

Year 1

	Autumn One (8 weeks)	Autumn Two (7 weeks)	Spring One (6 weeks)	Spring Two (5 weeks)	Summer One (6 weeks)	Summer Two (7 weeks)
Topic Title	Our School 	Toys 	Wonderful Weather 	Significant Explorers 	Our Country 	The Great Fire of London 
English	Capital letters and lower case Verbs Suffix – ing Finger spaces Writing sentences Personal pronouns Noun suffix – s Prefix – un Capital letters and full stops Writing sentences		Singular nouns Past and present verbs Suffix – ed Capital letters for the days of the week Writing sentences Plural nouns Compound words Question marks Sequencing sentences		Punctuating sentences Noun suffix – es Exclamation marks Capital letters for people and places Writing question sentences Joining words using ‘and’ Suffix – er Punctuating sentences Writing exclamation sentences	
Science	<p>As scientists we will plan different types of scientific enquiries to answer questions, including recognizing and controlling variables. We will take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. We will record data and results using scientific diagrams and labels, classification keys, bar and line graphs. We will use test results to make predictions to set up further fair tests. We will report and present findings from enquiries, including conclusions, in oral and written forms such as displays and presentations. We will identify scientific evidence that has been used to support or refute ideas or arguments.</p>					

	Animals Including Humans	Seasonal Changes <i>Autumn into Winter</i>	Everyday Materials	Everyday Materials	Plants	Seasonal Changes <i>Spring into Summer</i>
Geography	<p>Our School</p> <ul style="list-style-type: none"> • Explore our school and the area around it • Learn about the world through looking, walking and talking • Begin to use simple maps and find things out first-hand 		<p>Wonderful Weather</p> <ul style="list-style-type: none"> • Learn about different types of weather and the four seasons • Find out about hot and cold places around the world • Observe, record and talk about the weather in fun ways 		<p>Our Country</p> <ul style="list-style-type: none"> • Learn about the countries of the UK and their capital cities • Explore places, landmarks and natural features • Compare different capital cities and learn about the wider world 	
	History	<p>Toys</p> <ul style="list-style-type: none"> • Learn about toys from today and from when parents and grandparents were children • Explore how toys have changed over time • Use fun activities like drawing, role play and games to learn about the past 		<p>Significant Explorers</p> <ul style="list-style-type: none"> • Learn about famous explorers from the past • Find out where they travelled and what they discovered • Talk about why they are remembered today • Compare explorers from different times 		<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Learn about the Great Fire of London and what happened • Find out what London was like in the past and how it is different today • Explore why things changed after the fire to make people safer
<p>As historians we will use chronology to organise relevant historical information and understand how we can build a picture of the past using a range of sources. We will compare and contrast, question, study change, investigate causes, and focus on significance.</p>						

Art	Painting and Mixed Media		Craft and Design Printing		Craft and Design Collage	
	<ul style="list-style-type: none"> Name all the colours. Mix primary colours. <ul style="list-style-type: none"> Begin to use black and white to create tints and tones. Create a range of marks with a paintbrush. <ul style="list-style-type: none"> Create texture using colour, different thicknesses of paint and by adding sand. Work from direct observation and imagination. <ul style="list-style-type: none"> Work on different scales. 		<ul style="list-style-type: none"> Take a rubbing showing a range of textures and patterns. Take a print from object: leaf, hand, onion, etc. <ul style="list-style-type: none"> Develop simple patterns by using objects: vegetables, leaves, etc. Produce simple pictures by printing objects. Finger print, sponge print, block print to form patterns experimenting with the amount of paint applied and develop control. <ul style="list-style-type: none"> Design repetitive patterns. 		<ul style="list-style-type: none"> Impress and apply simple decoration. <ul style="list-style-type: none"> Use glue and paste carefully. Cut shapes using scissors. Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc. 	
D.T.	Fruit and Vegetables		Puppets		Constructing a Windmill	
Music	Hey You!	Rhythm In The Way We Walk and Banana Rap or Christmas Production	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Maths	Place Value (within 10) Addition and Subtraction (within 10)	Addition and Subtraction (within 10) Shape	Place value (within 20) Addition and Subtraction (within 20)	Place Value (within 50) Measurement-length, height, mass and volume	Multiplication and Division Fractions Position and Direction	Place Value (within 100) Money Time
P.E.	Ball Skills Hands	Games For Understanding Gymnastics	Dodgeball Dance	Tag Rugby	Athletics Rounders	Cricket

<p>RE</p>	<p><i>God the world & self:</i></p> <p><i>What do people believe about God? How are people special?</i></p> <p>How do people describe God as a creator?</p> <p>Harvest festival & Jewish Shabbat.</p> <p>How do people decide what they believe is right or wrong?</p> <p><i>Belonging:</i></p> <p><i>How do people celebrate special times?</i></p> <p>Christmas focus (Shepherds & Wise Men)-</p> <p>What can we learn that most Christians believe about Jesus from the nativity story?</p>		<p><i>Personal belief:</i></p> <p><i>How do people decide what is right and what is wrong?</i></p> <p>Is it ever right to do something wrong?</p> <p><i>Belonging:</i></p> <p><i>Why do people mark Easter in different ways?</i></p> <p>Easter focus – What happened when Jesus went to Jerusalem?</p>		<p><i>Belonging:</i></p> <p><i>What does it mean to belong?</i></p> <p>Features of church artefacts and symbols</p> <p><i>Belonging:</i></p> <p><i>Why are some places more important than others?</i></p> <p>Why is going to synagogues important to some Jews?</p> <p>What is the role of the Rabbi?</p>	
<p>PSHE</p>	<p>Family and relationships</p> <p>Health and wellbeing</p>		<p>Safety and the changing body</p> <p>Citizenship</p>		<p>Economic wellbeing</p>	
<p>Computing</p>	<p>Improving mouse skills</p>	<p>Algorithms unplugged</p>	<p>Programming Bee-bots</p>	<p>Rocket to the moon</p>	<p>Introduction to data</p>	<p>Digital imagery</p>
<p>Online safety throughout the year.</p>						