

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Penguins, Possums and Pigs Stories with familiar settings Stories by the same author (Oliver Jeffers) Poems on a theme GPS focus on simple sentence construction with full stop and a capital letter. focus on writing questions with question marks.	Fire, Fire Stories with repetitive patterns Stories by the same author (Julia Donaldson) Poems on a theme Instructions GPS focus on using capital letters for names of characters/people. focus on adding –ed where no spelling change is needed to the root word. focus on question marks.	Family Albums - Traditional Tales: Three Little Pigs The Enormous Turnip The Three Billy Goats Gruff Red Riding Hood GPS focus on using simple joining words to link ideas e.g. and, but, or – focus on using capital letters for people and places – focus on capital letters for names of people – focus on writing phrases/sentences that can be read by themselves and others	Growth and Green Fingers Classic stories Traditional rhymes Recounts: Snow White Cinderella GPS focus on identifying and using exclamation marks. – focus on using a capital letter for the personal pronoun 'I' -focus on adding the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind. -focus on rereading every sentence to check it makes sense.	The Great Outdoors Stories with familiar settings Information texts Range of non-fiction texts Poetry: Playground rhymes GPS focus on adding suffixes to verbs where no spelling change is needed to the root word, e.g. help – helping, camp – camping, think-thinking etc. – focus on identifying and using question marks and exclamation marks. focus on using joining words to link words and clauses e.g. and, but, because. rereading every sentence to check it makes sense, and punctuating with capital letters and full stops.	Robots Non-Chronological reports Stories with fantasy settings. Poems on a theme GPS focus on pluralising nouns using '-es', e.g. wish, wishes. Introduce this by first of all revising using '-s' to pluralise, as addressed in previous units, e.g. dog, dogs. focus on using simple 'joining words' to link ideas, e.g. and, but, or, so. – focus on the use of the capital letter for the personal pronoun I - focus on adding the prefix 'un-' to verbs and adjectives to change the meaning e.g. untie, unkind

Maths	Place value within 10 - Sort objects - Count objects - Count objects from a larger group - Represent objects - Recognise numbers as words. - Count on from any number. 1 more Step 8 Count backwards within 10 Addition and subtraction within 10 - Introduce parts and wholes. - Part-whole model Write number sentences. - Fact families – addition facts	Addition and subtraction within 10 - Number bonds within 10 - Systematic number bonds within 10 - Number bonds to 10 Addition – add together. Recognise and name 2D and 3D shapes. - Recognise and name 3-D shapes. - Sort 3-D shapes Recognise and name 2-D shapes. - Sort 2-D shapes Patterns with 2-D and 3-D shape	Place value within 20 - Count within 20. Understand 10. Understand 11, 12 and 13. - Understand 14, 15 and 16. - Understand 17, 18 and 19. - Understand 20 1 more and 1 less. - The number line to 20. - Use a number line to 20. - Estimate on a number line to 20. Compare numbers to 20. - Order numbers to 20. Addition and subtraction within 20 - Add by counting on within 20. - Add ones using number bonds. - Find and make number bonds to 20 - Doubles Near doubles. - Subtract ones using number bonds. - Subtraction – counting back.	Place value within 50. - Count from 20 to 50. 20, 30, 40 and 50. Count by making groups of tens. Groups of tens and ones. - Partition into tens and ones. - The number line to 50. - Estimate on a number line to 50. 1 more, 1 less Comparing and measuring length and height. - Compare lengths and heights. - Measure length using objects. - Measure length in centimetres Comparing and measuring weight, mass and capacity - Heavier and lighter. Measure mass. Compare mass. - Full and empty. Compare volume. - Measure capacity. - Compare capacity.	Multiplication and division using arrays for 2s, 5s, 10s. Fractions – halves and quarters Geometry – position and direction	Place value to 100 Money – counting in coins. Time – before and after, o'clock and half past
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			• Subtraction – finding the difference. • Related facts. • Missing number problems.			
Science <i>Adapted from White Rose Education Schemes of Learning</i> Working scientifically across each block by asking simple questions and recognising that they can be answered in different ways.	Animals including humans • Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense. Everyday Materials • To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock by matching a material to its name. • To distinguish between an object and the material from which it is made by naming objects and identifying the material which they are made from. • To distinguish between an object and the material from which it is	Seasonal Changes (Autumn / Winter) • Name the four seasons. • Name different types of weather. • Make observations about the weather. • Describe the weather associated with each season.	Planting A • Identify and name a variety of common wild and garden plants, including deciduous and evergreen tree. Animals • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and	Planting B Identify and describe the basic structure of a variety of common flowering plants, including trees. Sustainability Children look at how their actions can impact the planet. Children think of simple ways to care for their local area and may want to start actions within their school to improve their area over time. Seasonal Changes (Winter to Spring) • Collect and record simple data. • Make simple observations about changes across the seasons. • interpret simple data.	Plants Identify and describe the basic structure of a variety of common flowering plants, including trees. Children group and classify plant parts. Children make generalisations and spot simple patterns between them. Working scientifically- Identifying and classifying. Planting C Identify and describe the basic structure of a variety of common flowering plants, including trees.	Sustainability Growing and Cooking Children think about the things they can do to take care of the planet, which includes their homes, school, local area and wider world. Seasonal Changes (Spring /Summer) Name the four seasons. • Name different types of weather • Make observations about the weather. • Describe the weather associated which each season. • Collect and record simple data. • Make simple observations about changes across the seasons. Interpret simple data. • Name an event or occasion which happens in each season. • Describe how day length varies between two seasons.

	made by looking and touching different materials. - To describe the simple physical properties of a variety of everyday materials by testing different objects. - To perform simple tests to find out which material would be suitable to make an umbrella from. - To compare and group together a variety of everyday materials on the basis of their simple physical properties by sorting objects.		mammals, including pets).	- Name an event or occasion which happens in each season. - Describe how day length varies between two seasons. Make a more detailed comparison between two seasons.		Make a more detailed comparison between two seasons.
History			Great Fire of London Events beyond living memory that are significant nationally. Significant historical events, people and places in their own locality. Key Focus learning. Place events, artefacts and historical figures on a timeline.		Hospitals and Hospitaliers Key Focus learning. - How can we find out about the past? - Who was Florence Nightingale, and why was she important? - Who was Edith Cavell Nightingale, and why was she important?	Changes in Toys Changes within living memory. • Key Focus learning. - How can we find out about the past? - What are our toys like now? - What was my favourite toy when I was a baby. - What were our caregivers' toys like and how do

			• Use dates where appropriate. • Observe or handle evidence to ask questions and find answers to questions about the past. • Begin to explain why evidence can be trusted (such as Samuel Pepys Diary). • Explain the causes of the Great Fire of London and what the consequences were. • Describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. Use artefacts and diary entries to compare similarities and differences.		• When did Florence and Edith become significant? • Why did Florence and Edith act the way they did? • How has the past been represented? • How did Florence and Edith change our hospitals?	we know? • What were our older relatives' toys like and how do we know? • How have children's toys changed since our older relatives were little?
Geography	Weather and climate			United Kingdom	Local Area Study.	

	Months of the year and seasons. Differences between the seasons. Features of different seasons. Clothing worn in different weather. Weather types in the UK. How the weather affects different jobs. Know about the weather in our local area.			The location of the four countries. The four capitals and surrounding seas. Human and physical features of the UK. Human and physical features of the capital cities. Sharing our understanding of the UK.	Differences between urban and rural areas. Features of our school grounds. Features of our local area. How to identify Ordnance Survey map symbols. How to create a map of our local area.	
P.E.	Rolling a Ball To demonstrate rolling a ball with some accuracy. To demonstrate rolling different equipment with some accuracy. To demonstrate rolling different equipment with some accuracy. To show the skill of rolling equipment in different ways. To demonstrate a simple tactic in a rolling game. To show two simple tactics in a game. Gymnastics 1	Dance – Fire Fire Use my body and create theme related shapes, movements and actions. my body to express, simple theme related shapes, movements and feelings. Travel safely and creatively in space. Show different levels when I travel. Communicate effectively with a partner Use pictures to create shapes, movements and actions. Remember and perform a basic sequence of movement when led by	Catching and Bouncing To demonstrate catching a ball with some accuracy. To demonstrate catching and bouncing a ball with some accuracy. To demonstrate catching and bouncing a ball with some accuracy. To show a simple tactic in a game. Fundamental Movement Skills – tri throlff	Underarm Throw To demonstrate an underarm throw with some accuracy. To demonstrate an underarm throw with some accuracy at different targets. To demonstrate an underarm throw with some accuracy at different targets. To demonstrate a simple tactic in a game. Dance – Three Little Pigs To convey a character linking two movement ideas.	Athletics To show a hopping skill with rhythm. To show running and changing direction quickly. To demonstrate throwing underarm with some accuracy. To demonstrate jumping as far as possible and landing safely with control. To show good posture when running fast. To complete a running and jumping course.	• Fundamental Movement Skills – ZOG To perform the skill of running and changing direction quickly. To demonstrate how to jump as far as possible, landing safely with control. To Demonstrate an overarm throw and hopping. To demonstrate travelling on feet and hands and feet on apparatus. To Demonstrate an overarm throw and hopping.

	Perform controlled spins. Support my body weight in symmetrical balances. Spin on apparatus What asymmetrical work looks like. Demonstrate good starting and finishing positions. The difference between symmetrical and asymmetrical shapes How to work with a partner in different formations. What Points are. How to start linking my moves What good gym work looks like. To comment positively on my partner's work.	a teacher Identify what good looks like Gymnastics 2 Travel and balance with my body in a wide shape Take up wide balances and spin in wide body positions. Take my own body weight and move in tight curled shapes. Create a sequence of curled movements on the floor and apparatus. Form a sequence of long shapes whilst in balance, motion and flight Transfer some of my floor work onto the apparatus. Form a sequence of long shapes whilst in balance, motion and flight Transfer some of my floor work onto the apparatus. Move from narrow shapes to tight curled shapes and back, to form a sequence Change the direction and level of my work. Form a sequence to include a curled shape, a narrow shape and a wide shape Perform at different levels.	To demonstrate an underarm throw with some accuracy. To demonstrate a side gallop. To demonstrate rolling an object throw with some accuracy. To demonstrate a side gallop. To demonstrate rolling an object and underarm throw with some accuracy. To show a simple tactic in a game. To demonstrate overarm throw with some accuracy. To show a simple tactic in a game. To demonstrate sending an object three different ways with some accuracy. To show a simple tactic in a game. To demonstrate sending an object three different ways with some accuracy. To show a simple tactic in a game.	To convey a contrasting character, linking movement ideas. To convey a contrasting character, linking movement ideas. Link travelling actions with a stillness to convey events within the story. Link sequences together to retell the story.	To demonstrate the skills of running and changing direction. Overarm Throw To demonstrate an overarm throw with some accuracy. To demonstrate an overarm throw with some accuracy. To show a fast, running technique. To demonstrate a simple tactic in a game. To demonstrate a simple tactic in a game.	Kicking To explore different ways of kicking objects To explore different ways of kicking objects with increasing accuracy and control. That being active is good for them and fun. To kick objects with increased accuracy. To receive a kick with control. To kick objects with increased accuracy. To receive a kick with control. To intercept a ball. Explore kicking with a variety of equipment. To choose skills effectively for a game. To explore kicking with a variety of equipment. To choose skills effectively for a game.
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Art	Mark Making Explore ways of drawing lines when joining one point to another. To know how to create patterns using repetition. <u>Understand</u> and experiment painting with a paintbrush. To experiment with a variety of mark making and materials. To imitate and create art in the style of Paul Klee.		Colour creations To identify primary colours. Mix primary colours to create secondary colours. To be able to create light and dark shades of colour. To know about the art of Kandinsky.		Self Portraits Investigate famous self-portraits. To know how to use collage. Know that different sketching pencils produce different work. To know about different types of paints. Know what a self-portrait is. To make a clay portrait.	
D. T.		Eat More Fruits and Vegetables To find out the favourite fruits and vegetables in the class To find out how to handle and prepare a variety of fruits and vegetables. To know how to handle and prepare a variety of fruits and vegetables. To be able to design a recipe to include fruit and/or vegetables. To be able to make and evaluate a food product based on a design.		Moving Minibeasts To be able to create a sliding mechanism. To know how to use levers and pivots to create a moving mechanism. To be able to create a wheel mechanism. To know how to design a picture with a moving mechanism To know how to evaluate a moving minibeast picture		Stable Structures To know the features of stable structures, including toy car garages. To know how to design and plan a stable structure. To know how to explore a range of materials and make decisions based on the end product. To know how to follow a design plan and make a product. To know how to evaluate products.
R.E. Key question What do people say about God?	Christianity (God) Focus Question Why do Christians say that God is the father?	Christianity – Jesus Focus Question Why is Jesus special to Christians?	Islam Focus Question How might beliefs about creation affect	Judaism Focus Question	Hindu Dharma Focus Question What do Hindus believe about God?	Christianity - Church Focus Question

	<u>Beliefs and Values</u> - Children know that Christians refer to God as the 'father'. - Children can talk about why Christians might compare God to a loving parent. <u>Living Religious Traditions</u> - Children can talk about how and why Christians might want to talk to God. - Children can suggest symbolic meanings of rituals and items used in Christian prayer. <u>Shared Human Experience</u> - Talk about the importance of love in families. - Talk about the ways in which they are cared for and supported by family members. <u>Search for personal meaning</u> - Reflect on their own role within the family. - Discuss who they can talk to when they are happy/sad/worried.	<u>Beliefs and Values</u> - know a simple version of the nativity story. - Talk about why Christians would say that Jesus is a special baby. - Talk about how the different characters in the nativity story welcome the baby Jesus. <u>Living Religious Traditions</u> - Identify religious aspects of Christmas celebrations. - Talk about why Christmas is a special time for Christians. <u>Shared Human Experience</u> - Consider how and why babies might be special- and how they need love and care. - Talk about the importance of looking after those who cannot help themselves. <u>Search for personal meaning</u> Talk about their own beginnings and how	the way that people treat the world? <u>Beliefs and Values</u> - Know that Muslims believe in one God (Allah) - Know that Muslims believe the world was created by God - Talk about why Muslims might value the natural world. <u>Living Religious Traditions</u> - Know that Islam teaches that humans should be caretakers (stewards/ Khalifahs) of the planet. - Suggest how Muslims might show respect for God by caring for the natural world. <u>Shared Human Experience</u> - Talk about their own experiences and feelings about the natural world and what they have noticed about the way humans treat it.	Why might some people put their trust in Jesus? <u>Beliefs and Values</u> - Give an example of a key belief. - Give an example of a core value or commitment. <u>Living Religious Traditions</u> - Use some religious words and phrases to recognise and name some features of religious traditions. - Talk about the way that religious beliefs might influence the way the person behaves. <u>Shared Human Experience</u> - Notice and show curiosity about people and how they live their lives thinking about the fact that people celebrate in different ways. <u>Search for personal meaning</u> - Ask questions about who they can trust and rely	<u>Beliefs and Values</u> - Know that Hindus believe in one God in many forms. - Know that Hindus believe that God is present in all things. - Suggest that Hindus might learn about God from the story of the blind men and the elephant. <u>Living Religious Traditions</u> - Talk about how and why Hindus use statues and images in their worship. - Suggest symbolic meanings expressed in images. <u>Shared Human Experience</u> - Talk about different ways that people can be seen and described. - Consider how people might	How might some people show that they 'belong' to God? <u>Beliefs and Values</u> - Know that some Christians welcome babies into God's family with baptism ceremonies. - Talk about what it might mean to belong to the Church family <u>Living Religious Traditions</u> - Identify features of baptism. - Talk about why parents want to have their child baptised. <u>Shared Human Experience</u> - Talk about what it means to be part of a family. - Talk about the role of families in raising children. <u>Search for personal meaning</u> - Talk about their own identity as part of a family and of a community.
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		they were welcomed into their family.	<u>Search for personal meaning</u> Reflect on how they treat the natural world- and if they have a duty to look after it.	on in their own lives.	have multiple roles. <u>Search for personal meaning</u> - Reflect on how others might see them. - Talk about the different roles that they might have.	
R.S.E.	SCARF Me and my relationships Why we have classroom rules. How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	SCARF Valuing difference Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons	SCARF Keeping myself safe Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	SCARF Rights and responsibilities Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	SCARF Being my best I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise!	SCARF Growing and changing Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private
Music	Introducing Beat Find and try to keep a steady beat. Very simple rhythm patterns using long and short.	Adding Rhythm and Pitch Christmas performance Find and try to keep a steady beat Very simple rhythm patterns using long and short.	Tempo and Dynamics Sing together as a group and have fun Stand up straight and breathe from deep within Move to the music Describe what the	Combining Pulse, Rhythm and Pitch Learn the names of the notes in their instrumental part from memory or when written down.	Improvisation Sing together as a group and have fun. Stand up straight and breathe from deep within. Move to the music.	Explore sound and create a story. How Does Music Teach Us about Looking After Our Planet? Listen together Feel free to enjoy moving in any way suitable to the beat of

	Very simple melodic pattern using high and low	Very simple melodic patterns using high and low. To play and perform an instrumental part by ear. To play and perform an instrumental part from notation	song is about - is there a story? Follow a leader Incorporate any actions from the song Sing and recognise high and low sounds Sing songs in both low and high voices and talk about the difference in sound	Learn the names of the instruments they are playing. Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts. Listen to and follow musical instructions from a leader.	Describe what the song is about - is there a story? Follow a leader Incorporate any actions from the song Sing and recognise high and low sounds Sing songs in both low and high voices and talk about the difference in sound.	the music - movement and dance is great fun! Talk about the song together and explore feelings, thoughts and emotions towards the song Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song.
Computing	Technology Around Us Learners will develop their understanding of technology and how it can help them in their everyday lives. Recognising technology in school and using it responsibly	Digital Painting Learners will develop their understanding of a range of tools used for digital painting. Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	Digital Writing Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. Writing short algorithms and programs for floor robots, and predicting program outcomes	Grouping Data This unit introduces learners to data and information. Exploring object labels, then using them to sort and group objects by properties. Using a computer to create and format text, before comparing to writing non-digitally	Programming – Moving a Robot. Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program.	Animation Learners will be introduced to on-screen programming through Scratch Jr. Designing and programming the movement of a character on screen to tell stories.