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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term  | English | Science | History | Geography | Art and design  | DT | Music CharangaCheck all links please  | P.E | R.E  | French  | ICT | PSCHE |
| Autumn 1 | Stories in familiar settingsLabels, lists, signsSongs and repetitive poems  | Seasonal changes  | **Geography**: Local area studyCompass pointsGeographical vocabulary  | **Art:** environmental art and sculpture Andy Goldsworthy | Geography link <https://www.youtube.com/watch?v=_0zKV6j1MDg> | AthleticsDance to music based on seasons  | Precious things  | Seasons weather  | Computer Science | Rules Litter  |
| Autumn 2 | Stories with repeating patterns Information books Poems with patterns and rhyme  | Plants  | **Geography**: weather patterns, UK. Hot/cold world regions/equator North and south Poles  | **Art and DT:** Xmas cards, calendars and decorations – include drawing and cutting out using a template and using stencils Sketching trees and plants  | Xmas performance <https://www.youtube.com/watch?v=dUBIQ1fTRzI> | BadmintonGym | Greetings | Data Handling | Planet blue ballSelfishness  |
| Spring 1 | Stories with repeating patterns Instructions Poems about the senses  | Everyday materials  | **History**: The rocket – first stem engine – events beyond living memory. Changes in transport.  | **DT:** Plan make and evaluate a moving vehiclehttps://i.ytimg.com/vi/ZfiV1oTF-ks/maxresdefault.jpg | Science link: <https://www.youtube.com/watch?v=xOKr462HLc0> | Hockey Basketball  | Special Days  | Transport  | Media | Go – givers. Be somebody  |
| Spring 2  | Traditional Tales Information texts Humorous poems | Animals including humans  | **History:** Significant individuals: Dian Fossey |  **Art**: Animals using a range of media  | I once saw and elephant <https://www.youtube.com/watch?v=PGZlzrM0ChI> | Tag rugby Gym  | Animal names  | (e)Safeguarding | Get better soon  |
| Summer 1 | LettersInformation text Poems about nature  | Animals including humans  | **Geography:** Seven continents and 5 oceans  | **DT:** Building shelters- for animals - St Ives/field  | Continents song <https://www.youtube.com/watch?v=kNGJfg45QRI> | Tennis Dance<https://www.youtube.com/watch?v=u_p53AgGnko> | Myself  | Names of countries  | Information Literacy | Disability caring for pets  |
| Summer 2 | Fairy stories and traditional tales FantasyTraditional poems  | Everyday materials  | **History:**David Hockney – a significant local person | **Art:** Copying the style of David Hockney  | Charanga + playing percussion instruments.  | Cricket Athletics  | Classroom objects  |  | Exploring community Save our Jack  |

**Art and Design:**

to use a range of materials creatively to design and make products

* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**Geography:**

* use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. a
* understand basic subject-specific vocabulary relating to human and physical geography
* use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

**Science: Seasonal Change:**

*Statutory requirements*

* Pupils should be taught to:
* observe changes across the four seasons
* observe and describe weather associated with the seasons and how day length varies.

*Notes and guidance (non-statutory)*

Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change

Year 1: Autumn 1ST

Theme:

**Music**: Charanga – Online + Geography link: <https://www.youtube.com/watch?v=_0zKV6j1MDg>

**R.E: Precious Things (whole term )**

* Show respect to others’ precious things
* Identify and talk about what is precious to them
* Know that some items are precious to some people
* Know the reasons why selected items are treated so
* carefully
* Know that precious things and beliefs and behaviour are linked
* Demonstrate empathy towards others’ beliefs and practices (AT2a)
* Show respect through their behaviour and language towards religious items respectfully;
* Identify similarities and differences in the ways people treat precious religious items respectfully

**P.E:** Dance/Athletics

**PSCHE:** Rules and litter – online resources

**French:** Seasons and weather words

**ENGLISH: Labels, lists and signs**

Essential books:

*Not a stick* by Antoinette Portis

*Billy’s Bucket* by Kes Gray and Garry Parsons

Grammar includes:

Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc.

**ENGLISH: Stories in familiar settings**

Essential books:

*Knuffle Bunny* by Mo Willems

*The dog and the lost mum* Hamilton Group Reader

Grammar includes:

Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc.

**ENGLISH: Songs and repetitive poems**

Essential books:

*Poems* provided with plans

Grammar includes:

Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc.

**Art and Design: Trees and plants**

* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

**Geo graphy:**

* Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Year 1 Autumn 2nd

Theme:

**Science: Plants**

*Statutory requirements*

* identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
* identify and describe the basic structure of a variety of common flowering plants, including trees.

*Notes and guidance*

Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.

**Music: Charanga +** [**https://www.youtube.com/watch?v=dUBIQ1fTRzI**](https://www.youtube.com/watch?v=dUBIQ1fTRzI)

**R.E: Precious Things: whole term**

* Show respect to others’ precious things
* Identify and talk about what is precious to them
* Know that some items are precious to some people
* Know the reasons why selected items are treated so
* carefully
* Know that precious things and beliefs and behaviour are linked
* Demonstrate empathy towards others’ beliefs and practices (AT2a)
* Show respect through their behaviour and language towards religious items respectfully;
* Identify similarities and differences in the ways people treat precious religious items respectfully

**P.E:**

Badminton /Gym

**PSCHE:**

Planet blueball & Selfish hen

**French:**  Greetings

**English: Poems with Pattern and Rhyme**

Essential books:

*The Gingerbread man* by Audrey Daly

*The Three Little Pigs* by Joan Stimson (or another version of the same stories)

Assorted poems and rhymes including

*Down behind the Dustbin* by Michael Rosen

*Batman’s Exercise Video* by Ian McMillan

Grammar includes:

Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc.

**English: Information texts**

Essential books:

*The Usbourne Book of Big Machines* ISBN 9780746099094

*Scooters* Hamilton Group Reader

Grammar includes:

Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc.; using grammatical terminology

**English: Stories with repeating patterns:**

Essential books:

Harvey Slumfenburger by John Burningham

Grammar includes:

Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question mark or exclamation mark; using grammatical terminology.

**Hist ory: First Steam Engine**

* events beyond living memory that are significant nationally or globally

**DT:**

* design purposeful, functional, appealing products for themselves and other users based on design criteria

Year 1: Spring 1st

Theme:

Theme

**Music: Charanga** [**https://www.youtube.com/watch?v=xOKr462HLc0**](https://www.youtube.com/watch?v=xOKr462HLc0)

**Science: Everyday materials Split term**

Statutory requirements

* distinguish between an object and the material from which it is made
* identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
* describe the simple physical properties of a variety of everyday materials
* compare and group together a variety of everyday materials on the basis of their simple physical properties.

*Notes and guidance*

Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties suc has: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; *opaque/transparent. Pupils should* explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing simple tests to explore questions, for example: ‘What is the best material for an umbrella? ...for *lining a dog basket?...for curtains? ...for a bookshelf? ...for a gymnast’s leotard?’*

**R.E: Special Days (whole term)**

* Be able to reflect on the concept of ‘day’ – dawn to dusk, light and dark, day and night
* Demonstrate understanding of an empathy with the
* religious practice of marking parts of the day with prayer
* or worship 2
* Demonstrate understanding of and empathy with the
* religious practice of marking parts of the day with prayer
* or worship
* Know that religions have special days every week which are marked in a special way
* Know that some religions have special days which celebrate the birthday of special people
* Understand the value of special days and festival celebrations for members of faith communities
* Explain interpretations and meanings of key symbols
* associated with special days

**P.E:**

 Hockey /Basketball

**PSCHE:**

Go givers

Everybody, nobody

**French:** Vehicles

**English: Poems about the senses**

Essential books:

The Works chosen by Paul Cookson

Sensational: Poems inspired by the Five Senses chosen by Roger McGough

Grammar includes:

Beginning to punctuate sentences correctly; using capital letters for the start of lines in poems.

**English: Instructions**

Essential books:

Don’t let the pigeon stay up late by Mo Willems

Don’t let the pigeon drive the bus by Mo Willems

Boris and Sid are bad Hamilton Group Reader

Grammar includes:

Beginning to write complete sentences; using capital letters at the start of a sentence and a full stop, exclamation mark or question mark at the end.

**English: Stories with repeating patterns**

Essential books:

Bring the rain to Kapiti Plain by Verna Aardema

Handa’s Hen by Eileen Brown

We all went on Safari by Laurie Krebs

Boris and Sid go on a tram Hamilton Group Reader

Grammar includes:

Beginning to write in complete sentences; beginning to punctuate sentences.

Year 1: Spring 2nd

Theme

**History:**

* the lives of significant individuals in the past who have contributed to national and international achievements. (Diane Fossey)

**Art and Design: Animal Art**

* to use a range of materials creatively to design and make products

**Science: Animals including Humans Whole term**

*Statutory requirements*

* identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
* identify and name a variety of common animals that are carnivores, herbivores and omnivores Science – key stages 1 and 2 8 Statutory requirements
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
* identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

*Notes and guidance (non-statutory)*

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians,

reptiles, birds and mammals, including those that are kept as pets.Pupils should have plenty of opportunities to learn the names of the main body parts(including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)

through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast

animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

**Music: Charanga** [**https://www.youtube.com/watch?v=PGZlzrM0ChI**](https://www.youtube.com/watch?v=PGZlzrM0ChI)

**R.E: Special** Days **(whole term)**

* Be able to reflect on the concept of ‘day’ – dawn to dusk, light and dark, day and night
* Demonstrate understanding of an empathy with the
* religious practice of marking parts of the day with prayer
* or worship 2
* Demonstrate understanding of and empathy with the
* religious practice of marking parts of the day with prayer
* or worship
* Know that religions have special days every week which are marked in a special way
* Know that some religions have special days which celebrate the birthday of special people
* Understand the value of special days and festival celebrations for members of faith communities
* Explain interpretations and meanings of key symbols
* associated with special days

**P.E:**

 Tag rugby Gym

**PSCHE:**

Mitali/

Get better soon

**French:**

Animals

**English: Humorous Poems**

Essential books:

The Works chosen by Paul Cookson

The Works Key Stage 1 chosen by Pie Corbett

It Takes One to Know One by Gervase Phinn

Grammar includes:

Writing proper names using capital letters; using capital letters for the start of lines in a poem.

**English: Information texts**

Essential books:

Night Animals by Claire Llewellyn

Owls by Emily Bone

Books on night time creatures and owls

The Owl in the night-time Hamilton Group Reader

Grammar includes:

Writing leaving spaces between words; using capital letters for the names of people, places, days of the week, etc.; punctuate questions with question marks and sentences with full stops and exclamation marks; using grammatical terminology.

**English: Traditional Tales**

Essential books:

The Dragon Dinosaur Hamilton Oral Story

The House That Jack Built by Jenny Stow

Anancy and Mr Dry-Bone by Fiona French

Grammar includes:

Using capital letters for proper names; using full stops and capitals to demarcate sentences.

**Design Technology:**

* select from and use a range of tools and equipment to perform practical tasks [for
* example, cutting, shaping, joining and finishing]
*  select from and use a wide range of materials and components, including construction
* materials, textiles and ingredients, according to their characteristics

Year 1: Summer 1st

Theme

**Geography:**

* name and locate the world’s seven continents and five oceans

**R.E: Myself ( whole term)**

* Know that names have special meanings
* Know that some children receive their name in a special ceremony and what such a ceremony might include
* Know that some people believe that God created human beings and loves everyone
* Reflect on what is special about me
* Know that we all have private thoughts and feelings
* Reflect on their sense of self
* Reflect on how this should affect our behaviour and attitudes to others
* Know the variety of groups to which they belong
* Know that religion and cultural heritage are important in people’s lives
* Know that some stories are special to some children
* Know that in some children’s homes there is evidence of religious practice
* Know that different families/communities have different food laws and customs
* Reflect on the values which they share with each other
* Show respect for difference

**Science: Animals including Humans whole term**

*Statutory requirements*

* identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
* identify and name a variety of common animals that are carnivores, herbivores and omnivores Science – key stages 1 and 2 8 Statutory requirements
* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
* identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

*Notes and guidance (non-statutory)*

 **See Spring 2nd**

Music: Charanga

[**https://www.youtube.com/watch?v=kNGJfg45QRI**](https://www.youtube.com/watch?v=kNGJfg45QRI)

**P.E: Tennis/Dance**

**PSCHE: Pets/Disability**

**French:** Names of countries

**English: Letters**

Essential books:

Dear Greenpeace by Simon James

Boris and Sid met a Shark Hamilton Group Reader

Cat, Fish and Shell Hamilton Group Reader

Grammar includes:

Beginning to write complete sentences; using capital letters at the start of a sentence and a full stop, exclamation or question mark at the end; identifying and distinguishing statements, questions and exclamations.

**English: Information Texts**

Essential books:

The Dancing Tiger by Malachy Doyle

Tigress by Nick Dowson

Suprising Sharks/Ice Bears by Nicola Davies

Grammar includes:

Writing leaving spaces between words; punctuating questions with question marks and sentences with full stops and exclamation marks; using grammatical terminology.

**English: Poems about nature**

Essential books:

Poem Maker, Word Shaker by Pie Corbett

The Works chosen by Paul Cookson

My first Oxford Book of Poems chosen by John Foster

The Puffin Book of Utterly Brilliant Poetry

Grammar includes:

Beginning to punctuate sentences correctly; using capital letters for the start of lines in poems.

**Art and Design:** David Hockney – comparing

* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**History:**

* significant historical events, people and places in their own locality.

**Science: Everyday materials split term**

* Statutory requirements
* distinguish between an object and the material from which it is made
* identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
* describe the simple physical properties of a variety of everyday materials
* compare and group together a variety of everyday materials on the basis of their simple physical properties.

Notes and guidance

Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such has: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing simple tests to explore questions, for example: ‘What is the best material for an umbrella? ...for lining a dog basket?...for curtains? ...for a bookshelf? ...for a gymnast’s leotard?’

**Music: Charanga**

**R.E: Myself whole term**

* Know that names have special meanings
* Know that some children receive their name in a special ceremony and what such a ceremony might include
* Know that some people believe that God created human beings and loves everyone
* Reflect on what is special about me
* Know that we all have private thoughts and feelings
* Reflect on their sense of self
* Reflect on how this should affect our behaviour and attitudes to others
* Know the variety of groups to which they belong
* Know that religion and cultural heritage are important in people’s lives
* Know that some stories are special to some children
* Know that in some children’s homes there is evidence of religious practice
* Know that different families/communities have different food laws and customs
* Reflect on the values which they share with each other
* Show respect for difference

Year 1: Summer 2nd

Theme

**P.E:**

Cricket/Athletics<https://www.youtube.com/watch?v=u_p53AgGnko>

**PSCHE:**

Community/ Bear hunt

**French:**

Classroom objects

**English: Traditional Poems**

Essential books:

*None*, selected websites with traditional rhymes as well as any books containing nursery rhymes you already have

Grammar includes:

Writing proper names using capital letters; using capital letters for the start of lines in a poem; punctuating sentences using full stops, question and exclamation marks.

**English: Fairy Stories and Traditional Tales**

Essential books:

Traditional versions of: Cinderella, Billy Goats Gruff and Snow White

Snow White in New York by Fiona French

Hairy Tales and Nursery Crimes by Michael Rosen

Billy Dogs Gruff Hamilton Group Reader

Grammar includes:

Joining words and joining clauses using ‘and’; leaving a space between words; using full stops and capital letters to demarcate sentences.

**English: Fantasy**

Essential books:

*Superheroes-all sorts* Hamilton Group Reader

Grammar includes:

Using capital letters for proper names; leaving space between words; using full stops and capitals to demarcate sentences.