



Subject	Autumn	Spring	Summer
English	<p>Traction Man. Minnie Grey Toy Story. Edward Lear. Zomo the rabbit- black history month No Dinner Jolly Postman Roald Dahl Poetry Poetry/stories with repeated and predictable language. Storyboards/story maps. Capital letters, finger spaces & full stops. Phonics according to child's individual level/need. Guided group reading. Handwriting.</p> <p>Literacy shed: The snowman clip</p>	<p>Little Red riding hood, , Bog Baby, The last wolf. Storyboards/story maps. Morris The Mankiest Monster Capital letters, finger spaces & full stops. More advanced punctuation, e.g. ?, !, "" Connectives. Story starters. Phonics according to child's individual level/need. Guided group reading. Handwriting. Spellings. Comprehension.</p> <p>Literacy Shed: Fairy tale shed</p>	<p>Where the wild things are Maurice Sendak, The Emperor's Penguin Martin Jenkins, Leaf by Sandra Dieckmann Storyboards/story maps/story plans/editing. Capital letters, finger spaces & full stops. More advanced punctuation, e.g. ?, !, "" Connectives. Story starters. Paragraphs. Phonics according to child's individual level/need. Guided group reading. Handwriting. Spellings. Comprehension. Poems by Micheal Rosen Literacy Shed: Partly cloudy</p>
Maths	<p>NUMBER: Number & place value:</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. given a number, identify one more and one less. 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. <p>Addition & subtraction:</p> <ul style="list-style-type: none"> number bonds to 10. read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 	<p>NUMBER: Number & place value:</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. given a number, identify one more and one less. count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. 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. <p>Addition & subtraction:</p> <ul style="list-style-type: none"> number bonds to 10. read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 	<p>NUMBER: Number & place value:</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. read and write numbers from 1 to 20 in numerals and words. count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. <p>Addition & subtraction:</p> <ul style="list-style-type: none"> represent and use number bonds and related subtraction facts within 20

- add and subtract one-digit and two-digit numbers to 20, including zero

MEASUREMENT:

- **compare, describe and solve practical problems for:**
 - lengths and heights (e.g. long/short, longer/shorter, tall/short)
 - mass or weight (e.g. heavy/light, heavier than, lighter than)
 - time (quicker, slower)
- **measure and begin to record the following:**
 - lengths and heights
 - mass/weight

- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.

Multiplication & 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.

Fractions:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity

MEASUREMENT:

- **compare, describe and solve practical problems for:**
 - lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
 - mass or weight (e.g. heavy/light, heavier than, lighter than)
 - capacity/volume (full/empty, more than, less than, quarter)
 - time (quicker, slower)
- **measure and begin to record the following:**
 - lengths and heights
 - mass/weight
 - capacity/volume
 - time (hours, minutes, seconds)

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.

Multiplication & 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.

Fractions:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

MEASUREMENT:

- **compare, describe and solve practical problems for:**
 - capacity/volume (full/empty, more than, less than, quarter)
 - time (quicker, slower, earlier, later)
- **measure and begin to record the following:**
 - capacity/volume
 - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes.
- sequence events in chronological order using language such as: before and after,

	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins. sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. recognise and use language relating to dates, including days of the week, weeks, months and years <p>GEOMETRY: Properties of shapes:</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). 	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes . sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening . recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and draw the hands on a clock face to show these times. <p>GEOMETRY: Properties of shapes:</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). <p>Position & direction:</p> <ul style="list-style-type: none"> describe position, directions and movements, including half, quarter and three-quarter turns. 	<p>next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <ul style="list-style-type: none"> 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. <p>GEOMETRY: Properties of shapes:</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres). <p>Position & direction:</p> <ul style="list-style-type: none"> describe position, directions and movements, including half, quarter and three-quarter turns.
Art	Artist – Andi Goldsworthy Focussed Skills: Drawing, Sketching, painting, collage, Observational drawings (toys & ourselves). Curricular links: Patterns – African patterns related to Black History Month Science	Focus Skills – Printing – Mono prints- sculptures Artists studied- Paul Klee and Monet Curricular links- topic, Geography and History Relate to Bog baby and graphics	Focus Skills – painting and drawing Artists studied- Henri Rousseau Curricular links- science,
DT	Mechanisms Sliders and Levers	Structures Freestanding Structures	Food Preparing fruit and vegetables (including cooking & nutrition requirements for KS1)
French	N/A	N/A	N/A

<p>Geography</p>	<p>Our local environment – School & surrounding area. Focus on key physical features in surrounding area e.g. local shops, Our local environment – School & surrounding area. <u>What would Dora the Explorer find exciting about our city?</u></p> <ul style="list-style-type: none"> • Use simple fieldwork and observation skills to study the geography of their school, its grounds, the key human and physical features of its surrounding environment. bus stops, etc. 	<p>Into the Woods:</p> <ul style="list-style-type: none"> • Locational & directional language. • Simple compass directions – N, S, E, W. • Seasonal changes – UK weather <p><u>Where do leaves go in the winter?</u> <i>Identify seasonal and daily weather patterns in the United Kingdom.</i></p> <ul style="list-style-type: none"> • 	<p>Barnaby Bear:</p> <ul style="list-style-type: none"> • The 4 countries & the capital of the UK. • Simple maps. • Atlases & globes. • Oceans & continents <p><u>Where do, and did wheels on the bus go?</u> <i>Use world maps, atlases and globes to identify the United Kingdom and its countries.</i></p>
<p>History</p>	<p>History of toys Why is the Wii more fun than Grandma and Grandpa's old toys?</p>	<p>Homes through the ages What has changed since your grandparents were young?</p>	<p>Significant people Who was famous when mum and dad were little? Significant people e.g. Dr. Barnardo (focusing on differences in childhood, e.g. rich & poor) Schools and Childhood past and present</p>
<p>ICT</p>	<p>Computer familiarity:</p> <ul style="list-style-type: none"> • Logging on. • Keyboard skills. • Mouse skills. • Using programs, e.g. Education City, CBeeBies. <p>Follow switched on software KS1 We are Treasure Hunters We are TV chefs</p>	<p>Introduction to modelling (combining text & graphics):</p> <ul style="list-style-type: none"> • Colour Magic. • 2Paint A Picture • 2Publish+. <p>Follow switched on software KS1 We are Painters We are collectors</p>	<p>Introduction to control:</p> <ul style="list-style-type: none"> • 2Go • BeeBots <p>Research: Explore a variety of resources to access a range of information for the topic animals and their environments. Follow switched on software KS1 We are Story Tellers We are celebrating</p>

<p>Music</p>	<p>Performing, listening, reviewing & evaluating:</p> <ul style="list-style-type: none"> • Songs about toys. • Songs for Christmas. • Exploring instruments 	<p>Performing, listening, reviewing & evaluating:</p> <ul style="list-style-type: none"> • Songs about the woods and living things – plants, trees. Minibeasts • Exploring instruments 	<p>Performing, listening, reviewing & evaluating:</p> <ul style="list-style-type: none"> • Songs about animals, e.g. ‘Saint Saens Carnival of the Animals’ • Exploring instruments
<p>PE Indoor</p>	<p>Rising Stars Unit 2 Storytime Dance Games</p> <ul style="list-style-type: none"> • Safety, spatial awareness, rules/expectations. • Health benefits of exercise – impact of physical activity on heart rate, etc. <p>Christmas performance dance practice.</p>	<p>Rising Stars Unit 3 Gymnastics (basic skills & movements & beginning to apply).</p> <ul style="list-style-type: none"> • Balance. • Floor work incl. pair/group work. • Sequence of movements • Apparatus – incl. safety & pair/group work. 	<p>Rising Stars Unit 1 Multi- Skills</p>
<p>PE Outdoor</p>	<p>Rising Stars Unit 1 and Unit 2</p> <p>Boot camp and might movers. Christmas dances.</p>	<p>Groovy Gymnastics -unit 3 Bat and Ball Skills unit 4 Cool Core – Unit 5 Throwing and Catching- unit 5</p>	<p>Multi skills Unit 1 Active Athletics- Unit 6</p> <p>‘Where the Wild Things Are’ dance Basketball OAA</p>
<p>PSHE&C</p>	<ul style="list-style-type: none"> • School expectations & guidelines – SMART values. • Classroom rules & guidelines. • Changes & expectations in Year 1. • Friendships. • Road safety. • Class Charter x 2 lessons • <u>Most children to know at least 6 relevant UNCRC articles</u> • Anti-bullying week in November. • Road safety in November • Watch Newsround to discuss current topics(Article 17) 	<ul style="list-style-type: none"> • Setting & meeting our goals. • Looking after our environment – related to our visits to the woods. • <u>Most children to be able to explain at least 6 relevant UNCRC articles</u> • Watch Newsround to discuss current topics (Article 17) <p>Circle Time x2 (at least) each half term to address current topics and issues pertinent to class.</p>	<ul style="list-style-type: none"> • Resolving conflicts. • Friendships. • Changes & moving on. <ul style="list-style-type: none"> • Global Goal 14: Responsible Consumption (Recycling) • <u>Most children to be able to explain at least 6 relevant UNCRC articles</u> • Watch Newsround to discuss current topics (Article 17) <p>Circle Time x2 (at least) each half term to address current topics and issues pertinent to class.</p>

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RE	<p>Belonging:</p> <ul style="list-style-type: none"> What does it mean to belong? What groups do we belong to? How do people show they belong? <p>Family:</p> <ul style="list-style-type: none"> How are some Christian babies welcomed into their family? How are other babies welcomed into their families? What does it mean to live with family & friends? <p>Relevant festival & celebrations.</p>	<p>Childhood (incl. stories about children):</p> <ul style="list-style-type: none"> What makes me special? What can we learn from stories about children? Which stories can my parents tell me about my childhood? Stories from Christianity, Hinduism & Islam. <p>Relevant festival & celebrations.</p>	<p>Influences:</p> <ul style="list-style-type: none"> Who influences our lives? Which people are special to me? Why is St. Francis special for many Christians? Why are stories about Muhammad special for Muslims? Why do Sikhs tell the story of Guru Nanak bathing in the river? What did Guru Gobind Singh ask Sikhs to look like? Sikhism <p>Relevant festival & celebrations.</p>
Science	<p>Animals Including Humans Ourselves</p> <ul style="list-style-type: none"> Look at how we've changed Look at our bodies What can we hear? How can we sort things using our senses? Sensory Explorers Sensory boards and bottles <p>Seasonal Changes Seasonal changes Wonderful Weather</p> <ul style="list-style-type: none"> What do we know about weather? Weather watching Shadow fun Weather station: Rainfall Weather station: Wind direction <p>Weather r station: temperature</p> <p>Everyday materials - Ongoing</p>	<p>Animals Including Humans Pets</p> <ul style="list-style-type: none"> Environment observation Where do woodlice live? Imaginary pets My animal is healthy and happy Comparing animals Bring a pet to school day (Animal observation) <p>Let's Build</p> <ul style="list-style-type: none"> What materials can we find? Matching materials Magnets and metal Sorting materials Three little pigs and their building materials choices The three alternative little pigs <p>Seasonal Changes</p>	<p>Plants What's growing in our gardens?</p> <ul style="list-style-type: none"> Going and growing outside One potato, Two potato Garden centre and seeds What lives in a garden What's inside a flower? Growing a flower What's inside a tree <p>Everyday materials - Ongoing Marvellous Materials</p> <ul style="list-style-type: none"> Mending a torn umbrella A pair of boots for... -DT link Ice observation Frozen rescue Puddle observation <p>Seasonal Changes</p>

<p>Visits and special events</p>	<p>Local walk Forest in school Toy Museum Zumba coach Sept: Jeans for Genes/Car Free Day RR World's Largest Lesson European Day of Languages contest Macmillan Coffee Morning Oct: World Mental Health Day Road Safety Bike Week Be bright Be Seen Nov: Anti-bullying Week Diwali Children In Need Dec: Christmas Jumper Day</p>	<p>Valentines Mansion Local walk School pond Church Visit Jan:</p>	<p>Paradise Wild life. School woods/ Visit to pond Basket Ball Coach</p>
<p>Learning Experiences</p>	<p>Perform in front of class</p>	<p>Discover what's in the pond.</p>	<p>Make a home for an insect.</p>