

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.
Writing	<u>Year 1</u> Writing during daily Read, Write, Inc lessons. Letter formation and handwriting. Fortnightly book focus to include, fiction, non-fiction and poetry.	<u>Year 1</u> Writing during daily Read, Write, Inc lessons. Letter formation and joining handwriting. Fortnightly book focus to include, fiction, non-fiction and poetry. Handwriting.	<u>Year 1</u> Fortnightly book focus to include, fiction, non-fiction and poetry. Writing during daily Read, Write, Inc lessons. Handwriting lessons.	<u>Year 1</u> Fortnightly book focus to include, fiction, non-fiction and poetry. Writing during daily Read, Write, Inc lessons. Handwriting lessons.	<u>Year 1</u> Fortnightly book focus to include, fiction, non-fiction and poetry. Writing during daily Read, Write, Inc lessons. Handwriting lessons.	<u>Year 1</u> Fortnightly book focus to include, fiction, non-fiction and poetry.
SPAG	<u>Year 1</u> Verbs, nouns, adjectives, capital letters and full stops.	<u>Year 1</u> Verbs, nouns, adjectives, question marks, capital letters, and full stops.	<u>Year 1</u> Nouns, names of letters, singular and plural days of the week, exclamation marks.	<u>Year 1</u> Pronouns, un words, ed words, capital letters and full stops and plurals.	<u>Year 1</u> Using and in sentences, nouns and exclamation marks, question marks and capital letters.	<u>Year 1</u> Capital letters, full stops and to join clauses, suffixes and prefixes.
Speaking & Listening	In every subject taught across the curriculum the children are encouraged to speak and listen carefully to each other. The children participate in pairs, small groups, large groups and whole class work where they are encouraged to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Children are taught to speak audibly and fluently with an increasing command of Standard English. Opportunities to present, perform and role are also provided.					
Mathematics	<u>Year 1</u> To know some number bonds to 10 (adding two numbers to make any number to 10). Write calculations using +, -, =. Identify shapes and patterns and count up to 20 objects accurately. Use terms re-grouping and begin to know tens and ones. To read and write numbers to 30. To begin to reason and solve simple word problems.		<u>Year 1</u> Continue to focus on knowing number bonds to 10 and using this information to help with addition and subtraction problem solving and reasoning activities. To calculate using numbers to 20 and beyond. To further investigate tens and ones. To read and write numbers to 50. The children will also learn to count in 2s and 5s and 10s. To explore mass and length using standard and non-standard units of measure. Recognise halves and quarters. Know the days of the week. Know the months of the year.		<u>Year 1</u> Read and write numbers to 100, count forwards and backwards from given number. Add and subtract one and two digit numbers from numbers to 20. Introduce multiplication and division and use them to solve simple problems. Tell the time using o'clock and half past. Recognise coins, calculate totals and give change.	

Science	<u>Year 1</u> <u>Animals</u> To identify and name common animals including fish, amphibians, reptiles, birds and mammals. To use the term omnivore, carnivore and herbivore. To describe and compare structure of animals - wing, tail, fin, scale etc. To identify, name, draw and label the basic parts of the human body and parts of the body associated with each sense. <u>Seasonal change-</u> Introduce seasons - what do we know? What animals do we see at different times of the year? Which animals hibernate in winter? Observe seasonal change and complete seasonal walks around the grounds		<u>Year 1</u> <u>Everyday Materials</u> To compare properties of materials. To use terms such as shiny, transparent, opaque, rigid, flexible etc. to describe materials. To sort materials into groups according to properties. Investigate magnetic and non-magnetic materials. <u>Seasonal change-</u> Consider the weather for different seasons. What types of clothes do we wear in different seasons? How does the weather change? What happens to the length of a day?		<u>Year 1</u> <u>Plants</u> To identify and name common plants and trees in our local environment. To identify and name common wild and garden plants. To identify the basic structure of a variety of common flowering plants including trees (leaves, flowers, blossom, petals, fruit, roots, bulbs, seeds, trunk, branch, stem). Plant seeds and tend the allotment. Know names of common weeds. Draw leaves and flowers to make an identification book. <u>Seasonal change-</u> Plants from across the seasons. How do trees change throughout the year?	
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Computing	<u>Year 1</u> <u>Computing systems and networks: Technology around us</u> We will develop an understanding of technology and how it can help us.	<u>Year 1</u> <u>Creating media: Digital painting</u> We will explore the world of digital art and its exciting range of creative tools.	<u>Year 1</u> <u>Programming A: Moving a robot</u> This unit introduces early programming concepts and we will use different commands to program a floor robot (Beebot).	<u>Year 1</u> <u>Data and information: Grouping data</u> This unit introduces data and information. We will sort objects into groups and add labels, to help answer questions about data.	<u>Year 1</u> <u>Creating media: Digital writing</u> We will develop our understanding of the various aspects of using a computer to create and change text.	<u>Year 1</u> <u>Programming B: Programming animations</u> We will learn about on-screen programming using Scratch Jr. to introduce ideas about sprites and algorithms.
	<u>Structures</u> Freestanding box modelling for joining and stability Farm in a box <i>Focus on using scissors safely.</i>		<u>Textiles</u> Join 2 identical pieces of fabric Pre-punched holes (Y1) (Link to Mother's day)	<u>Mechanisms</u> Models with wheels and axles (Y1)	<u>Control</u> Computer control - STEM workshop, Computing links, making robots move and talk!	<u>Food</u> Cutting and spreading (Y1) Health Week link (sandwiches)

Humanities Hist./Geog	<u>Geography</u> Why does it matter where my food comes from? (DW)	<u>History</u> What was the life of Elizabeth II like? (ONA) How and why do we celebrate Remembrance Day?	<u>Geography</u> What is life like in London? (ONA)	<u>History</u> How do we know so much about what happened in the Great Fire of London? (DW/ONA)	<u>Geography</u> Why don't penguins need to fly? (DW)	<u>History</u> What does it take to become a great explorer? (DW)
Art (In addition - Continuous drawing throughout the year)	<u>Painting and mixed media</u> Self-portraits - observing anatomy Colour mixing - colours in our environment - naming colours. Primary and Secondary colours. Create texture and effects with paint. Artist: Benjamin Herskowitz (Trees)	<u>Digital media</u> - taking pictures and drawing 'What can be seen'. Using a digital camera - editing, cropping and manipulating pictures. Artist: Benjamin Herskowitz (Fireworks) Christmas art (cards and calendars)	<u>Printing</u> Exploring colour and pattern - different ways of printing. Natural and man-made materials. To complete rubbings in the environment. Design own block prints.	<u>Craft and collage</u> Creating transfers Exploring colour, shape and pattern. Artist: Andy Warhol	<u>Drawing</u> To work with dry media - chalks, pastels, oils. To focus on line, shape, tone, pressure and colour.	<u>3D Form</u> Explore shape and form - explore sculpture with malleable materials. Clay tiles Cut, form, tear, shape and join materials.
RE	What do Christians believe God is like?	Why does Christmas matter to Christians and how do people celebrate it?	What is it like to be brought up in a Muslim home today?	What is it like to be brought up in a Hindu home today?	How do stories and art express world views? Christian, Muslim, Hindu, Non-religious and Humanist	
PSHE	<u>Me and my Relationships</u>	<u>Valuing Difference</u>	<u>Keeping Safe</u>	<u>Rights and Respect</u>	<u>Being my Best</u>	<u>Growing and Changing</u>

PE	<u>Hands (Ball Skills)</u> Using hands to move the ball by throwing, aiming and dribbling <u>Body Parts (Gym)</u> Exploring movement and balance using big and small body parts. Combining ideas to make a sequence	<u>Continue Hands</u> Use passing and receiving in a game. Begin to understand the role of an attacker and defender. <u>Pathways (Gym)</u> Move using different pathways (zig-zag and curved) Creating shapes and balances	<u>Feet (Ball Skills)</u> Develop passing and dribbling a ball with feet. <u>Explorers (Dance)</u> Creating movement patterns and responding to rhythm	<u>Continue Feet</u> Apply skills of passing and dribbling a ball with feet. Apply skills in a game context with attackers and defenders <u>Water (Dance)</u> Explore dynamics and movement qualities. Listen to music and respond	<u>Games for Understanding</u> Explore attack v defence games <u>Jumping (Locomotion)</u> Jumping in different ways. Combining jumps.	<u>Rackets, Bats and Balls</u> Use a racket to send and receive a ball. To use a racket to strike a ball in a game <u>Continue Jumping</u> Jumping in different ways. Combining jumps.
Music	<u>Menu Song</u> • Active listening (movement) • Beat • Echo singing • Showing pitch move <u>Tony Chestnut Beat</u> Rhythm Tuned&untuned percussion	<u>Colonel Hathi's March/ Magical Musical Aquarium</u> • Marching • Film/Music • Graphic Symbols • Classical music • Timbre <u>Carnival of the animals/ Composing music inspired by birdsong</u> Classical music Composing non-musical stimulus Improvising and play solo on instruments	<u>Football</u> • Ostinato • Pitched/unpitched patterns • Notes E-D-C <u>Grandma Rap</u> Duration Crotchet, crotchet rest, quaver Unison rounds	<u>'Dawn' FROM Sea interludes/ Musical Conversations</u> • 20th Century Classical music • Question & answer • Graphic Score <u>Orawa/ Trains</u> Repetition Structure Music inspired by trains Volume Dynamics Tempo	<u>Dancing & drawing to Nautilus/ Cat & mouse</u> • Mood • Tempo • Internalizing beat, draw to music • Movement/ actions • Electronic music Dot notation <u>Swing-a-long with Shostakovich/ Charlie Chaplin</u> 2 & 3 time beat and beat groupings Accomp. A short film	<u>Come dance with me</u> • Call & Response • Echo Singing • Percussion • Crotchet, quavers, crotchet rest • Developing beat skills <u>Tanczomy labada</u> Singing games Traditional polish dances Changing beat & temp