



Year Group: **1** Class Teachers: **Abby Purdie, Sophie Florian**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	Incredible me and Location, location, location	Fire and ice	George and the dragon	Amazing animals	Out of this world	Down at the bottom of the garden
English	<p>Information text Familiar settings Instructions Funnybones, Robin Hood, The pet shop, Pumpkin soup, Dogger</p> <p>Begin to use full stops and Capital letters Recognise a question mark and understand when it is used. Separate words with finger spaces Write phase 2 and many phase 3 words Begin to add -ing -ed and use the prefix un- Form letters in the right direction</p>	<p>Recount Information text Stories from other cultures Autumn walk, Hedgehogs, Greedy Zebra, Lost and Found, The Snowman</p> <p>Begin to use full stops and Capital letters Recognise a question mark and understand when it is used. Separate words with finger spaces Write phase 2 and many phase 3 words Begin to add -ing -ed and use the prefix un- Form letters in the right direction</p>	<p>Take one picture Tell me a dragon, George and the Dragon, How to train a dragon, Winnie's midnight dragon</p> <p>Use capital letters and full stops. Begin to sequence sentences to form a narrative. Begin to re-read to check writing makes sense. Add -ing and -ed correctly. Join words and sentences with 'and'. Begin to use a question mark and exclamation mark. Write phase 3 words and many phase 4 Spell CCVC and CVCC words and use syllables to divide words when spelling.</p>	<p>Information text Stories from other cultures, Poetry, Recount Brackenhurst, Oi Frog, The Enormous crocodile, Chicks, Birds</p> <p>Use capital letters and full stops. Begin to sequence sentences to form a narrative. Begin to re-read to check writing makes sense. Add -ing and -ed correctly. Join words and sentences with 'and'. Begin to use a question mark and exclamation mark. Write phase 3 words and many phase 4 Spell CCVC and CVCC words and use syllables to divide words when spelling.</p>	<p>Stories from the same author, Information text, BFI film Baboon on the moon, The way back home, The space race, Captain Flinn</p> <p>Use capital letters for names. Use full stops, question marks and exclamation marks to end sentences. Use the suffix -er, -est, -s, -es. Form all lower Case and upper Case letters correctly. Sequence sentences to form a narrative. Join clauses to make longer sentences. Use alternative phonemes to spell more tricky words. Write most phase 5 words and year 1 words accurately.</p>	<p>Traditional tales Information text Jim and the beanstalk, The enormous turnip, Minibeasts, Stuck</p> <p>Use capital letters for names. Use full stops, question marks and exclamation marks to end sentences. Use the suffix -er, -est, -s, -es. Form all lower Case and upper Case letters correctly. Sequence sentences to form a narrative. Join clauses to make longer sentences. Use alternative phonemes to spell more tricky words. Write most phase 5 words and year 1 words accurately.</p>

<p>Science</p>	<p>Our bodies Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Animals, including humans Describe and compare the structure of a variety of common animals. Match animals to their habitat</p>	<p>Materials 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 Observe and describe weather associated with the seasons and how day length varies. Identify deciduous and evergreen trees</p>	<p>Animals, including humans 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</p>	<p>Materials 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. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants 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.</p>
<p>History</p>	<p>Robin Hood and Brian Clough- Learn about the life's of significant individuals locally.</p>	<p>The Gunpowder plot and Remembrance Day-talk about events that are significant nationally and globally. Robert Falcon Scott- find out about the life on a significant individual who has contributed to international achievements.</p>	<p>Toys and technology- Changes within living memory and the impact on national life. Tim Berners-Lee- find out about the life on a significant individual who has contributed to international achievements. Saint George.</p>	<p>Steve Irwin-animal welfare-find out about the life on a significant individual who has contributed to international achievements.</p>	<p>The Space Race- events that are significant globally. Space travel- changes within living memory and the impact on national life. Neil Armstrong, Yuri Gagarin and animals in space- find out about the life on a significant individual who have contributed to international achievements.</p>	<p>Arnold in Bloom- significant events in their own locality Becky Adlington and Richard Whitehead- Learn about the life's of significant individuals locally.</p>

<p>Geog</p>	<p>My school and Local area Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 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.</p>	<p>My country 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. Use world maps, atlases and globes to identify the United Kingdom and its countries. Name, locate and identify characteristics of the four countries and Capital Cities of the United Kingdom.</p>	<p>Mapping Devise a simple maps and use and construct basic symbols in a key. Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Area of the UK Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Use basic geographical vocabulary to refer to key physical and human features,</p>	<p>Contrasting non-EU locality Study a contrasting non-European country Use basic geographical vocabulary to refer to key physical and human features.</p>	<p>Cities Name, locate and identify characteristics of the four countries and Capital Cities of the United Kingdom.</p>
<p>Art</p>	<p>Self Portraits Picasso and Andy Warhol Use paint creatively Use painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Talk about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and make links to their own work.</p>	<p>Observational drawings Use drawing to develop and share their ideas, experiences and imagination. Use pencils and charcoals creatively. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Colour Kandinsky and Pollock Use paint to develop and share their ideas, experiences and imagination. Use watercolour creatively. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Talk about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and make links to their own work.</p>	<p>Pointillism George Seurat Use paint to develop and share their ideas, experiences and imagination. Use paint and pastels creatively. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Talk about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and make links to their own work.</p>	<p>Natural Art Andy Goldsworthy Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Talk about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and make links to their own work.</p>	<p>Sculptures Use sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
<p>PE</p>	<p>Multi- Skills</p>	<p>Invasion Games</p>	<p>Gymnastics</p>	<p>Hockey</p>	<p>Tennis</p>	<p>Athletics</p>

<p>RE</p>	<p>Belonging Talk about belonging in families, schools and communities, including Christian communities. Identify Christian symbols. Know what happens at Christenings/ baptisms and why people are christened/baptised.</p>	<p>Celebrations, Eid, Diwali, Hanukah, Christmas Explore the celebration of the festival of Diwali and Hindu people. Explore the celebration of Hanukah Jesus' birth, including the gifts given at his birth.</p>	<p>The Torah and Jewish stories, Holi The Torah and its importance to Jewish people. Find out about important stories in the Torah including Joseph and Moses and the 10 commandments</p>	<p>Easter Jesus and his friends and followers Jesus' relationships with his friends and followers, and His influences both in the past and today. Jesus' response to the marginalised in society eg women, children, lonely and rejected people.</p>	<p>From Creation to Shabbat Jewish beliefs about creation, God, and two important characters, Noah and Abraham. Find out about the Jewish tradition of Shabbat and its links to the Creation story.</p>	<p>Visiting a church Identify key features of a Christian place of worship, including the various events happening in them. Visit to St Mary's Church, Arnold.</p>
<p>SMSC</p>	<p>WE'RE ALL STARS!</p> <ul style="list-style-type: none"> • Community • Rights and responsibilities • Getting to know each other • Working together 	<p>BE FRIENDLY, BE WISE</p> <ul style="list-style-type: none"> • Making and sustaining friendships • Conflict resolution • Anti-bullying • Keeping safe at home and outdoors 	<p>LIVING LONG, LIVING STRONG</p> <ul style="list-style-type: none"> • STRE: Growing & Caring for ourselves; Valuing difference & keeping safe • Healthy eating and exercise • Goal-setting and motivation. 	<p>DARING TO BE DIFFERENT</p> <ul style="list-style-type: none"> • Identity and self esteem • Difference and diversity • Peer influence and assertiveness 	<p>DEAR DIARY</p> <ul style="list-style-type: none"> • Comfortable and uncomfortable feelings • Problems in relationships • Anti-bullying • Help and support 	<p>JOINING IN AND JOINING UP</p> <ul style="list-style-type: none"> • Needs and responsibilities • Participation • Local democracy • Voluntary groups • Fund-raising activities
<p>Computing</p>	<p>Communication skills Know how to log in and turn a Computer on and off. Use technology safely and respectfully. Know the everyday uses of technology beyond school.</p>	<p>Paint Use the paint program purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>E-safety Know the smart rules. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Word processing Use word processing purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Programming Understand that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Create and debug simple programs.</p>	<p>Programming Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>
<p>Music</p>	<p>Exploring sounds with voice and instruments.</p>	<p>Exploring beats that are fast or slow.</p>	<p>Exploring pitch and high and low sounds using voice and instruments.</p>	<p>Exploring performance.</p>	<p>Exploring tempo in a range of songs.</p>	<p>Exploring duration and long and short sounds.</p>

Planned Events and Visits

- ☆ Macmillan fundraiser
- ☆ Puppet man
- ☆ Golden Ticket Day for each class
- ☆ Paul in for African workshops
- ☆ Bird watch week
- ☆ Chicks and butterflies
- ☆ Monthly Reading Track Assemblies
- ☆ World Book Day
- ☆ Fairtrade fortnight
- ☆ Red Nose Day
- ☆ Rose- Tesco
- ☆ Links with local co-op

Visits : Initial Plan	
AUT 1	Trip to Nottingham and Hobbucks
AUT 2	Pantomime
SPR 1	Hobbucks seasons walk
SPR 2	Brackenhurst lambing
SUM 1	Hobbucks seasons walk and library
SUM 2	Church