

	Year 1					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Transition text (2 weeks) Rainbow Fish Genre: Losing tale Focus: sequencing - oral rehearsal - story sequencing Percy the Park Keeper Treasure Hunt Genre: Journey Focus: sequencing - oral rehearsal - story sequencing - captions Non fiction Treasure map Focus: labelling - Title - Labels	The Little Red Hen Genre: Wishing tale Focus - character - adjectives for appearance - character feelings Non Fiction Recount Wacky Windmill Workshop - Who when where why - First, next, then	Paddington at the Palace Genre: Journey Focus: setting - choose a setting name - include time or day & weather - use the senses to describe Non fiction Visit lovely London Focus: persuasion - catchy title - persuasive language – must, need - conjunctions to add detail	Little Red Riding Hood Genre: Defeating a monster Focus: 'baddie' character description - adjectives for appearance/personality - un- prefix - simile Non Fiction How to trap a wolf Focus: instructions - How title - sequencing starters (First, Next, Then, Finally) - imperative verbs (bossy)	The Extraordinary Gardener Genre: Finding tale Focus: suspense - dramatic sentence starters (Suddenly) - ellipsis - exclamation mark to show shock Non Fiction Sunflowers Focus: information - Title - Subheadings - Did you know...? sentence to hook the reader in the introduction	The Worrysaurus Genre: Character flaw Focus: problem/resolution - Unfortunately/ Fortunately - show change of character feelings - conjunctions to make links Non Fiction Dear Diary (from the Worrysaurus worrying about going to school, links to transition) Focus: diary (recount) - sequenced events from the past (Yesterday, This morning) - personal opinions/feelings - past tense suffix -ed
Maths	Place Value within 10 Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Identify and represent numbers using objects and pictorial representations including the number line, and use the language of:	Addition and Subtraction within 10 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)	Numbers and Place value within 20 Addition and Subtraction within 20 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	Place value numbers to 50 Length /height Weight/mass compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	Multiplication and division Fractions Position and Direction 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.	Number and place value to 100 Money Time recognise and know the value of different denominations of coins and notes time (hours, minutes, seconds)

	equal to, more than, less than (fewer), most, least	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract 1-digit and 2-digit numbers to 20, including zero	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 read and write numbers from 1 to 20 in numerals and words. read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract 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 $7 = \square - 9$.	mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume	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.	sequence events in chronological order using language [for example, 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 half past the hour and draw the hands on a clock face to show these times.
Science	The Human Body Children will be taught to:	Animals & their Needs Children will be taught to:	Seasons & Weather Children will be taught to:	Taking Care of the Earth This unit is included in our curriculum in addition to	Plants Children will be taught to:	Materials & Magnets Children will be taught to:-

	identify, name, draw & label the basic parts of the human body say which part of the body is associated with each sense (NC Yr1)	identify & name a variety of common animals including fish, amphibians, reptiles, birds & mammals identify & name a variety of common animals that are carnivores, herbivores & omnivores describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds & mammals, including pets) (NC Yr1)	observe changes across the 4 seasons observe & describe weather associated with the seasons & how day length varies (NC Yr1)	the content of the National Curriculum. We feel that our KS1 pupils should be introduced to this knowledge, in order to build awareness of local & global issues relating to human interaction with the environment. Children will learn: about recycling & sustainability about the Earth's natural resources & how people harvest & use them. about ways in which we can reduce our impact on the environment, from planting trees to recycling paper	identify & name a variety of common wild & garden plants, including deciduous & evergreen trees identify & describe the basic structure of a variety of common flowering plants, including trees	distinguish between an object & the material from which it is made identify & name a variety of everyday materials, including wood, plastic, glass, metal, water, & rock describe the simple physical properties of a variety of everyday materials compare & group together a variety of everyday materials on the basis of their simple physical properties
PSHE	Being me in my world children are introduced to their Jigsaw Journals & discuss their Jigsaw Charter. As part of this, they discuss rights & responsibilities, & choices & consequences. The children learn about being special & how to make everyone feel safe in their class as well as recognising their own safety.	Celebrating difference children explore the similarities & differences between people & how these make us unique & special. The children learn what bullying is & what it isn't. They talk about how it might feel to be bullied & when & who to ask for help. The children discuss friendship, how to make friends & that it is OK to have differences/be	Dreams & Goals, children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working & how to do this well	Healthy Methe children learn about healthy & less healthy choices & how these choices make them feel. They explore about hygiene, keeping themselves clean & that germs can make you unwell. The children learn about road safety, & about people who can help them to stay safe	Relationships Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends & school community) & why these are special & important. As part of the lessons on healthy & safe relationships, children learn	Changing Me Children are introduced to life cycles, e.g. that of a frog & identify the different stages. They compare this with a human life cycle & look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far & that people grow up at different rates. As part of a school's safeguarding duty, pupils

		different from their friends. The children also discuss being nice to & looking after other children who might be being bullied			that touch can be used in kind & unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member & as part of a community, & are encouraged to celebrate these.	are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural & normal part of getting older which can bring about happy & sad feelings. Children practise a range of skills to help manage their feelings & learn how to access help if they are worried about change, or if someone is hurting them.
History		Discovering History Children will be taught about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national & international achievements.		Kings & Queens Children will be taught about: the lives of significant individuals in the past who have contributed to national & international achievements events beyond living memory that are significant nationally or globally		Parliament /Prime Ministers Children will be taught about: significant events that took place in the past which helped to shape the role of the Prime Minister & parliamentary democracy in Britain today.

		Significant historical events, people & places in their own locality.				
Geography	Spatial Sense Children will be taught to:- use simple compass directions & locational & directional language to describe the location of features & routes on a map use aerial photographs & perspectives to recognise l&marks & basic human & physical features; devise a simple map; use & construct basic symbols in a key use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human & physical features of its surrounding environment		The UK Children will be taught to:- Use world maps, atlases & globes to identify the United Kingdom & its countries Name, locate & identify characteristics of the four countries & capital cities of the United Kingdom & its surrounding seas		The Seven Continents Children will be taught to: Name & locate the world's seven continents & five oceans Identify the location of hot & cold areas of the world in relation to the Equator & the North & South Poles Use world maps, globes & atlases to identify countries, continents & oceans	
Art	Colour Pupils should be taught: to use a range of materials creatively to design & make products to use drawing, painting & sculpture to develop &	Line Pupils should be taught: to use a range of materials creatively to design & make products to use drawing, & painting to develop & share their ideas, experiences & imagination	Style of Art – In Provision	Architecture Pupils should be taught: to use a range of materials creatively to design & make products to use drawing, painting & sculpture to develop & share their ideas, experiences & imagi nation	Painting of Children- In provision	Sculpture Pupils should be taught: to use a range of materials creatively to design & make products to use drawing, painting & sculpture to develop & share their ideas, experiences & imagination

	share their ideas, experiences & imagination to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space	to develop a wide range of art & design techniques in using colour, pattern & line about the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work		to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space		to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space
DT		Wacky Windmills design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups &, where appropriate, information & communication technology. explore & evaluate a range of existing products build structures, exploring how they can be made stronger, stiffer & more stable	Moving Pictures design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups &, where appropriate, information & communication technology. select from & use a range of tools & equipment to perform practical tasks [for example, cutting, shaping, joining & finishing select from & use a wide range of materials & components, including construction materials, textiles & ingredients,		Eat more fruit & veg design purposeful, functional, appealing products for themselves & other users based on design criteria generate, develop, model & communicate their ideas through talking, drawing, templates, mock-ups &, where appropriate, information & communication technology. select from & use a range of tools & equipment to perform practical tasks [for example, cutting, shaping, joining & finishing select from & use a wide range of materials & components, including construction materials, textiles & ingredients,	

			according to their characteristics explore & evaluate a range of existing products evaluate their ideas & products against design criteria explore & use mechanisms [for example, levers, sliders, wheels & axles], in their product		according to their characteristics evaluate their ideas & products against design criteria use the basic principles of a healthy & varied diet to prepare dishes understand where food comes from	
PE	Coordination – Floor Movement Static Balance – one leg sitting (1) Pupils will be taught to: - know where they are in their learning and have begun to challenge themselves - try several times at something and if at first, they don't succeed ask for help when appropriate - follow instructions, practise safely and work on simple tasks by myself	Dynamic Balance to Agility Static Balances Ball Skills Pupils will be taught to: - show patience and support others, listening well to them - show and tell others about their ideas - help praise and encourage others in their learning - work sensibly with others, taking turns and sharing	Static Balances Pupils will be taught to: - understand the simple tactics of attacking and defending. - explain what they are doing well and begin to identify areas for improvement - begin to order instructions, movements and skills. - With help recognise similarities and differences in performance and explain	Coordination – ball skills Counter balance in pairs Pupils will be taught to: - make up their own rules and versions of activities and respond differently to a variety of tasks - recognise similarities and differences in movements and expression - begin to compare their movements and skills with those of others. - select and link movements together to fit a theme	Coordination with equipment Agility – reaction/response Pupils will be taught to: - roll, throw and kick a ball accurately - stop, catch and collect a ball with control	Agility – ball chasing Static balance – floor work Pupils will be taught to: - describe how and why their body feels during and after exercise the way it does - explain why we need to warm up and cool down - say how our body feels before, during and after exercise. - be aware of why exercise is important for good health

			why someone is working or performing well understand and follow simple rules and name some things they are good at	explore and describe different movements		
Computing Purple Mash	Unit 1.1 Online Safety Unit 1.2 Grouping & Sorting Use technology safely & respectfully, keeping personal information private; identify where to go for help & support when they have concerns about content or contact on the internet or other online technologies. Use technology purposefully to create, organise, store, manipulate & retrieve digital content Underst& what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise & unambiguous instructions.	Unit 1.3 Pictograms Use technology purposefully to create, organise, store, manipulate & retrieve digital content Recognise common uses of information technology beyond school	Unit 1.4 Lego Builders Underst& what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise & unambiguous instructions. Create & debug simple programs	Unit 1.5 Maze Explorers Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate & retrieve digital content	Unit 1.6 Animated Story Books 1.7 Coding Use technology purposefully to create, organise, store, manipulate & retrieve digital content Underst& what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise & unambiguous instructions. Create & debug simple programs	Unit 1.9 Technology outside school Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate & retrieve digital content

Music	Pulse & Rhythm Use their voices expressively & creatively by singing songs & speaking chants & rhymes (Singing) Listen with concentration & understanding to a range of high-quality live & recorded music (Listening & Musicianship)	Pulse & rhythm Listen with concentration & understanding to a range of high-quality live & recorded music (Listening & Musicianship) Play tuned & untuned instruments musically (Playing & Performing) Experiment with, create, select & combine sounds using the inter-related dimensions of music (Composing)	Pitch Use their voices expressively & creatively by singing songs & speaking chants & rhymes (Singing) Listen with concentration & understanding to a range of high-quality live & recorded music (Listening & Musicianship) Experiment with, create, select & combine sounds using the inter-related dimensions of music (Composing)	Tempo & Dynamics use their voices expressively & creatively by singing songs & speaking chants & rhymes (Singing) Listen with concentration & understanding to a range of high-quality live & recorded music (Listening & Musicianship) Play tuned & untuned instruments musically (Playing & Performing)	Instruments & symbols Play tuned & untuned instruments musically (Playing & Performing) Experiment with, create, select & combine sounds using the inter-related dimensions of music (Composing)	Singing & Performing Use their voices expressively & creatively by singing songs & speaking chants & rhymes (Singing) Play tuned & untuned instruments musically (Playing & Performing)
RE ** denotes significant calendar festivals that we will address	Religion – Christianity Creation story Question: Does God want Christians to look after the world? We are learning to re-tell the Christian Creation story & to explore how this influences how Christians behave towards nature & the environment *Harvest	Religion – Christianity Christmas Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? We are learning to reflect on the Christmas story & decide what gifts would be meaningful for Jesus. *Diwali	Religion – Christianity Jesus as a friend Question: Was it always easy for Jesus to show friendship? We are learning to identify when it is easy & difficult to show friendship & explore when Jesus may have found it difficult. *Chinese New Year	Religion – Christianity Palm Sunday Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? We are learning to know that Jesus is special to Christians & how His welcome on Palm Sunday shows this. *Holi – Hindu	Religion – Judaism Shabbat Question: Is Shabbat important to Jewish children? We are learning to empathise with Jewish children by understanding what they do during Shabbat & why it is important to them *Islam - Eid al-Fitr	Religion – Judaism Rosh Hashanah & Yom Kippur Question: Are Rosh Hashanah & Yom Kippur important to Jewish children? We are learning to empathise with Jewish children by understanding what Rosh Hashanah & Yom Kippur mean to them.

		Hanukkah				
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