

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	God's Great Plan <i>The wonders of the Creation story and how to take care of our world.</i>	Mary, mother of God <i>Mary's role in sending God's son, Jesus and the Nativity story.</i>	Families and Celebrations <i>What it means to belong to the Church family, reflecting on the Presentation of Jesus in the Temple.</i>	Following Jesus <i>The Parable of the Good Samaritan and the Easter story.</i>	Resurrection <i>The celebration of the resurrection of Jesus, reflecting on the promises he made.</i>	Miracles <i>Learn about Jesus' miracles and know that compassion motivates many to act for the good of others.</i>
Literacy	<p>Ourselves</p> <p><u>Claude in the City 4 weeks</u> (Alex T Smith)</p> <ul style="list-style-type: none"> Character Descriptions Story mapping Postcard in role Guide book for museum Own Claude story in alternative setting. <p>Contemporary Fiction</p> <p><u>Poetry, pattern and rhyme</u></p> <p><u>Out and about</u> 3 weeks (Shirley Hughes)</p> <ul style="list-style-type: none"> Composing and rehearsing phrases orally Write for different purposes Reading aloud with appropriate intonation Expand noun phrases Present and past tenses. Poetry performances Simple onomatopoeia <p>Poetry</p>	<p>Celebrations</p> <p><u>Zereffa Giraffa</u> (Diana Hofmeyr)</p> <ul style="list-style-type: none"> Sequence sentences to form short narratives Letter Writing Character Description Labels and explanations Persuasive advert Debate paragraph Retelling from a different perspective <p><u>Predictable and patterned language</u></p> <ul style="list-style-type: none"> - <u>Harvey Slumfenburger's Christmas Present</u> <ul style="list-style-type: none"> Write a recount Write in the character of Father Christmas Write own retelling. <p>Picturebook with repetitive language</p>	<p>Polar Adventures</p> <p><u>Rapunzel</u> (Bethan Woollvin)</p> <ul style="list-style-type: none"> Shared Writing Writing in role Explanatory writing Bookmaking To write simple and compound sentences <p>Traditional tales</p> <p><u>Poetry, pattern and rhyme</u></p> <ul style="list-style-type: none"> - <u>Julia Donaldson Rhyme</u> Descriptive poetry Whole Class anthology Expanded noun phrases <p>Poetry</p>	<p>Treasure Island</p> <p><u>Chick fact books</u></p> <ul style="list-style-type: none"> - Write a non fiction book - Use labels - Alphabetical order - Contents - Glossary - Bibliography - Fact finding - Writing in order <p>Non-fiction</p> <p>Fiction (Environmental)</p> <p><u>The Secret of Black Rock</u> 4 weeks</p> <ul style="list-style-type: none"> Thought bubbles Rhetorical Questions Diary entry Stream of consciousness Persuasive argument Recipe Book trailer 	<p>On Safari</p> <p><u>Dear GreenPeace</u></p> <ul style="list-style-type: none"> Picturebook Persuasive Letter Advert Factfinding Recount 	<p>Holidays</p> <p><u>Egg Box Dragon</u> Contemporary Fiction</p> <p>Diagrams and plans Instructions Persuasive letter – formal/informal Extended narrative and book making</p>
Numeracy	<p><u>Number and Place Value</u> To count in 1s to 20</p> <p>To read numbers in numerals and words to 20.</p>	<p><u>Number and Place Value</u> To count in 2s and 5s to 20.</p> <p>To recognise doubling as addition.</p>	<p><u>Geometry and Measures</u> Fractions – To identify a half and a quarter of a shape or quantity.</p>	<p><u>Number</u> To read numbers in numerals and words to 100.</p>	<p><u>Number</u> To solve one-step multiplication problems.</p> <p>To know addition facts to</p>	<p><u>Consolidation</u> To know positional language – whole, half, quarter and three-quarter turns.</p>

	<p>To partition 'teen' numbers into tens and units.</p> <p>To identify one more and one less than a number.</p> <p>To solve addition problems to 10.</p> <p>To know addition pairs to 10.</p> <p>To count on and back to 100 in 10s.</p>	<p>To count back in 1s from a number.</p> <p>To solve addition and subtraction problems to 10.</p> <p>To add and subtract a 1 digit number from a 2 digit number.</p> <p>To know and describe 2D and 3D shapes.</p>	<p>Time – To read o'clock and half past.</p> <p>To sequence events in chronological order.</p> <p>To know the days of the week and introduce the seasons.</p> <p>To begin to measure length, weight and capacity.</p>	<p>To partition 2-digit numbers into tens and units.</p> <p>To solve one-step division problems.</p> <p>To recognise and order coins.</p>	<p>10 and 20.</p> <p>To solve missing number problems – fact families.</p>	<p>Time – To consolidate o'clock and half past.</p> <p>Number – To count in 2s and 5s to 100.</p> <p>To measure and record length, weight and capacity.</p>
Science	<p><u>Who Am I?</u></p> <ul style="list-style-type: none"> - Name different parts of the human body and describe their functions - Name and describe our five senses - Take part in a discussion called 'Are humans animals?' - Describe the body parts of animals 	<ul style="list-style-type: none"> - Seasons - Identify changes in the weather. - Understand how the light changes during the day and over the course of the year. - Look at how the weather is different for different countries. 	<p><u>Polar Adventures</u></p> <ul style="list-style-type: none"> - To name animals that are birds, fish and mammals. - To name common animals that are carnivores, herbivores and omnivores. - To describe and compare different common animals. - To describe the properties of everyday materials that are transparent, translucent, opaque, waterproof, flexible. - To compare and group materials that are transparent, translucent, opaque, waterproof, flexible. 	<p><u>Treasure Island</u></p> <p>To identify and name a variety of plants.</p> <p>To identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To describe and compare the structure of a fish with humans and some other animals.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p>	<p><u>On Safari</u></p> <ul style="list-style-type: none"> - To identify and name a variety of common invertebrates. - To identify and name a variety of common animals that are carnivores, herbivores and omnivores. - To describe and compare the structure of a variety of common invertebrates. 	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • To identify common animals including fish, amphibians, reptiles, birds and mammals. • To identify and name animals that are carnivores, herbivores and omnivores. • To describe and compare the structure of a variety of common animals, distinguish between an object and the material from which it is made. • To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • To describe the simple physical properties of a variety of everyday materials. • To describe and compare the structure of a fish with humans and some other animals.
Computing	<p><u>Communication/ Email</u></p> <p>Cyberwalk 3BM (To use a mouse to select, move, match or assemble items)</p>	<p><u>Digital Literacy</u></p> <p>Smartie the penguin 3BM (To understand basic computing terms; to give simple instructions to control a</p>	<p><u>Algorithms</u></p> <p>What's an algorithm? 3BM</p> <p>Design a plate 3BM (To know about the Internet</p>	<p><u>Programming/Computer Science</u></p> <p>Espresso Coding 1a, 1b (To give simple instructions</p>	<p><u>Simulation/Gaming</u></p> <p>Make own games using 2DIY (To use trial and error to produce an accurate set</p>	<p><u>IT</u></p> <p>Data handling 3BM (To take a digital picture or video clip as part of a task; to</p>

	Sharing my iceberg work 3BM (To use software to create digital content for a clear purpose)	device, like a 'floor' robot, or on-screen object) How does my garden grow? 3BM To use software to create digital content for clear purpose)	and begin to understand some key, age appropriate, safety 'rules')	to control a device; to use trial and error to produce an accurate set of simple instructions)	of simple instructions; to make sensible (logical) decisions/choices when 'playing' a straight-forward 'game')	use some software to create digital content for clear purpose; to access a resource and find answers to straight-forward questions)
Computing Cross Curricular						
Topic	Travel and Transport <ul style="list-style-type: none"> • Talk about differences between old and new transport. • Viking Longboats • History of Cars • George Stephenson • History of Flight 	Toys <ul style="list-style-type: none"> - Comparing old and new. - Ask simple questions - Design their own toy - Identify key features of toys. 	The UK <ul style="list-style-type: none"> - England, Scotland, N. Ireland and Wales 	The UK Comparing the town to the city.	Seaside Holidays <ul style="list-style-type: none"> - Seaside holidays old and new 	<ul style="list-style-type: none"> - Castles and Knights - Looking at different homes - Building our own homes
ART / DT	Ourselves <ul style="list-style-type: none"> - Portraits - Trip to NPG - Drawing nature - Model drawing 	Changing Landscapes Book covers Christmas artwork – looking at classical paintings.	Fairy Tale of Colour <ul style="list-style-type: none"> - Colour mixing - Colour creations 	Healthy Eating <ul style="list-style-type: none"> - Fruit salad design, create and evaluate 	Seaside Holidays <ul style="list-style-type: none"> - William Morris shell prints - Paper weaving shell prints 	<ul style="list-style-type: none"> - Dragon Eggboxes
PE	Invasion Games Football	Gymnastics Football	Dance Gymnastics	Dance Multi-Skills	Multi-skills Gymnastics	Multi-skills Invasion Games