

Themes							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Reading	Little Wandle Reading practice session 3x week	Little Wandle Reading practice session 3x week	Little Wandle Reading practice session 3x week	Little Wandle Reading practice session 3x week	Little Wandle Reading practice session 3x week	Little Wandle Reading practice session 3x week
	Phonics/ Spelling SPAG	Little Wandle program	Little Wandle program Use plural noun suffixes -s and -es	Little Wandle program Suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Prefix un	Little Wandle program Suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Little Wandle program Suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un	Little Wandle program
	Handwriting	Little Wandle (HS and HB to confirm.)	Little Wandle (HS and HB to confirm.)	Little Wandle (HS and HB to confirm.)	Little Wandle (HS and HB to confirm.)	Little Wandle (HS and HB to confirm.)	Little Wandle (HS and HB to confirm.)
	Writing	Fiction: adventure story based on the structure of Lost and Found	Recount: diary entry based on Nibbles' adventures	Fiction: journey story based on the structure of The Lion Inside	Fiction: adventure story based on the structure of The Curious Case of the Missing Mammoth with a change of character	Fiction: fantasy story based on the structure of Toys in Space, changing the characters	Fiction: traditional story with new character or setting based on Goldilocks and just the one bear

	Core Text	<p>Lost and Found</p> <p>Feature Keys: Combine words to make sentences •Leave spaces between words Begin to use capital letters and full stops Use capital letters for names of people and the personal pronoun 'I'</p>	<p>Nibbles the Book Monster</p> <p>Feature Keys: Join words using and Punctuate sentences using a capital letter and a full stop Use capital letters for names of people Sequence sentences to form short narratives (link ideas or event by pronoun)</p>	<p>The Lion Inside</p> <p>Feature Keys: Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est e</p>	<p>The Curious Case of Missing Mammoth</p> <p>Feature Keys: Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks Join words and clauses using and Some accurate use of the prefix un- Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est</p>	<p>Toys in Space</p> <p>Feature Keys: Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding the prefix un</p>	<p>Goldilocks and just the one bear</p> <p>Feature Keys: Join words and clauses using and Use simple description Sequence sentences to form short narratives (link ideas or events by pronouns) Use a capital letter for places and days of the week Punctuate sentences using a capital letters, full stop, question mark or exclamation mark</p>
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Maths	Number	<p>Place Value within 10: (Sort objects, Count objects, Count objects from a larger group, Represent objects, Recognise numbers as words, Count on from any number, 1 more, Count backwards within 10, 1 less, Compare groups by matching, Fewer, more, some, Less than, greater than and equal to, Compare numbers, Order objects and numbers and The number line).</p>	<p>Addition and Subtraction within 10: (Introduce parts and wholes, Part-whole model, Write number sentences, Fact families - addition facts, Number bonds within 10, Systematic number bonds within 10, Number bonds to 10, Addition - add together, Addition - add more, Addition problems, Find a part, Subtraction - find a part, Fact families - the eight facts, Subtraction - take away/cross out (how many left?) Subtraction - take away (how many left?) Subtraction on a number line and</p>	<p>Place Value within 20: (Count within 20, Understand 10 - 20, 1 more and 1 less, The number line to 20, Use a number line to 20, Estimate on a number line to 20, Compare numbers to 20 and Order numbers to 20). Addition and subtraction within 20: (Add by counting on within 20, Add ones using number bonds, Find and make number bonds to 20, Doubles, Near doubles, Subtract one using number bonds, Subtraction - counting back, Subtraction - find the difference, Related facts and Missing number problems.)</p>	<p>Place Value within 50: (Count from 20 to 50, Understand 20, 30, 40 and 50, Count by making groups of 10, Groups of tens and ones, Partition into tens and ones, The number line to 50, Estimate on a number line to 50, 1 more and 1 less.)</p>	<p>Multiplication and Division: (Count in 3s, 10s and 5s, Recognise equal groups, Add equal groups, Make arrays, Make doubles, Make equal groups - grouping, Make equal groups - sharing.) Fractions: (Recognise a half of an object or a shape, Find a half of an object or a shape, Recognise half of a quantity, Recognise a quarter of an object or a shape, Find a quarter of an object or a shape, Recognise a quarter of a quantity, Find a quarter of a quantity.)</p>	<p>Place Value 100: (Count from 50 to 100, Tens to 100, Partition into tens and ones, The number line to 100, 1 more, 1 less, Compare numbers with the same number of tens and Compare any two numbers.)</p>
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			Add or subtract 1 or 2.				
	Shape, Space and Measure		Shape and Geometry: (Recognise and name 3-D shapes, Sort 3-D shapes, Recognise and name 2-D shapes, Sort 2-D shapes and Patterns with 2-D and 3-D shapes)		Length and Height: (Compare lengths and heights, Measure length using objects and Measure length in centimetres.) Mass and Volume: (Heavier and lighter, Measure mass, Compare mass, Full and empty, Compare volume, Measure capacity and Compare capacity.)	Position and Direction: (Describe turns, Describe position - left and right, Describe position - forwards and backwards, Describe position - above and below and Ordinal numbers.)	Money: (Unitising, Recognise coins, Recognise notes and Count in coins.) Time: (Before and after, Days of the week, Months of the year, Hours, minutes and seconds, Tell the time to the hour and Tell the time to the half hour.)
Science		Seasonal Changes Reflecting on their experiences, the children learn about the four seasons and their associated weather, explore how seasonal changes affect trees, daylight	Everyday Materials Identifying and naming objects and the materials from which they are made, the children compare and group materials	Sensitive Bodies Identifying and naming objects and the materials from which they are made, the children compare and group materials by how they look and carry out tests to	Comparing Animals Learning about animals, the children compare and group them by similarities and differences in characteristics,	Introduction to Plants Learning about animals, the children compare and group them by similarities and differences in characteristics, physical features and diets.	Investigating Science Learning about animals, the children compare and group them by similarities and differences in characteristics, physical features and diets.

		hours and clothing and plan and present weather reports, considering the knowledge needed for the role.	by how they look and carry out tests to sort them based on unobservable properties.	sort them based on unobservable properties.	physical features and diets.		
RE		<p>How and Why Do People of Faith Celebrate and Give Thanks For The Harvest?</p> <p>I know: that some people believe it is important to help those who have not had a good harvest. about Christian charities that are helping people who live in poor countries. that Christians and people of Jewish faith believe it is good to say thank you to God for the harvest. that the Jewish festival of harvest is called Sukkot. It is a time to celebrate,</p>	<p>What Do People of Faith Believe About God as Creator?</p> <p>I know: that Christians, Muslims and Hindus believe that God created the world. the creation stories told by Christians, Muslims and Hindus.</p> <p>I can say: talk about ways in which we can all help to take care of the world. talk about how Christians, Muslims and Hindus believe that creation shows the power and wonder of God. talk about</p>	<p>What Made Jesus Special?</p> <p>I know: the stories of Jesus' miracles are found in the Gospels in the New Testament. Christians believe that the miracles reveal Jesus as the Son of God.</p> <p>I can: retell the stories about Jesus covered in this unit. talk about my own experiences and feelings. respond sensitively to questions about my own and others' experiences and feelings.</p>	<p>How is the place where Jesus lived different from where we live now?</p> <p>I know: Jesus lived a long time ago in a world very different to ours Christians believe that Jesus is the Son of God Christians believe that Jesus understands what it is like to live an everyday life as a human being. Jesus was Jewish Jesus celebrated Jewish festivals Jesus celebrated Passover with his family and disciples</p> <p>I can:</p>	<p>How Do People of World Faiths Welcome New Babies?</p> <p>I know: that Baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church. that people can be baptised at any age, in the font at church, in a pool, a river or the sea. that people of World Faiths welcome new babies in special ways. that giving babies a meaningful name is important to people of faith.</p> <p>I can:</p>	<p>Why is Joseph a Bible hero?</p> <p>I know: the story of Joseph can be found in the Old Testament. that Joseph is an important person in God's big story.</p> <p>I can: talk about the value of forgiveness. talk about the nature and characteristics of God. retell stories of the events in the life of Joseph.</p>

		<p>remember and give thanks.</p> <p>I can say: say what I feel about some of the things we talked about during the harvest festival project. think of ways in which I can help others. tell you about the ways in which Christian and Jewish people celebrate harvest.</p>	<p>being creative and what I enjoy doing when I am creative. look around me and wonder how amazing God's creation is. talk about what I enjoy most in creation.</p> <p>Why Do Many People Give and Receive Gifts at Christmas?</p> <p>I know:</p> <p>that the wise men visited Jesus after the shepherds and brought gifts. that Christians believe that Jesus is a gift from God.</p> <p>I can say: that the wise men visited Jesus after the shepherds and brought gifts. that Christians believe that</p>		<p>talk about the differences between my world and Jesus world. use a Bible story to show the differences and similarities between my world and Jesus world. Ask good questions and talk about my experiences. Talk about Jesus celebrating Jewish festivals.</p> <p>Why Do Christians Believe Easter is a New Beginning?</p> <p>I know: Jesus lived a long time ago in a world very different to ours Christians believe that Jesus is the Son of God Christians believe that Jesus understands what it is like to live an</p>	<p>talk about what belonging means to me. use religious vocabulary such as vicar, priest, font, baptism church and prayer to talk about baptism. tell you about what happens when a baby is baptised. talk about the ways in which people of faith welcome new babies.</p>	
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			Jesus is a gift from God.		<p>everyday life as a human being. Jesus was Jewish Jesus celebrated Jewish festivals Jesus celebrated Passover with his family and disciples</p> <p>I can: talk about the differences between my world and Jesus world. use a Bible story to show the differences and similarities between my world and Jesus world. Ask good questions and talk about my experiences. Talk about Jesus celebrating Jewish festivals</p>		
	Links with other Religions						
	Christian Value	Resilience	Compassion	Honesty	Forgiveness	Patience	Thankfulness
Geography		<p>What is it like here? Locating where they live on an aerial photograph and recognising features within a</p>		<p>What is the weather like in the UK? Looking at the countries and cities that make up the UK,</p>		<p>What is it like to live in Shanghai Using a world map to start recognising continents, oceans and countries</p>	

		<p>local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved</p>		<p>keeping a daily weather record and finding out more about hot and cold places in the UK. This unit has been visually refreshed and now features new videos to enhance the learning experience. The core content of the unit remains unchanged</p>		<p>outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through</p>	
	Field Work	Exploring the School, grounds.		Monitoring the weather.		Exploring the area around school	
History			<p>How am I making History? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate</p>		<p>How have toys changed? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology.</p>		<p>How have explorers changed the world? Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and</p>

			<p>chronology. Beginning to look at a simple timeline extending back to before they were born.</p>		<p>Beginning to look at a simple timeline extending back to before they were born.</p>		<p>investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>
<p>Computing</p>		<p>Introduction to Purple Mash This unit introduces Purple Mash to children and the essential basic knowledge and skills required for the Year 1 units. Through a range of activities, children will learn about 2Dos, saving work and navigating to key areas. Creative Computing This unit gives children the opportunity to develop their mouse, keyboard and basic computing skills using creative tools. Children will use the 2DIY tools to paint, create</p>	<p>Animated Stories children create digital books using the 2Create a Story tool. They learn how to work with images, text and sound. Children also learn how to animate simple objects.</p>	<p>Data Explorers This unit introduces children to using software tools to group and sort recognisable objects. Children will develop their understanding of how this relates to organising and interpreting data. By the end of the unit, children have the opportunity to collect simple data and present it in a pictogram</p>	<p>Creating and Following Instructions This unit forms the basis for understanding simple algorithms and algorithmic thinking. This is facilitated through unplugged activities before moving to sequencing activities on digital devices. This is a foundational unit, introducing the basis of logical thinking in preparation for coding.</p>	<p>Making Beats This unit introduces digital music. Children will use the tools 2Explore and 2Beat to make their own digital music. Technology around us The focus in this unit is defining and understanding what technology is. Children will relate this to school, home, outside and to its use in the wider world.</p>	<p>Coding This unit introduces children to coding using the block coding tool, 2Code. Children will explore simple instructions and relate this to code blocks. By the end of this unit, children will be able to make a simple program</p>

		jigsaws and make simple drag and drop games.					
Art and Design		<p>Drawing Exploring Line and Shape</p> <p>Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists.</p>		<p>Painting and Mixing Colour Splash</p> <p>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p>Sculpture and 3D Paper Play</p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures. This unit contains three brand new lessons and two existing Kapow Primary lessons.</p>	<p>Craft and design Woven Wonders</p> <p>Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p>	
	Artists						

<p>Design Technology</p>			<p>Mechanisms - making a slider</p> <p>Exploring and making slider mechanisms, the children will create a matching game using simple sliders.</p>	<p>Structures - Stable structures.</p> <p>Exploring how structures can be made more stable with a wide base and extra weight added to the base, the children will apply these skills in designing and making a stable pencil pot for a Year 1 pupil.</p>	<p>Textiles Simple Stitches</p> <p>Learning how to make simple stitches using a needle and thread, creating a piece of celebratory bunting.</p>	<p>Cooking and Nutrition</p> <p>Cutting and juicing fruits and vegetables to create a smoothie that meets a design brief, this unit gives the children opportunities to develop food preparation skills with an increased focus on taste testing and ingredient choices.</p>	
<p>Music</p>		<p>Keeping the Pulse- My Favourite Things</p> <p>In this unit, children explore keeping the pulse together through music and movement, by exploring their favourite things</p>	<p>Tempo- Snail and Mouse</p> <p>Children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focusing on fast and slow.</p>	<p>Dynamics Seaside</p> <p>Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</p>	<p>Sound Patterns Fairy Tales</p> <p>This unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic</p>	<p>Pitch Superheroes</p> <p>Children learn to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p>Musical Symbols Under The Sea</p> <p>In this unit, children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p>

					patterns to tell a familiar fairytale.		
French/MFL		N/A	N/A	N/A	N/A	N/A	N/A
PE	Session 1 Sports Coach	Ball skills Explore and develop fundamental ball skills such as throwing and catching, dribbling and rolling with hands and feet.	Fundamentals Balancing, running, changing direction, jumping, hopping and skipping.	Team Building Develop teamwork skills. Work in pairs and small groups learning to take turns, work collaboratively and lead each other. Discuss, plan and reflect on their success.	Sending and receiving Develop skills including throwing, catching, rolling, kicking, tracking and stopping the ball. Opportunities to use different sized balls.	Striking and Fielding Two teams, one batting one fielding. Develop skills in scoring, tactics and communication.	Invasion Games Two teams, two goals. Teams try to score in their opposition's goal. Eg. football, handball, netball, hockey.
	Session 2	Dance Explore travelling, movement skills, counting to music, exploring themes.	Yoga Yo Kids Yoga	Net and Wall games Throwing, catching, tracking and hitting the ball. A net or wall separates the players. Manage their own games.	Athletics Managing personal performance in running, jumping and throwing. Emotional perseverance, independence, honesty and determination.	Scooting and cycling Children learn to balance and steer and the safety rules of being independent on wheels.	Target Games Players send objects towards targets. Develop underarm and overarm techniques. Children select appropriate equipment and
PSHE							
Outdoor Learning		Climate Change Science Identify and name a variety of common plants and describe how the environment affects how things live and grow.	Finding Signs of Winter. Identifying evergreen and deciduous trees. Tree dressing. Shelter construction	Great British Bird watch Science - identify and name a variety of common animals and birds. Science - describe and	SD	Local Nature and history walk. History - Understand changes within living memory using the local area as an example.	SD

		<p>Geography - Seasonal and daily patterns in the UK. Simple fieldwork and observational skills to study the school grounds and its physical features.</p>	<p>Art- Making Christmas wreaths. Geography -Elf hunt. Using maps as the site to locate the elves. Fire safety. How to behave around a small fire.</p>	<p>compare the structure of common animals and birds. Geography Fieldwork and observational skills to study the natural environment and record findings.</p>		<p>Geography - Identify human and physical features of the local area. Use simple maps and directional language to describe routes and locations in the local area.</p>	
Special Events/Visitors/Visits		Harvest	Church Visit Christmas		Church Visit Easter		Penningtonbury