to explore a variety of  media, mixing different shades of one colour and discussing the work of artist Louis  Wain. |
| SPAG  3. Sentences  (1G3.1) How words can combine to make sentences  Terminology for  pupils:  • (1G6) word  • (1G3.1) sentence  4. Capital Letters 1  (1G5.1) Using a capital letter for names of people, places, the days of the week, and the  personal pronoun ‘I’  (1G5.1) Capital letters for names and for the personal pronoun I  Handwriting: Form digits 0-9  Mathematics: (1M4c) Recognise and use language relating to dates, including  days of the week, weeks, months and years  Assessments |
| Phonics  Letters and Sounds:  Phase 4  Phase 5 |

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|  | **English** | **Maths** | **RE** | **PSHE & RSHE** | **Science** | **PE** | **History**  **& Geography** | **Computing** | **Music** | **Art & DT** |
| **Lent Term 1** | Writing and Reading:  Contemporary fiction and non-fiction – stories reflecting children’s own experiences - Cross curricular   * A day with Musa   Report – Science link – building on ‘Frozen: Enchanted Forest’ theme day animals and linked to ‘Polar Places’  Poetry – vocabulary building   * The Snail and the Whale   Poetry – Structure – rhyming pairs building into couplets   * various poems *– children may like to bring in from own homes or library* | * **Year 1 - Spring Block 1 - Addition & Subtraction (within 20)** * Activity Add by counting on * Add by counting on * Activity Add ones using number bonds * Add ones using number bonds * Find & make number bonds * Activity Add by making 10 * Add by making 10 * Subtraction - not crossing 10 * Subtraction - not crossing 10 (counting back) * Subtraction - crossing 10 (counting back) * Subtraction - crossing 10 (1) * Subtraction - crossing 10 (2) * Related facts * Compare number sentences * **Year 1 - Spring Block 2 - Place Value (within 50)** * Activity Counting to 50 by making 10s * Numbers to 50 * Counting forwards and backwards within 50 * Tens and ones * Represent numbers to 50 * Activity One more one less * One more one less * Compare objects within 50 * Compare numbers within 50 * Order numbers within 50 * Activity Count in 2s * Count in 2s * Activity Count in 5s * Count in 5s | Local Church – community topic –  **Special People** – What makes a person special?  Eucharist – relating topic – **Meals**– What makes some meals special?  Lent & Easter – giving topic – **Change** – How and why do things change? | Ten:Ten Life to the Full:  KS1 Module 1, Unit 3  Session 1:  Feelings, Likes and  Dislikes  Session 2:  Feeling Inside Out  Session 3:  Super Susie Gets  Angry  KS1 Module 1, Unit 4  Session 1: The Cycle of Life | **Celebrations**   * be able to name different materials​ * be able to say what the properties of materials are​ * be able to name the parts of a plant.   Key vocabulary:   * Battery​ * Bulb​ * Candle​ * Dark​ * Flame​ * Illuminate​ * Light source​ * Loud​ * Opaque​ * Quiet​ * Reflect​ * Shadow​ * Sound​ * Source​ * Torch​ * Translucent​ * Transparent​   Vibration | **Striking and Fielding**  LESSON 1-To roll a ball towards a target.  LESSON 2-To track a rolling ball and collect it.  LESSON 3-To develop accuracy in underarm throwing and consistency in catching.  LESSON 4-To develop overarm throwing.  LESSON 5-To develop striking a ball with my hand and equipment.  LESSON 6-To retrieve a ball when fielding.  LESSON 7-To understand the roles of batter, bowler and fielder.  To understand how to get a batter out.  LESSON 8-To understand how to run around bases to score points. | Geography  **PEOPLE AND THEIR COMMUNITIES:**  Where in the world do these people live?  Knowledge, skills and concepts  In this unit, the children will:  • name and locate the world’s seven  continents  • learn about the human and physical  geography of a small area in several non-European countries  • read images, maps, atlases and globes  • ask and answer questions  • use basic geographical vocabulary | **Lego Builders**  1. To emphasise the importance of following instructions.  2. To follow and create simple instructions on the computer.  3. To consider how the order of instructions affects the result.  **Maze Explorers**  1. To understand the functionality of  the basic direction keys in  Challenges 1 and 2.  To be able to use the direction keys  to complete the challenges  successfully.  2. To understand the functionality of  the basic direction keys in  Challenges 3 and 4.  To understand how to create and  debug a set of instructions  (algorithm).  3. To use the additional direction keys  as part of their algorithm.  To understand how to change and  extend the algorithm list.  To create a longer algorithm for an  activity.  4. To provide an opportunity for the  children to set challenges for each  other.  To provide an opportunity for the  teacher to set these new challenges  as 2Dos for all the class to try. |  | Textiles: Puppets (4 lessons)  Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairy-tale. Children work to develop their technical skills of cutting, glueing, stapling and pinning. |
| SPAG  1. Conjunctions  (1G3.3) Joining words and joining clauses using ‘and’  (1G3.1) How words can combine to make sentences  Terminology for pupils:  • (1G6) word  • (1G3.1) sentence  2. Exclamations  (1G5.4) Introduction to exclamation marks to demarcate sentences  (1G5.4) Beginning to punctuate sentences using an exclamation mark |
| Phonics  Letters and Sounds Phase 5 |
| **Lent Term 2** | Writing and Reading:  Instructions and Letters (Art/Topic based)  Fiction – We’re Going on a Bear Hunt – building own story based on the topic of being an explorer and writing in the first person.  How to be an Explorer – BUG CLUB – share some elements of the non-fictional text then build into a diary entry including ‘I’ and the days of the week. | **Year 1 - Spring Block 3 - Length & Height**   * Activity Compare lengths * Activity Compare heights * Compare lengths & heights * Activity Measuring lengths (non-standard units) * Measure length (1) * Activity Introducing the ruler * Measure length (2) * Adding length problems * Subtracting length problems   **Year 1 - Spring Block 4 - Weight & Volume**   * Activity Introduce weight & mass * Introduce weight & mass * Measure mass * Compare mass * Weight and mass problems * Activity Introduce capacity and volume * Introduce capacity and volume * Measure capacity * Compare capacity * Consolidation | Ten:Ten Life to the Full:  KS1, Module 2, Unit 1  Session 1:  God Loves You  KS1, Module 2, Unit 2  Session 1:  Special People  Session 2:  Treat Others Well…  Session 3:  …and Say Sorry | **Polar Places**   * name animals that are birds, fish and mammals​ * name animals that are herbivores, carnivores or omnivores​ * know which materials are waterproof, transparent, translucent, opaque or flexible​ * group materials that are waterproof, transparent, translucent, opaque or flexible   Key vocabulary​:   * Adventurer​ * Antarctic​ * Arctic​ * Carnivore​ * Clothes​ * Cold​ * Flexible​ * Habitat​ * Herbivore​ * Ice​ * Iceberg​ * North Pole​ * Omnivore​ * Polar bear​ * Seal​ * Sea lion​ * Snow​ * South Pole​ * Waterproof​   Weather | **Fitness**  LESSON 1-To understand how to run for longer periods of time without stopping.  LESSON 2-To develop co-ordination through hula hoop skills.  LESSON 3-To develop co-ordination and timing when jumping in a long rope.  LESSON 4-To develop individual skipping.  LESSON 5-To take part in a circuit to develop stamina and co-ordination.  LESSON 6-To take part in a circuit to develop stamina and agility.  LESSON 7-To explore exercises that use your own body weight.  LESSON 8-To develop ‘ABC,’ agility, balance and co-ordination. | History  **THE GREATEST EXPLORERS:**  Who were the greatest explorers?  Knowledge, skills and concepts  In this unit, the children will:  • know where the people they study fit within a chronological framework  • develop an awareness of the past, using common words and phrases relating to  the passing of time  • understand some of the ways in which we find out about the past  • identify different ways in which it is represented  • ask and answer questions, choosing and using sources to show that they know  and understand the key features of events  • use parts of sources to show that they know and understand key features of events  • use common words and phrases relating to the passing of time | **Animated Stories**  1. To introduce e-books and 2Create a Story.  2. To continue a previously saved story.  To add animation to a story.3. To add sound to a story, including voice recording and music the children have created.  4. To work on a more complex story, including  adding backgrounds and copying and pasting  pages  5. To use additional features to enhance their stories.  To share their e-books on a class display board. |  | Formal elements of art (5 lessons)  Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create art inspired by water. |
| SPAG  3. Capital Letters 2  (1G5.1) Using a capital letter for names of people, places,  the days of the week, and the personal pronoun ‘I’  Assessments |
| Phonics  Letters and Sounds Phase 5 |

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|  | **English** | **Maths** | **RE** | **PSHE & RSHE** | **Science** | **PE** | **History**  **& Geography** | **Computing** | **Music** | **Art & DT** |
| **Pentecost Term 1** | Writing and Reading:  Traditional Tales and Fairy tales   * The Three Little Pigs – Topic Linked * Letters to and from the pig and the wolf. * An instructional text on how to build the strongest house or a straw/stick/brick house.   Report – Animals and their habitats | **Year 1 - Summer Block 1 - Multiplication & Division**   * Recap Count in 2s * Recap Count in 5s * Activity Count in 10s * Count in 10s * Activity Make equal groups * Make equal groups * Add equal groups * Activity Make arrays * Make arrays * Make doubles * Activity Make equal groups - grouping * Make equal groups - grouping * Activity Make equal groups - sharing * Make equal groups - sharing   **Year 1 - Summer Block 2 - Fractions**   * Activity Making a half activity * Activity Making a whole activity * Find a half (1) * Activity Find a half of a quantity activity * Find a half (2) * Activity Making a quarter activity * Find a quarter (1) * Activity Find a quarter of a quantity activity * Find a quarter (2)   **Year 1 - Summer Block 3 - Position & Direction**   * Activity Describe turns * Describe turns * Describe position (1) * Describe position (2) | Pentecost – serving topic –**Holidays and Holydays** - Do we need holidays and holydays?  Reconciliation – inter-relating topic – **Being Sorry** – Why should we be sorry?  **Multi Faith Week**  Universal Church – world topic – **Neighbours** – Who is my neighbour? | Ten:Ten Life to the Full:  KS1, Module 2, Unit 3  Session 1: Being Safe  Session 2: Good Secrets and Bad Secrets  Session 3: Physical Contact 45 minutes (or 2 x 25 minutes)  Session 4: Harmful Substances Session 5: Can You Help Me? | **On Safari**   * be able to name different common invertebrates​ * be able to name common animals that are carnivores, herbivores or omnivores ​ * be able to describe and compare different invertebrates.   Key vocabulary:   * Abdomen​ * Antennae​ * Detritivore​ * Exoskeleton​ * Food chain​ * Habitat​ * Head * Insect ​ * Invertebrate​ * Jointed​ * Legs​ * Sections​ * Thorax​ * Vertebrate​ | **Yoga**  LESSON 1-To develop controlled movement and flexibility.  To develop an understanding of what yoga is.  LESSON 2-To show control when copying and repeating yoga poses.  LESSON 3-To develop strength and co-ordination in yoga poses.  LESSON 4-To show control and technique when working with a partner to create poses.  LESSON 5-To show balance, control and co-ordination in yoga poses.  LESSON 6-To copy and create poses in an animal flow.  LESSON 7-To copy and repeat a Summer flow showing control and co-ordination.  LESSON 8-I can copy a yoga flow, changing my breath to match the poses. | Geography  **ANIMALS AND THEIR HABITATS:**  Where do our favourite animals live?  Knowledge, skills and concepts  In this unit, the children will:  • name and locate the world’s seven  continents and five oceans  • use world maps, atlases and globes  to identify countries, continents and oceans  • use simple fieldwork and observational skills. | **Coding**  1. Introduction to coding  2. Block coding  3. Backgrounds and characters  4. Moving characters  5. More actions  6. Collision detection |  | Food: Fruit and vegetables (4 lessons)  Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for. |
| SPAG  1. Questions  (1G5.3) Introduction to question marks to demarcate sentences  (1G5.3) Beginning to punctuate sentences using a question mark  2. Singular and Plural  (1G6.3) Regular plural noun  suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun  Terminology for pupils:  • (1G6.3) singular  • (1G6.3) plural  3. Prefixes  (1G6.2) How the prefix un– changes the meaning of verbs  and adjectives [negation, for  example, unkind, or undoing: untie the boat] |
| Phonics – Letters and Sounds Phase 5 & 6 |
| **Pentecost Term 2** | Writing and Reading:    Contemporary fiction:   * Room on the Broom – designing own invention like the witch’s broomstick * REVISIT: The Smartest Giant in Town – looking into both meanings of ‘smartest’ linked to topic on inventors and inventions   Explanations – topic-linked | **Year 1 - Summer Block 4 - Place Value (within 100)**   * Activity Counting to 100 by making 10s * Counting to 100 * Counting forwards and backwards within 100 * Activity Introducing the 100 square * Partitioning numbers * Comparing numbers (1 * Comparing numbers (2) * Ordering numbers * One more, one less   **Year 1 - Summer Block 5 - Money**   * Recognising coins * Recognising notes * Activity Counting in coins * Counting in coins   **Year 1 - Summer Block 6 - Time**   * Activity Before and after * Before and after * Dates * Activity Time to the hour * Time to the hour * Activity Time to the half hour * Time to the half hour * Writing time * Comparing time | Ten:Ten Life to the Full:  KS1, Module 3, Unit 1  Session 1: Three in One  Session 2: Who Is My Neighbour?  KS1, Module 3, Unit 2 Session 1: The Communities We Live In | **Holiday**   * be able to name animals ​ * be able to name animals that are carnivores, herbivores or omnivores​ * be able to describe what animals look like​ * be able to name different materials​ * be able to name properties of materials.   Key vocabulary:   * Animals​ * Beach​ * Boats​ * Habitat​ * Holiday​ * Marine biologist​ * Pollution​ * Protect​ * Rock pool​ * Sand​ * Shell​ * Sun​ * Sunburn​ * Sunglasses​ * Sun hat​ * Sunscreen​ * Turtles​ | **Team Building**  LESSON 1-To listen to and follow instructions.  LESSON 2-To co-operate and communicate with a partner to solve challenges.  LESSON 3-To work co-operatively as a team, listening to others and taking turns.  LESSON 4-To explore and develop teamwork skills.  LESSON 5-To develop communication skills.  LESSON 6-To use communication skills to lead a partner.  LESSON 7-To plan with a partner and small group to solve problems.  To listen to others and share ideas.  LESSON 8-To communicate with a group to solve challenges. | History  **GREAT INVENTIONS: TRANSPORT:** How did the first flight change the world? Why were the Rainhill Trials important?  Knowledge, skills and concepts  In this unit, the children will:  • develop an awareness of the past, using common words and phrases relating to  the passing of time  • know where the people and events they study fit within a chronological framework  • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features  • use a wide vocabulary of everyday historical terms  • understand some of the ways in which we find out about the past  • identify similarities and differences between ways of life in different periods. | **Spreadsheets**  1. Introduction To spreadsheets  2. Adding images to a spreadsheet and using he image toolbox  3. Using the ‘speak’ and ‘count’ tools in 2Calculate to count items.  **Technology outside school**  1. To walk around the local community  and find examples of where  technology is used.  2. To record examples of technology  outside school. |  | Landscapes using  different media  ( 5 lessons)  Learning about composition and working with different art materials to create texture. Based on the theme of The seaside (with support for adapting to the alternative theme of Castles). |
| SPAG  4. Suffixes  (1G6.3) Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g.  helping, helped, helper)  Spelling: Apply the spelling rules for adding the endings  –ing, –ed and –er to verbs where no change is needed to  the root word  5. Sequencing Sentences  (1G3) Sequencing sentences to form short narratives  Assessments |
| Phonics |