

	Term 1 Superheroes	Term 2 Colours (7 weeks)	Term 3 Homes and Houses (6 weeks)	Term 4 Paws, Claws and Whiskers (6 weeks)	Term 5 The Enchanted Forest (5 weeks)	Term 6 Dinosaurs (7 weeks)
Possible Trip/curriculum enrichment	Superhero day	Diwali Party	Bus Trip to Tetbury	Cotswold Wildlife Park	Forest School Party	Dino Dig (Hook) Natural History Museum- Oxford
Phonics Following Letters and sounds SOL, using JP actions and songs and RWI handwriting ditties. Children to progress onto using 'leaders and feeders' when can form all letters accurately	Phase 2 Y1- review phase 3. Start phase 4	Phase 2 Phase 5	Phase 3 Phase 5	Phase 3 Phase 5	Phase 4 Phase 5	Review, assess, recap Review, assess, recap
English Texts	<u>Main text:</u> Supertato	<u>Main Text:</u> Christmas Story <u>Supporting texts:</u> Factual Texts on The Gun Powder Plot and Diwali	<u>Main Text</u> The Three Little Pigs	<u>Main Text</u> The Lion Inside <u>Supporting texts</u> African poetry, animal poetry	<u>Main Text</u> Little Red Riding Hood	<u>Main Text</u> Information texts based on dinosaurs
Narrative	Stories with predictable phrasing (3 weeks) Outcome: To sequence and write beginning. Middle and end sentences. Character descriptions	(2 weeks) Outcome: Write sentences/ a series of sentences to retell a story. Focusing on beginning, middle and end based on the Christmas story	Traditional Tales (3 weeks) Outcome: To write a retelling of a traditional tale (3 little pigs) by using a series of sentences containing adjectives.	Writing from an alternative view point (3 weeks) [Lion inside- from the Lion's view point]	Traditional Tales (3 weeks) Outcome: To write an innovated retelling of a traditional tale.	Diary entries (2 weeks) Outcome: to write a diary entry based on 'Andy's dinosaur adventures'
Non-Fiction	Lists, labels and captions (1 week) Outcome: to write a shopping list of fruit to make fruit kababs. Y1- captions to match pictures from key text	Create a fact file (2 weeks) Outcome: to write a fact file about the gun powder plot. To include headings and simple, correctly punctuated sentences.	Lists (1 week) Outcome: write a list of building materials (link SPAG spelling rule -s -es)	Recount (2 weeks) Outcome: write a recount about trip to safari park	Instructions (2 weeks) Outcome: to write a set of instructions for making cakes for grandma	Information texts (3 weeks) Outcome: Create an information book on different dinosaurs
Poetry	Vocab building- ongoing Outcome: shape poetry of food.	Structure (1 week) Explore vocabulary related to Diwali Outcome: write an across stick poem	Vocab Building (1 week) Read and perform free verse poems.	Structure (1 week) -rhyming couplets Outcome: to write a poem about jungle animals containing rhyming couplets, Stem poems		Poetry appreciation (1 week) Personal responses to poetry. Recite familiar poems by heart.

SPAG	How words combine to make a sentence Capital letters (start of sentence and people's names), finger spaces, full stops.	Capital letters (start of sentence people's names AND places, days of the week and I), finger spaces, full stops.	Use adjectives to describe. using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Using the prefix –un Introduce exclamation marks using –ing, –ed where no change is needed in the spelling of root words	Joining words and clauses with the word and. using –er and –est where no change is needed in the spelling of root words	Joining clauses and sentences using conjunctions And, but, or, because
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.						
Maths	<p><u>Numbers and the number system (NNS) (12 lessons)</u> Ma1/2.1e read and write numbers from 1 to 20 in numerals and words.</p> <p>Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Ma1/2.1d identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p><u>Visualising and constructing (shape) (12 lessons)</u> Ma1/3.2a recognise and name common 2-D and for example, rectangles (including squares), circles and triangles]</p>	<p><u>Number: Addition and Subtraction within 10 (4 weeks)</u> Ma1/2.1c given a number, identify one more and one less</p> <p>Ma1/2.1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Ma1/2.2b represent and use number bonds and related subtraction facts within 20</p> <p><u>Geometry: shape (1 week)</u> Ma1/3.2a 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p> <p><u>Number: Place Value within 20 (2 weeks)</u></p> <p><u>Consolidation/Assessment- 1 week</u></p>	<p><u>Number: addition and subtraction within 20 (4 weeks)</u> Ma1/2.2a read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Ma1/2.2c add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>Ma1/2.3a solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p> <p><u>Number: Place value (within 50) (Multiples of 2,5 and 10 included) (2 weeks)</u></p>	<p><u>Number: Place value (within 50) (Multiples of 2,5 and 10 included) 2 weeks</u></p> <p><u>Measurement: Length and Height (2 weeks)</u> Ma1/3.1a compare, describe and solve practical problems for: Ma1/3.1b measure and begin to record the following: i. lengths and heights</p> <p><u>Measurement: weight and volume (1 week)</u> Ma1/3.1a compare, describe and solve practical problems for: Ma1/3.1b measure and begin to record the following: Weight and volume</p> <p><u>Consolidation/Assessment- 1 week</u></p>	<p><u>Number: multiplication and division (Reinforce multiples of 2,5 and 10 to be included) (3 weeks)</u> Ma1/2.3a solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p><u>Exploring fractions (2 weeks)</u> Ma1/2.4a recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>Ma1/2.4b recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</p>	<p><u>Geometry: Position and direction (1 week)</u> Ma1/3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.</p> <p><u>Number: Place value (within 100) (Multiples of 2,5 and 10 included) (2 weeks)</u></p> <p><u>Measurement: Money (1 week)</u></p> <p><u>Measurement: Time (2 weeks)</u></p> <p><u>Consolidation/Assessment- 1 week</u></p>

<p>Science Ongoing Sc1/4.1a observe changes across the 4 seasons (F school and take one tree photos)</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies. (class weather chart)</p> <p>Sc1-</p>	<p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Sc1.3- performing simple tests</p>	<p>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Sc1/1.5 using observations and ideas to suggest answers to questions</p> <p>Sc1/1.6 gathering and recording data to help in answering questions</p>	<p>Look at and draw conclusions from the ongoing activities (4.1a and 4.1b) take one tree display and the class weather chart photos. (link with Geography)</p>
<p>History</p>	<p>Understand Chronology: Changed within living memory</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. 		<p>Communicate historically • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <ul style="list-style-type: none"> Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 		<p>Build an overview of world history: Study the life of a historical figure- Mary Anning</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	
<p>Geography Ongoing Identify seasonal/daily weather patterns in the UK.</p>	<p>Investigate Places Name the countries in the UK</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 		<p>Communicate geographically + Investigate Places+ Communicate geographically Use basic geographical vocab to refer to local and familiar features in own locality.</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Identify land use around the school. 		<p>Investigate patterns Place Knowledge. Human and physical geography of a small UK a contrasting non-euro country.</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 	
<p>PE</p>	<p>Dance:</p> <ul style="list-style-type: none"> Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. 		<p>Gym:</p> <ul style="list-style-type: none"> Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). Travel by rolling forwards, backwards and sideways. Hold a position whilst balancing on different points of the body. Climb safely on equipment. Stretch and curl to develop flexibility. 		<p>Games:</p> <ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate'. Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. 	

			• Jump in a variety of ways and land with increasing control and balance.			
RE	Unit 1.1 why do Christians believe god is like?	Unit 1.3 why does Christmas matter to Christians?	Unit 1.4 what is the good news Jesus brings?	Unit 1.5 why does Easter matter to Christians?	Unit 1.7 who is Jewish and how do they live?	
PSHCE	(Relationship Ed) Understanding personal change and responsibility- All about me	(Relationship Ed) Health and well-being- Keeping safe, People who help us	(Relationship Ed) Relationships- Friends and Family	Living in the wider world- internet safety Media influence	Living in the wider world- financial capability Social issues	Living in the wider world- citizenship and British Values
DT	Food: • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.		Materials: • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).		Construction; • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	
Art	Use drawing and painting to share ideas, experiences and imagination. Design own superhero outfit Self-portrait based on Lichtenstein's work, recreated using shadows and cotton buds.	Develop techniques of colour , pattern texture, shape and form. Clay pots- Barbara Hepworth Jasper Johns -colour	Digital photography Andreas Gursky - photographer on buildings	Use drawing and painting to share ideas, experiences and imagination. Tigers- Henri Rousseau	Develop techniques of colour, pattern texture, shape and form. Forest School- create a group collage using natural materials. Artist- Andy Goldsworthy	Use a range of materials creatively. Inspired by the work of Max Ernst , pupils learn the technique ' frottage ' (taking rubbings from uneven surfaces)
Computing	To code: Motion, looks, sound Using scratch jr , Use Beebots to pick up Christmas parcels		To connect- internet safety • Understand online risks and the age rules for sites		To collect • Use simple databases to record information in areas across the curriculum.	
Music	Charanga: yr 1 Hey You	Charanga: yr 1 Rhythm in the way we walk and the Banana Rap Learning and performing songs in the Christmas show.	Charanga: yr 1 In the groove	Charanga: yr 1 Round and round	Charanga yr 1 Your imagination	Charanga: yr 1 Reflect rewind and replay
Forest School Ongoing Sc1/4.1a observe changes across the 4 seasons	Use the 4 compass directions and simple vocab. (geography) Introduce through The marvellous man map 2D shapes	Use tools safely and correctly Order and measure sticks Use taught knots Create a class Christmas tree	Shelter Building. Different types of dens. Lean-to and tipis. Link maths- measuring and sawing sticks to a given length. Ordering sticks and leaves.	Willow model making and weaving Develop techniques of colour, pattern texture, shape and form. (Art link) Spring inspired art.	Watch Bear grills on NF and then design and make a trap for a wolf. Using tool area to cut sticks etc to correct length. Group collage.	Knots and frames

Ongoing activities

- Weather chart including sunrise and set over the year.
- Planting and taking care of flowers, fruit and veg