

Subjects	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Topic (inc. Key Texts, Visits & Websites to explore)	<p>Can toys come to life?</p>	<p>About me and my body Funny bones</p> <p>Christmas around the world</p>	<p>Fabulous Fairytales</p>	<p>What came first, the chicken or the egg?</p>	<p>A trip around the world</p>	<p>Danger at sea!</p>
English Reading Word recognition	The children will use their phonic knowledge and skills as the route to decode words.		The children will read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.		The children will be able to read common exception words The children will be able to read words with more than one syllable	
English Reading Comprehension	Texts include a range of fiction and non-fiction using the topic of Can toys come to life and About me and my body.		Texts include a range of fiction and non-fiction using the topic Fabulous Fairytales and What came first, the chicken or the egg.		Texts include a range of fiction and non-fiction using the topic of A trip around the world as a context and Danger at sea (geography) as a context.	
English Writing (inc. Punctuation & Grammar)	<p>Children attempt to write simple sentence and sentence-like structures to form short narratives based on fictional and real experiences.</p> <p>To be able to create a simple poems.</p> <p>To begin use capital letters and/or full stops.</p>		<p>The children will write for different purposes, when prompted.</p> <p>The children will begin to write about real events, and writing poetry.</p> <p>The children will begin to use capital letters, full stops and some use of question marks and exclamation marks.</p>		<p>The children will write for different purposes when prompted.</p> <p>Children are able to read their own writing.</p> <p>Children are able to write a story using a beginning, middle and end.</p> <p>To confidently use capital letters and/or fullstops with some use of question marks and exclamation marks.</p>	
Phonics/Spelling	<p>Recap Phase 2 and Phase 3</p> <p>Childrens knowledge and understanding of phonics is assessed. Children are taught phonics daily and are given the opportunity to strengthen their skills and apply them.</p>		<p>Continue to recap phase 2 and 3</p> <p>Teach Phase 4 and 5</p> <p>Childrens knowledge and understanding of phonics is assessed. Children are taught phonics daily and are given the opportunity to strengthen their skills and apply them.</p>		<p>Continue to recap phase 2 and 3</p> <p>Teach Phase 4 and 5</p> <p>Phonics Screen</p> <p>Childrens knowledge and understanding of phonics is assessed. Children are taught phonics daily and are given the opportunity to strengthen their skills and apply them.</p>	
Maths	<p>Number: Place Value (within 10)</p> <p>Number: Addition and Subtraction (within 10)</p> <p>Shape</p> <p>Number: Place Value (within 20)</p>		<p>Number: Addition and Subtraction (within 20)</p> <p>Number: Place Value (within 50)</p> <p>Multiples of 2,5 and 10)</p> <p>Measurement: Length and Hight</p> <p>Measurement: Weight and Volume</p>		<p>Number: Multiplication and Division</p> <p>Number: Fractions</p> <p>Positon and Direction</p> <p>Number: Place Value (within 100)</p> <p>Measurement: Money</p> <p>Measurement: Time</p>	
Science	<p>Everyday materials</p> <ul style="list-style-type: none"> -know what an object is made from -identify common materials -describe properties of materials -compare and group materials based on their properties 	<p>Animals, including humans</p> <p>Children will identify, name, and label the basic parts of the human body including the scientific terms penis and vulva.</p>	<p>Seasonal changes</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Weather station set up in year 1 playground</p>		<p>Animals including humans</p> <ul style="list-style-type: none"> -identify and name a variety of animals -identify and name common animals that are carnivores, herbivores and omnivores. 	<p>Animals including humans</p> <p>Children will describe a variety of common animals (birds, fish, amphibians, reptiles and mammals and including pets.)</p>



	<p>Seasonal changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Weather station set up in year 1 playground</p> <p>Plants Through Forest school: Children will identify and name a variety of common, wild and garden plants</p> <p>Children will identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Children will say which parts of the body is associated with each sense.</p> <p>Seasonal changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Weather station set up in year 1 playground</p> <p>Plants Through Forest school: Children will identify and name a variety of common, wild and garden plants</p> <p>Children will identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Plants Through Forest school: Children will identify and name a variety of common, wild and garden plants</p> <p>Children will identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Animals including humans -identify and name a variety of animals -identify and name common animals that are carnivores, herbivores and omnivores. -describe and compare the structure of a variety of common animals.</p> <p>Hatching Chicks</p>	<p>-describe and compare the structure of a variety of common animals.</p> <p>Seasonal changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Weather station set up in year 1 playground</p> <p>Plants Through Forest school: Children will identify and name a variety of common, wild and garden plants</p> <p>Children will identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Children will identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Seasonal changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Weather station set up in year 1 playground</p> <p>Plants Through Forest school: Children will identify and name a variety of common, wild and garden plants</p> <p>Children will identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	
Computing	Programmable toys and on-screen programming	Online Safety and how information technology is used	Creating Art (including basic mouse and keyboard skills)	Making movies and Online Safety	Creating documents	Creating a multimedia storybook
R.E.	Term 1 Theme: My World Key Concepts: Beliefs/Creation	Term 2 Theme: Light/Christingle The Christmas Story Key Concept: Incarnation	Term 3 Theme: The Bible and Torah Key Concept: Sacred Books	Term 4 Theme: Stories from The Bible Key Concept Religious Stories Easter: Palm Sunday Key Concepts Celebration/ Salvation	Term 5 Theme: A Jewish Family Key Concepts Belonging/ Community	Term 6 Theme: The Local Church Key Concepts: Worship/ Community Walk to the local church
History and trips	<p>Describe some simple similarities and differences between artefacts. Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?'</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Use timelines to order events or objects. Talk, draw or write about aspects of the past.</p> <p>Grandparents afternoon tea</p>	<p>The children will begin to understand the difference between things that happened in the past and the present. Place known events and objects in chronological order (timeline)</p> <p>Use pictures of them as babies, toddlers and now.</p>	<p>The children will be able to tell stories about the past, including role-play. The children will be able to relate to his/her own account of an event and understand that others may give a different version</p>	<p>Trip to Drusillas - linked to classification and animals</p>	<p>The children will be able to relate his/her own account of an event and understand that others may give a different version.</p> <p>Scott of the Antarctic - the lives of significant individuals in the past. Knowledge and understanding of events, people and changes of the past. Recall facts about people/ events before living memory. Say why people may have acted the way he did.</p>	<p>The children will be able to find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?'</p> <p>Trip to the Seaside- Eastbourne</p>
Geography and trips		<p>Seasonal changes</p> <p>Children will be able to name and locate their local town including places of importance to me e.g. home, school and local area</p>	<p>Seasonal changes</p> <p>Children will be able to name and locate their local town including places of importance to me e.g. home, school and local area</p>		<p>A trip around the world -Seasonal changes - Physical characteristics of hot and cold places - Location of places on a globe</p>	<p>Danger at sea - Seasonal changes - Coastal features- natural and physical - Identify sea/land on maps - Fieldwork</p>



		Children will draw a map and make a key of the school Walk around the school to locate known places.	Children will observe and describe the human and physical geography of a small area of the United Kingdom Little Red Riding Hood			
P.E.	Gymnastics Intrahouse competition Dance	Team building/ Health Related Fitness Dance	Invasion games- Ball skills and small team games Dance	Gymnastics 2 Dance	Athletics Dance	Striking and fielding skills Sports day Dance
Art and Design	Developing ideas and responding to art	Printing	Drawing	Textiles	Collage	Painting
Design Technology	Design a toy Understanding contexts, users and purpose Generating, developing, modelling and communicating ideas Make - Planning, practical skills and techniques	Evaluating - Own ideas and existing products- linked to Funny Bones	Food Technology -Origins, preparation & nutrition Making pancakes, sourcing ingredients and writing recipes Linked to the wolfs pancaks	Make a bird box Technical Knowledge - Making Products Work Pupils can build structures, exploring how they can be made stronger, stiffer and more stable.	Design a protective structure for an egg. Science link - investigation	Design a life boat and safety features Understanding contexts, users and purpose Generating, developing, modelling and communicating ideas Make - Planning, practical skills and techniques Food Technology -Origins, preparation & nutrition - Make a sandwich. Linked to The lighthouse keeper's lunch
Music	Listening and responding to music recognising short sounds	Voice To find their singing voice and use their voices confidently. Nativity singing and performing	Learning about the beat, recognising different musical percussion instruments and singing	Percussion instruments, Tempo Singing and improvising	Singing, understanding music theory through musical games pitch	Singing, understanding music theory through musical games
Spanish	N/A	N/A	N/A	N/A	N/A	N/A
RSHE/PHSE	My Feelings - Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	My Body - Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	My Relationships - Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.	My Beliefs - Pupils can identify and respect the differences and similarities between people.	My Rights and Responsibilities - Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Asking for Help - Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.