

Year 1	Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
Unit	The Aliens are Coming!	Starry Night	Let's Explore China	Victorian Days	Wonderfully Wild!	
English	<p>Descriptive sentences about characters. Information writing about themselves.</p> <p>Labels and Lists</p> <p>Introduction to sentence formation – Always Toolkit. Capital letter, word spaces, letter formation and full stop.</p> <p>Drama for Writing – Beegu</p> <p>The aliens are coming, we're off to look for aliens, Aliens in Underpants, Aliens in underpants save the world.</p>	<p>Using adjectives within writing and extending sentences.</p> <p>Captions for pictures.</p> <p>Instructional writing – How to make pumpkin soup - heading, imperative verbs, numbers.</p> <p>Always Toolkit. Capital letter, word spaces, letter formation and full stop.</p> <p>Pumpkin Soup – Drama for Writing.</p> <p>Firework poetry – T4Writing</p> <p>Leaf Man</p>	<p>Writing sentences to inform.</p> <p>Retelling a simple story.</p> <p>Traditional Stories</p> <p>Information texts.</p> <p>Always Toolkit. Capital letter, word spaces, letter formation and full stop. (Using and to extend/introducing?)</p> <p>The Gingerbread Man.</p> <p>The Runaway Chapati – Journey Story T4Writing</p> <p>Nian – The Dragon Story</p>	<p>Capital letters for proper nouns.</p> <p>Writing sentences to inform.</p> <p>Headings and sub-headings.</p> <p>Non-chronological report – Queen Victoria/Victorian houses/Schools.</p> <p>The Enormous Turnip – Drama for Writing.</p> <p>Always Toolkit. Capital letter, word spaces, letter formation and full stop. (Using and to extend/introducing?)</p>	<p>Instructional Writing – T4Writing – How to make a cress head – heading, sub-heading, time connectives and imperative verbs.</p> <p>Always Toolkit. Capital letter, word spaces, letter formation, full stop, question marks and exclamation marks.</p> <p>Class booklet – Plants found in our local area.</p> <p>The Tiny Seed</p>	<p>The Three Billy Goats Gruff – T4Writing Wishing Tale.</p> <p>Story book language.</p> <p>Always Toolkit. Capital letter, word spaces, letter formation, full stop, question marks and exclamation marks. (Introduction to speech marks)</p> <p>Information booklet – Animals.</p> <p>Poetry – Riddles/Rumble in the Jungle</p> <p>Dear Zoo</p>

	The way back home. Knock, Knock!	Laura's Star				
Maths	Number: Place Value (within 10) Number: Addition and Subtraction (within 10)	Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20)	Number: Addition and Subtraction (within 20) Number: Place Value (within 50) (Multiples of 2, 5 and 10)	Number: Place Value (within 50) (Multiples of 2, 5 and 10) Measurement: Length and Height Measurement: Weight and Volume	Number: Multiplication and Division (reinforce multiples of 2, 5 and 10) Number: Fractions Geometry: Position and Direction.	Number: Place Value (within 100) Measurement: Money Measurement: Time
Science	<p><i>Animals Including Humans (focus on Humans only)</i> <i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i></p> <p>Animals Including Humans (focus on Humans only) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Lesson 1: Assessment – Which</p>	<p><i>Seasonal Changes (run throughout year)</i> <i>Observe changes across the four seasons.</i></p> <p><i>Observe and describe weather associated with the seasons and how day length varies.</i></p> <p>Key vocabulary Weather (sunny, rainy, windy, snowy etc.) , Seasons (winter, summer, spring, autumn), Sun, sunrise, sunset, Day length.</p> <p>Lesson 1: To be able to identify the four seasons.</p>	<p>Everyday Materials</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Animals Including Humans (focus on Animals only)</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>

	<p>parts of the body can children identify?</p> <p>Lesson 2: To be able to identify parts of our body. Key vocabulary Head, body, eyes, ears, mouth, teeth. Heads, shoulders, knees and toes with children. Simon says with teacher taking the lead and then children.</p> <p>Lesson 3: To be able to identify parts of our body. Children create and label parts of the body.</p> <p>Lesson 4: To be able to identify facial features. Children to look closely and compare facial features.</p> <p>Lesson 5: To be able to identify which part of the body is associated with each sense. Children to go on a sensory walk. TAPS</p>	<p>Children to work in groups to create a tree from either spring, summer, autumn or winter.</p> <p>Lesson 2-5: To be able to identify signs of Autumn/Winter. Children go out and look for signs of changing seasons – weather, plants, day length and animals. This will be repeated throughout the term so children can see changes from autumn to winter.</p> <p>Lesson 6: To be able to observe and describe weather associated with the seasons. Children create a weather diary to monitor the weather for a week. TAPS to be completed later in the year when all aspects of the seasons have been learned.</p>			<p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, and mammals, including pets).</p>
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	<p>Assessment Focus</p> <ul style="list-style-type: none"> • Can the children label basic parts of the human body? • Can the children say which part of the body is associated with each sense? <p>Lesson 6: To be able to compare parts of the body. Does the tallest person have the biggest feet?</p>					
ICT	<p>Online safety and exploring purple mash.(4 weeks) Grouping and Sorting using 2DIY (2 weeks)</p>	<p>Pictograms using 2Count (3 weeks) Lego Builders using 2DIY (3 weeks)</p>	<p>Maze explorers using 2GO (3 weeks)</p>	<p>Animated Story books using 2CREATE A STORY (5 weeks)</p>	<p>Coding using 2CODE (6 weeks)</p>	<p>Spreadsheets using 2Calculate (3 weeks) Technology outside school (2 weeks)</p>
History	<p><i>Changes within living memory.</i></p> <p>Lesson 1: How have I changed? Class discussions about how we have changed through our life – what can we do now that we couldn't last year?</p>	<p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Guy Fawkes Lesson 1: Who was Guy Fawkes? Timeline/contextual information about what was</p>		<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Mary Anning</p>	

	<p>Lesson 2: what is a timeline? Introduce children to the concept of a timeline – what is it and what does it tell us?</p> <p>Lesson 3: What is your timeline? Children create their own time lines with pictures from birth to now.</p>	<p>happening during this period in history. Insight into life at this time. Lesson 2: Why do we remember Guy Fawkes? What was the gunpowder plot?</p> <p>Van Gogh Lesson 1/2: Who was Vincent Van Gogh? Timeline/contextual information. Lesson 3/4: What impact has his life and work had? Lesson 5: Which other artists has he inspired?</p>		<p>Lesson 1: Who was Queen Victoria? Lesson 2: What was Victorian life like? Lesson 3: How were Victorian homes different from modern homes? Lesson 4: What was a wash day? How is it different from today? Lesson 5: How were Victorian schools different from school today? Lesson 6: Victorian day.</p>	<p>Lesson 1/2: To know about the life of Mary Anning. Lesson 3/4: To understand why Mary Anning was an important part of History. Lesson 5/6 2w2w: To understand what Mary Anning contributed to History.</p>	
Geography	<p><i>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]</i></p> <p>Lesson 1 – What is a compass and what is it used for?</p>	<p><i>Use world maps, atlases and globes to identify the United Kingdom and its countries</i></p> <p>Lesson 1 – What is an atlas? Introduce the children to an Atlas and explain how it</p>	<p><i>Use world maps, atlases and globes to identify the 7 continents of the world. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. –</i></p>			<p>Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. Name and locate the world’s seven</p>

	<p>Introduce children to a compass on a map and the simple points – North, South, East, West.</p> <p>Lesson 2 – Can you follow compass directions? Play games to get children from point A to B – demonstrate then pair up children to direct each other using N,S,E,W</p> <p>Lesson 3 – Following directions on a grid. Given directions can the children find treasures hidden on a map with a grid.</p> <p><i>To describe the location of features and routes on a map. devise a simple map; and use and construct basic symbols in a key.</i></p> <p>Lesson 1 – What is a map? Introduce children to basic maps – identify features on them</p>	<p>has maps of the world and countries within it – compare it to a globe and explain that the maps are the same but not 3D.</p> <p>Lesson 2 – Can you find the U.K? Introduce the children to the map of the U.K and the 4 countries within it. Children colour the map following a key.</p> <p>Lesson 3 – Can you identify the 4 countries of the U.K? Re-cap the four countries and discuss their position on the map of the U.K. Children label the countries of the U.K using an Atlas for support if needed – Extension, can children use the</p>	<p><i>Compare China to the UK and focus on capital cities.</i></p> <p>Lesson 1 – What are the 7 continents? Using the atlases discuss with the children how the world is split up into 7 Continents. Children colour map following key.</p> <p>Lesson 2 – Where is China? Identify which continent China is in and where in the continent it is. Children identify China on a map of Asia.</p> <p>Lesson 3 - What is China like? Facts about China, identify rivers, capital city and major cities on a map. Identifying man-made features such as great wall, prominent buildings</p> <p>Lesson 4 – What is China like pt 2?</p>			<p>continents and five oceans.</p>
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	<p>such as buildings, roads, river, fields, mountains.</p> <p>Lesson 2 – What is a key and why is it needed? Identify where key’s are located on maps and why they are used. Children create simple keys for things within the classroom.</p> <p>Lesson 3 – Can you draw a map? Take the children to a place on the school grounds – discuss what you may see of interest along the way. Demonstrate how to draw a basic map and key of the route. Children create their own map with key.</p>	<p>atlas to find the capital cities?</p>	<p>Identifying physical geographical features of China. Create a map identifying different physical features e.g. Mountainous regions in the North, Deserts to the east.</p> <p>Lesson 5 – How is China different from the U.K? Identify similarities and difference. Sort pictures, create double bubble maps.</p>			
Art	<p><i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <ul style="list-style-type: none"> • Observational drawings • Self portraits 	<p><i>Learn 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.</i></p> <p>Focus - Van Gogh</p>	<ul style="list-style-type: none"> • Draw/paint the Nian the dragon • Make Chinese lanterns • Willow pattern/story telling plates • Chinese characters/writing 	<p><i>Learn 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.</i></p>	<p><i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. (Link to science work on plants identifying patterns in nature. Creating pattern boards.</i></p>	<p><i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p>

	<ul style="list-style-type: none"> • Paint aliens and their planets • Create alien sculpture using plasticine • Create 3D alien from modelling materials. • Alien masks 	<ul style="list-style-type: none"> • Line drawing • Colour mixing - creating tones • Studying Van Gogh's painting 'Starry, starry night.' • Brusho paintings (wax resist) <p>Texture paintings (using thick paint)</p>	<p>using ink and Chinese brushes</p> <ul style="list-style-type: none"> • Blossom trees - using blowing technique for trunk. 	<p>Focus - William Morris (link to History) create symmetrical paintings and prints. Andy Goldsworthy – natural sculptures.</p>	<ul style="list-style-type: none"> • Observational drawings of plants • Leaf printing • Collage pictures using leaves 	
DT	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>evaluate their ideas and products against design criteria.</p>		<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate their ideas and products against design criteria.</p>			<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Evaluate their ideas and products against design criteria.</p>

	Design and make an Alien Pizza		Making Dragon Hand Puppets			Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Designing and making moving animal information posters – linked to Science.
RE	<p><u>Books and Stories</u> <u>Special books to me</u></p> <p>The Christian Family Books and Stories Special books to me</p> <p>Lesson 1: To identify a book that is special to you. To understand why a book is important to you.</p> <p>Draw a picture and write a sentence about why a book that is important to you.</p> <p>Lesson 2: To understand why the</p>	<p><u>Celebrations</u></p> <p>Focus on the Christmas Story Lesson 1: To identify the major festivals celebrated by Christians – Harvest, Christmas and Easter. Children to match key pictures with each festival.</p> <p>Lesson 2: Why do Christians celebrate Christmas? Show the children a short film about why Christmas is an important festival for Christians.</p> <p>Lesson 3/4/5: To understand the Nativity story.</p>	<p><u>The Christian Family</u> <i>Celebrating Chinese New Year</i></p>	<p><u>Imam visit in class</u> <u>The Family in Islam</u> How does being a Muslim make a difference to a family?</p>	<p><u>Local Church visit</u> <u>What makes a place special?</u> What makes places special for Christians and Muslims?</p>	<p><u>Questions about God</u> Link to Christianity and Islam</p>

	<p>Bible is an important book for Christians.</p> <p>Draw a picture of the Bible and write a sentence to explain why it is important to Christians.</p> <p>Lesson 3: To understand the Christian creation story. Children to sequence events to create a flap book.</p> <p>Lesson 4: To understand the story of the Good Samaritan. Drama – role the story in small groups.</p> <p>Lesson 5: To understand the story of David and Goliath. To identify a time when they have had to overcome a difficulty. Children to draw a picture and write a sentence about a time when they have</p>	<p>Children to sequence key events of the Nativity.</p> <p>Children to re-tell the story using stick puppets.</p> <p>Lesson 6: To understand how Christians celebrate Christmas. Children to draw pictures to show how Christians might celebrate Christmas.</p>				
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	<p>had to overcome difficulty.</p> <p>Lesson 6: To understand the story of the Wise Man and the Foolish Man. Children to build the strongest house they can from a range of construction resources.</p> <p>Lesson 7: To understand the story of the Lost Parable. Children to sequence the key events of the story.</p>					
PSHE	Jigsaw - PSHE Being me	Jigsaw -PSHE Celebrating differences	Jigsaw - PSHE Dreams and goals	Jigsaw - PSHE Healthy Me	Jigsaw - PSHE Relationships	Jigsaw - PSHE Changing me.
Music	Charanga Music scheme – Hey You!	Charanga Music scheme – Rhythm in the way we walk and The banana rap	Charanga Music scheme- In the groove	Charanga Music scheme- Round and Round	Charanga Music scheme – Your imagination	Charanga Music scheme – Reflect, Rewind and replay
PE	<p>Personal</p> <p>FUNS: 10 Coordination- Footwork FUNS: 1 Static Balance- One Leg</p>	<p>Social</p> <p>FUNS: 6 Dynamic Balance to Agility- Jumping and Landing FUNS: 2 Static Balance- Seated</p>	<p>Cognitive</p> <p>FUNS: 5 Dynamic Balance -On a line FUNS: 4 Static Balance- Stance</p>	<p>Creative</p> <p>FUNS: 9 Coordination- Ball Skills FUNS: 7 Counter Balance- with a partner</p>	<p>Physical</p> <p>FUNS: 8 Coordination- Sending and Receiving FUNS: 12 Agility- Reaction/ Response</p>	<p>Health and Fitness</p> <p>FUNS: 11 Agility- Ball Chasing FUNS: 3 Static Balance- Floor Work</p>

