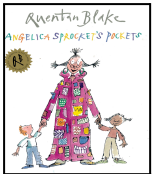
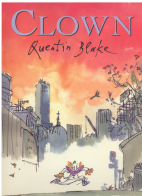


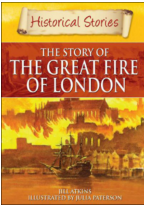
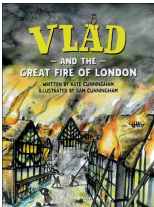




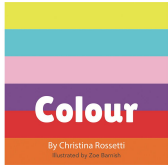
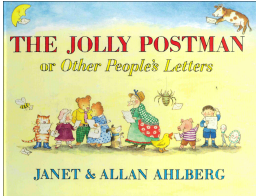
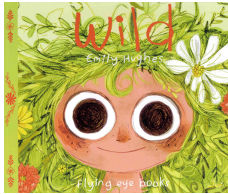
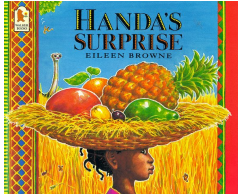


## JYS Year 1 Curriculum Overview

|                                   | Term 1<br>Science/Geography<br>Focus  | Term 2<br>History Focus   | Term 3<br>History Focus   | Term 4<br>Science/Geography<br>Focus  | Term 5<br>Science/History Focus  | Term 6<br>Science/Geography<br>Focus   |
|-----------------------------------|---|---|---|---|--|--|
| School Values /<br>British Values |   |   |   |   |  |  |
| Year group<br>Theme               | Weather Wizardry  | Toy Story   | London's Burning  | Home Sweet Home   | Sensational Senses   | All Things Bright and Beautiful  |
| Driving Subject                   | Science / Geography   | History   | History   | Science / Geography   | Science / History  | Science / Geography  |
| Key Knowledge<br>to take away     | <p><u>Science - Seasonal Changes:</u></p> <ul style="list-style-type: none"> <li>Know that there are four seasons and be able to name them in order.</li> <li>Be able to say what the typical weather in each season is like.</li> <li>Talk about how day length changes over the course of a year.</li> </ul> <p><u>Science - Plants</u> (covered during Forest School sessions):</p> <ul style="list-style-type: none"> <li>Know the meaning of the terms 'deciduous' and 'evergreen'.</li> <li>Describe the main parts of a flowering plant and tree.</li> </ul> <p><u>Geography:</u></p> <ul style="list-style-type: none"> <li>Be able to name the four countries and capital cities of the United Kingdom.</li> <li>Be able to locate the four countries and capital cities of the United Kingdom using a world map, an atlas or a globe.</li> <li>Talk about seasonal and daily weather patterns in the United Kingdom.</li> <li>Use simple compass directions (North, South, East and West) - Forest School sessions.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Forest School sessions.</li> </ul> | <p><u>History - Toys:</u><br/><u>Changes Within Living Memory</u></p> <ul style="list-style-type: none"> <li>Sequence key events from our own lives in chronological order on a timeline.</li> <li>Be able to talk about the key similarities in, and differences between, toys during our grandparents' childhoods and toys today.</li> <li>Be able to sort artefacts into 'then' and 'now' categories.</li> <li>Gain experience with using different sources to find out about the past (e.g. artefacts, photos, books, the internet, interviews with parents and grandparents).</li> </ul> | <p><u>History - The Great Fire of London:</u><br/><u>Significant Events Beyond Living Memory</u></p> <ul style="list-style-type: none"> <li>Ask and answer questions about The Great Fire of London.</li> <li>Place The Great Fire of London on a chronological timeline with other historical periods/events (e.g. dinosaurs studied in YR, birth of own grandparents, toys studied in autumn 2, birth of parents, own birth, present day, other events of children's own interest).</li> <li>Know when and why The Great Fire of London happened.</li> <li>Sequence key events within The Great Fire of London on a timeline.</li> <li>Know how The Great Fire changed the city of London.</li> <li>Name significant people from the time of The Great Fire, e.g. Thomas Farriner, King Charles II, Samuel Pepys, Christopher Wren.</li> <li>Use a range of sources to learn about the past (e.g. photos of museum artefacts, information books, story books, adults talking about the past, the internet).</li> <li>Be able to say the difference between fact and fiction.</li> </ul> | <p><u>Science - Everyday Materials:</u></p> <ul style="list-style-type: none"> <li>Be able to name different everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>Be able to talk about the simple physical properties of different everyday materials.</li> <li>Be able to compare and group together a variety of everyday materials on the basis of their properties.</li> </ul> <p><u>Geography:</u></p> <ul style="list-style-type: none"> <li>Know that there are seven continents in the world.</li> <li>Be able to locate and name some of the continents using a world map, atlas or globe.</li> <li>Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Be able to compare Chichester with a village in Gambia, Africa, talking about the human and physical similarities and differences, using simple geographical vocabulary.</li> </ul> | <p><u>Science - Animals, including Humans:</u></p> <ul style="list-style-type: none"> <li>Be able to name and label the basic parts of the human body.</li> <li>Be able to say which part of the body is associated with each sense.</li> </ul> <p><u>History - Nurturing Nurses (Florence Nightingale, Mary Seacole, Edith Cavell):</u><br/><u>Lives of significant individuals in the past who have contributed to national and international achievements</u></p> <ul style="list-style-type: none"> <li>Learn about key events in the lives of Florence Nightingale, Mary Seacole and Edith Cavell.</li> <li>Place the three nurses on a chronological timeline with other historical periods/events (e.g. dinosaurs studied in YR, The Great Fire of London studied in spring 1, birth of own grandparents, toys studied in autumn 2, birth of parents, own birth, present day, other events of children's own interest).</li> <li>Be able to talk about why each of these three nurses are significant in history and say how their lives and achievements are similar/different.</li> </ul> | <p><u>Science - Animals, including Humans:</u></p> <ul style="list-style-type: none"> <li>Be able to name the different animal groupings (fish, amphibians, reptiles, birds and mammals).</li> <li>Be able to describe and compare the structure of these different animal groupings.</li> <li>Know the meaning of the words 'carnivore', 'herbivore' and 'omnivore' and give examples of each from the animal kingdom.</li> </ul> <p><u>Science - Plants:</u></p> <ul style="list-style-type: none"> <li>Describe the main parts of a flowering plant and tree.</li> </ul> <p><u>Geography:</u></p> <ul style="list-style-type: none"> <li>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</li> <li>Create a simple map of a route through our school grounds and use and construct basic symbols in a key to show the main human and physical features.</li> </ul> |
| Core Vocab                        | Weather and Seasons: spring, summer, autumn, winter, temperature, thermometer, wind   | sequence, timeline, chronological, artefact, source of evidence.  | sequence, timeline, chronological, artefact, source of evidence, primary source,  | Everyday materials: wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil.   | Main body parts vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.   | Animal groupings: fish, amphibian, reptile, bird, mammal, carnivore, herbivore,  |

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|  | <p>speed, anemometer, day, night, weather forecast; different weather conditions: sun, rain, clouds, hail, snow, ice, rainbow, thunder, lightning.</p> <p>Plants: root, stalk, stem, leaf, flower, blossom, petal, seed, bulb, bud, fruit, berry, trunk, branch, bark, deciduous, evergreen.</p> <p>Geography: England, Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, season, weather, weather pattern, map, atlas, globe, compass, North, South, East, West, aerial photograph, plan, human feature, physical feature.</p> |   | <p>secondary source, fact, fiction, plague, water pump, fire hook.</p>   | <p>Properties of materials: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent/translucent.</p> <p>Geography: basic geographical vocabulary for physical features (such as weather; soil, vegetation) and human features (such as house, shop, office, factory, farm; village, town, city). Continent, equator, climate zone, hot area, cold area, North Pole, South Pole, map, atlas, globe.</p> | <p>Senses: sight, hearing, taste, smell, touch, texture.</p> <p>History: sequence, timeline, chronological, artefact, source of evidence, primary source, secondary source.</p>   | <p>omnivore, fin, tail, fur, hair, claw, skin, live young, eggs.</p> <p>Plants: root, stem, leaf, flower, blossom, petal, seed, bulb, fruit, trunk, branch, deciduous, evergreen.</p> <p>Geography: map, plan, sketch, key, map symbol, North, South, East, West, near, far, left, right, human feature, physical feature.</p>  |
| <b>Published Outcomes</b>                                    | <ul style="list-style-type: none"> <li>Children to present their own weather forecasts. Videos to be published for parents.</li> </ul>   | <ul style="list-style-type: none"> <li>D&amp;T 'Moving Pictures' to be put on display.</li> <li>'Clown' stories to be shared with YR or Y2.</li> </ul>  | <ul style="list-style-type: none"> <li>Great Fire of London Question and Answer green screen video to be published for parents.</li> </ul>   | <ul style="list-style-type: none"> <li>'Homes' dance to be performed / videoed for parents.</li> </ul>  | <ul style="list-style-type: none"> <li>Poems written by the children to be learned off by heart and videoed. Edited film to be published for parents.</li> </ul>  | <ul style="list-style-type: none"> <li>Thank You letters to be written and sent to Tuppenny Barn.</li> </ul>  |
| <b>Learning Launch / Enrichment</b><br>(Hook, Trips, Visits) | Forest School Sessions   | 'Wisemen and Toys' workshop - Paul Ullson   | Jill Atkins author visit<br>RE: Visit to St Paul's Church  | 'Homes Around the World' workshop - Paul Ullson<br><br>'Homes' dance with Rachael Royce   | Tennis sessions with Justin from Chichester Racquets and Fitness Club   | Tuppenny Barn Visit   |
| <b>Retrieved Learning / Knowledge</b>                        | <p><u>Science / Geography</u></p> <p>Year R: Learning about the seasons; learning about the parts of a plant; trip to an allotment; growing own vegetables.</p>  | <p><u>History</u></p> <p>Year R: Chronology<br/>Dinosaurs - When were dinosaurs living on the Earth?</p> <p>Year R: Similarities / Difference<br/>Learning about personal history (me as a baby, my parents and grandparents); understanding that some things were different in the past.</p> | <p><u>History</u></p> <p>Year R: Chronology<br/>Dinosaurs - When were dinosaurs living on the Earth?</p> <p>Year 1: Knowledge about toys from autumn 2 - chronology, similarities / difference, different sources of evidence.</p> | <p><u>Geography</u></p> <p>Year R: Learning about China as a country, comparing the physical environment and ways of life with our local area in and around Chichester.</p>   | <p><u>Science</u></p> <p>Year R: 'Marvellous Me' work - What makes us special? Recognising and managing feelings.</p> <p><u>History</u></p> <p>Year R: Chronology<br/>Dinosaurs - When were dinosaurs living on the Earth?</p> <p>Year 1: Knowledge about toys from autumn 2 and knowledge about The Great Fire of London from spring 1 - chronology, similarities / difference, different sources of evidence.</p> | <p><u>Science / Geography</u></p> <p>Year R: Learning about the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Year R: Learning about the parts of a plant; trip to an allotment; growing own vegetables.</p> <p>Year R: Learning about pollution and environmental issues, including the importance of reducing, reusing and recycling.<br/>Key text: Somebody Swallowed Stanley by Sarah Roberts</p> <p>Year 1: Science learning about plants in autumn 1.</p> |



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|                   |   |   |  |   |   | Year 1: Science learning about humans in summer 1.  |
| Reading Core Text |  <p>Angelica Sprocket's Pockets by Quentin Blake</p> |  <p>Clown by Quentin Blake</p><br> <p>Traction Man meets Turbo Dog by Mini Grey</p> |  <p>The Great Fire of London - Anniversary Edition of the Great Fire of 1666 by Emma Adams (information text)</p><br> <p>The Story of The Great Fire of London by Jill Atkins (fiction)</p><br> <p>Vlad and the Great Fire of London by Kate Cunningham (fiction)</p> |  <p>The Three Little Pigs by Heather Amery and Stephen Cartwright - present tense story</p><br> <p>The Three Little Pigs - poem</p><br> <p>Little Red Reading Hood by Lucy Rowland and Ben Mantle</p><br> <p>The Three Little Pigs and the Big Bad Book by Lucy Rowland and Ben Mantle</p> |  <p>Funnybones by Janet and Allan Ahlberg</p><br> <p>A selection of poems about the senses, including:</p> <ul style="list-style-type: none"> <li>• 'What is Pink?' by Christina Rossetti</li> <li>• 'Ears Hear' by Lucia M and James L Humes Jr</li> <li>• 'I Asked the Little Boy Who Cannot See' - Anon</li> </ul> |  <p>The Jolly Postman and Other People's Letters by Janet and Allan Ahlberg</p><br> <p>Wild by Emily Hughes</p><br> <p>Handa's Surprise by Eileen Browne</p> |

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| <p>Additional Texts</p> | <div data-bbox="329 150 477 331"> </div> <div data-bbox="286 339 526 387"> <p>Hamilton's Hats by Martine Osborne and Axel Scheffler</p> </div> <div data-bbox="300 443 515 609"> </div> <div data-bbox="271 617 542 665"> <p>Each Peach Pear Plum by Janet and Allan Alhberg</p> </div> <div data-bbox="322 713 483 920"> </div> <div data-bbox="277 928 535 976"> <p>The Weather Clerk by Robert Swindells</p> </div> <div data-bbox="324 1008 488 1192"> </div> <div data-bbox="262 1200 548 1248"> <p>The Leaf Thief by Alice Hemming and Nicola Slater</p> </div> | <div data-bbox="663 156 790 339"> </div> <div data-bbox="602 347 851 395"> <p>"Ahhh!" said Stork by Gerald Rose</p> </div> <div data-bbox="618 427 835 665"> </div> <div data-bbox="609 673 842 721"> <p>The Star That Fell by Karen Hayles</p> </div> <div data-bbox="640 801 813 1008"> </div> <div data-bbox="589 1016 862 1040"> <p>Kipper's Toybox by Mick Inkpen</p> </div> | <div data-bbox="963 156 1124 339"> </div> <div data-bbox="916 347 1171 419"> <p>Hedgehogs by Betty Root and Monica Hughes<br/>plus other information books</p> </div> <div data-bbox="972 451 1115 651"> </div> <div data-bbox="925 659 1162 762"> <p>How to Grow a Sunflower / Hyacinth Big Book by sylvia Karavis and Gill Matthews<br/>plus other instruction texts</p> </div> | <div data-bbox="1281 156 1442 347"> </div> <div data-bbox="1234 355 1485 403"> <p>A Mouse Called Julian by Joe Todd-Stanton</p> </div> <div data-bbox="1281 435 1442 643"> </div> <div data-bbox="1267 651 1451 675"> <p>Home by Carson Ellis</p> </div> <div data-bbox="1290 722 1431 914"> </div> <div data-bbox="1256 922 1462 946"> <p>The Twits by Roald Dahl</p> </div> <div data-bbox="1285 978 1435 1169"> </div> <div data-bbox="1216 1177 1503 1225"> <p>The True Story of the Three Little Pigs by Jon Scieszka</p> </div> <div data-bbox="1274 1257 1447 1457"> </div> | <div data-bbox="1583 156 1785 403"> </div> <div data-bbox="1576 411 1792 435"> <p>Tree by Britta Teckentrup</p> </div> | <div data-bbox="1908 156 2098 395"> </div> <div data-bbox="1874 403 2130 451"> <p>Monkey Puzzle by Julia Donaldson and Axel Scheffler</p> </div> <div data-bbox="1886 507 2116 754"> </div> <div data-bbox="1870 762 2134 810"> <p>Ten things I can do to help my world by Melanie Walsh</p> </div> <div data-bbox="1892 842 2107 1074"> </div> <div data-bbox="1888 1082 2116 1129"> <p>My Green Day by Melanie Walsh</p> </div> |
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|                                  |   |  |  | Fairytale News by Colin and Jacqui Hawkins   |  |   |
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| <b>Writing Composition Focus</b> | <p><u>Writing to Entertain:</u><br/>Writing Object Descriptions<br/>Writing Character Descriptions</p> <ul style="list-style-type: none"> <li>• Compose a sentence orally before writing.</li> <li>• Use a capital letter at the start of a sentence.</li> <li>• Use a full stop at the end of a sentence.</li> <li>• Use finger spaces between words (YR revision).</li> <li>• Use adjectives to describe.</li> </ul> <p><u>Writing to Inform:</u><br/>Recount Writing</p> <ul style="list-style-type: none"> <li>• Recognise and use a basic recount structure.</li> <li>• Write in the past tense.</li> <li>• Use a capital letter for the pronoun 'I'.</li> </ul> | <p><u>Writing to Entertain:</u><br/>Story Writing</p> <ul style="list-style-type: none"> <li>• Use capital letters for names.</li> <li>• Join words and clauses using 'and'.</li> <li>• Sequence sentences in order.</li> <li>• Plan a beginning, middle and end.</li> <li>• Begin to use time adverbs.</li> </ul> <p><u>Writing to Inform:</u><br/>Recount Writing</p> <ul style="list-style-type: none"> <li>• Recognise and use a basic recount structure.</li> <li>• Write in the past tense.</li> </ul> | <p><u>Writing to Inform:</u><br/>Writing Information Texts</p> <ul style="list-style-type: none"> <li>• Recognise and use a basic information text structure.</li> <li>• Write question sentences and use a question mark.</li> <li>• Write statement sentences.</li> </ul> <p><u>Writing to Inform:</u><br/>Writing Instruction Texts</p> <ul style="list-style-type: none"> <li>• Recognise and use a basic instruction structure.</li> <li>• Use bullet points or numbering to sequence steps.</li> <li>• Use imperative verbs.</li> <li>• Begin to use adverbs.</li> </ul> <p><u>Writing to Entertain:</u><br/>Writing Setting Descriptions</p> <ul style="list-style-type: none"> <li>• Describe using the 5 senses.</li> <li>• Write exclamation sentences and use an exclamation mark.</li> <li>• Begin to use simple similes.</li> </ul> | <p><u>Writing to Entertain:</u><br/>Writing Setting Descriptions</p> <ul style="list-style-type: none"> <li>• Describe using the 5 senses.</li> <li>• Write exclamation sentences and use an exclamation mark.</li> <li>• Begin to use simple expanded noun phrases.</li> <li>• Re-read work to ensure it makes sense.</li> </ul> <p><u>Writing to Entertain:</u><br/>Story Writing</p> <ul style="list-style-type: none"> <li>• Know the difference between past and present tense and use one tense consistently.</li> <li>• Use capital letters for names.</li> <li>• Join words and clauses using 'and'.</li> <li>• Plan an alternative story ending.</li> <li>• Sequence events in order using time adverbs.</li> <li>• Re-read work to ensure it makes sense.</li> </ul> | <p><u>Writing to Entertain:</u><br/>Story Writing</p> <ul style="list-style-type: none"> <li>• Know the difference between past and present tense and use one tense consistently.</li> <li>• Use capital letters for names.</li> <li>• Join words and clauses using 'and'.</li> <li>• Plan an alternative story ending.</li> <li>• Sequence events in order using time adverbs.</li> <li>• Read aloud own writing clearly enough to be heard by peers and the teacher.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> </ul> <p><u>Writing to Entertain:</u><br/>Poetry Writing</p> <ul style="list-style-type: none"> <li>• Understand and use some poetry features in own writing, e.g. rhyme, repetition, alliteration.</li> <li>• Structure writing using poetry conventions, e.g. each idea on a new line; longer poems divided into separate verses.</li> <li>• Use expanded noun phrases.</li> <li>• Read aloud own writing clearly enough to be heard by peers and the teacher..</li> <li>• Discuss what they have written with the teacher or other pupils.</li> </ul> | <p><u>Writing to Inform:</u><br/>Letter Writing</p> <ul style="list-style-type: none"> <li>• Recognise and use a basic letter structure, including 'greeting' and 'sign-off'.</li> <li>• Write question sentences and use a question mark.</li> <li>• Write exclamation sentences and use an exclamation mark.</li> </ul> <p><u>Writing to Inform:</u><br/>Recount Writing</p> <ul style="list-style-type: none"> <li>• Recognise and use a basic recount structure.</li> <li>• Write consistently in the past tense.</li> <li>• Use time adverbs to sequence events.</li> <li>• Use a capital letter for the pronoun 'I'.</li> </ul> <p><u>Writing to Entertain:</u><br/>Story Writing</p> <ul style="list-style-type: none"> <li>• Use commas to separate items in a list.</li> <li>• Begin to use apostrophes for contractions.</li> </ul> <p>Revise and include the key objectives from the year:</p> <ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks with finger spaces between words.</li> <li>• Sequence sentences in order to form longer writing.</li> <li>• Use adjectives to describe and time adverbs to sequence events.</li> </ul> |
| <b>Handwriting Focus</b>         | Recap and assess formation of printed letters learned in YR:<br>The Ladder Family<br>The One-Armed Robot Family<br>The Curly Caterpillar Family<br>The Zigzag Monster Family  | The Ladder Family<br>(l, i, u, t, y and j)<br><br>Introduce continuous cursive formation of these letters to those who are ready.  | The One-Armed Robot Family<br>(n, m, h, k, b and p)<br><br>Introduce continuous cursive formation of these letters to those who are ready.   | The One-Armed Robot Family (r)<br><br>The Curly Caterpillar Family<br>(c, a, d, e and s)   | The Curly Caterpillar Family<br>(g, f, q and o)<br><br>The Zigzag Monster Family<br>(z and v)  | The Zigzag Monster Family<br>(w and x)<br><br>Introduce continuous cursive formation of these letters to those who are ready.   |

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|   |  |   |   | Introduce continuous cursive formation of these letters to those who are ready.   | Introduce continuous cursive formation of these letters to those who are ready.  | Assess and Review   |
| <b>Word Reading Focus - Phonics</b><br><br><b>Level 5</b> | ay saying /ai/ - day<br>oy saying /oi/ - toy<br>ie saying /igh/ - pie<br>ea saying /ee/ - sea<br>a_e saying /ai/ - snake<br>i_e saying /igh/ - bike<br>o_e saying /oa/ - bone  | u_e saying /oo/ and /yoo/ - flute and cube<br>e_e saying /ee/ - these<br>ou saying /ow/ - cloud<br>Long vowel sounds: apricot, kind, human, gold<br>ch saying /c/ and /sh/ - chord and chef<br>ir saying /er/ - bird<br>ue saying /oo/ and /yoo/ - glue and rescue<br>ew saying /oo/ and /yoo/ - drew and few | y saying /ee/ - happy<br>aw and au saying /or/ - saw and launch<br>ow and oe saying /oa/ - low and toe<br>wh saying /w/ - wheel<br>c saying /s/ - face<br>g saying /j/ - gem<br>ph saying /f/ - phone | ea saying /e/ - bread<br>ie saying /ee/ - chief<br>Adding ‘-ed’<br>Adding ‘-s’ and ‘-es’<br>Adding ‘-er’ and ‘-est’ to adjectives<br>’tch’ saying /ch/ - witch              | Adding ‘-ing’ and ‘-er’ to verbs<br>ear and are saying /air/ - bear and hare<br>Unspoken ‘e’ - horse<br>‘ore’ saying /or/ - more<br>Adding ‘un-’ | Consolidation of sounds learned to date (Levels 2, 3 and 5)                         |
| <b>Word Reading Focus</b>                                 | <u>Continuous throughout the year:</u><br>To apply phonic knowledge and skills to decode words.<br>To respond quickly with the correct sound to graphemes for all 40+ phonemes.<br>To read accurately by blending sounds in unfamiliar words.<br>To read common exception words.<br>To read words with contractions and understand that the apostrophe represents the omitted letter(s).<br>To read aloud accurately books that are consistent with their developing phonic knowledge.<br>To re-read these books to build up their fluency and confidence in word reading. |   |   |   |  |   |
| <b>Reading Comprehension Focus</b>                        | <u>Continuous throughout the year:</u><br>To link what is read or heard to their own experiences.<br>To draw on prior experience or background knowledge.<br>To discuss the significance of the title and events.<br>To predict what might happen on the basis of what has been read so far.<br>To recognise and join in with predictable phrases.<br>To learn to appreciate rhymes and poems, and to recite some by heart.<br>To discuss word meanings and link new meanings to those already known.<br>To participate in discussions about what is read.                 |   |   |   |  |   |
| <b>Maths</b>  | Number: Place Value (within 10)<br><br>Number: Addition and Subtraction (within 10)  | Number: Addition and Subtraction (within 10) - continued<br><br>Number: Geometry - Shape  | Number: Place Value (within 20)<br><br>Number: Addition and Subtraction (within 20)   | Number: Addition and Subtraction (within 20) - continued<br><br>Number: Place Value (within 50)<br><br>Measurement - Length and Height<br><br>Measurement - Mass and Volume | Number: Multiplication and Division<br><br>Number: Fractions<br><br>Geometry: Position and Direction   | Number: Place Value (within 100)<br><br>Measurement: Money<br><br>Measurement: Time |

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| <b>Science</b>   | <u>Seasonal Changes</u><br>WALT observe and describe how weather changes across the seasons.<br><br><u>Plants (covered during Forest School sessions)</u><br>WALT name and label different plants and their parts. | <u>Seasonal Changes - continued</u><br>WALT observe and describe how weather changes across the seasons.                               | <u>Everyday Materials</u><br>WALT identify and compare the names and properties of different materials.<br><br><u>Seasonal Changes - continued</u><br>WALT observe and describe how weather changes across the seasons. | <u>Everyday Materials</u><br>WALT identify and compare the names and properties of different materials.<br><br><u>Seasonal Changes - continued</u><br>WALT observe and describe how weather changes across the seasons. | <u>Animals, including Humans</u><br>WALT identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.<br><br><u>Seasonal Changes - continued</u><br>WALT observe and describe how weather changes across the seasons. | <u>Plants - recap</u><br>WALT name and label different plants and their parts.<br><br><u>Animals, including Humans</u><br>WALT identify, name and label animal body parts.<br><br>WALT identify and name animals that are carnivores, herbivores and omnivores. |
| <b>History</b>   |  | <u>Old Toys and Changes within Living Memory</u><br><br>WALT understand how we find out about the past.                                | <u>The Great Fire of London</u><br><br>WALT find out about events beyond living memory.   |   | <u>Nurturing Nurses</u><br><br>WALT find out about the lives of significant individuals:<br>Mary Seacole<br>Florence Nightingale<br>Edith Cavell  |   |
| <b>Geography</b> | <u>UK Weather Patterns</u><br>WALT understand and talk about daily and seasonal weather patterns in our local area and across the United Kingdom.  |  |   | <u>Hot and Cold areas of the world</u><br>WALT describe how the weather and climate in different areas of the world impacts on the homes that people build: UK, Asia, Africa and Arctic.                                |   | <u>Our School and its Grounds</u><br>WALT use practical fieldwork and observational skills to collect and analyse simple geographical data within the school grounds.   |
| <b>Computing</b> | <u>Computing Systems and Network</u><br><br>WALT understand what computing systems and networks are.   | <u>Creating Media - Digital Painting</u><br><br>WALT use technology to create digital content.   | <u>Programming A - Moving a Robot</u><br><br>WALT understand what algorithms are.   | <u>Data &amp; Information - Grouping Data</u><br><br>WALT understand what data is and what information is - and the difference between them.  | <u>Creating Media - Digital Writing</u><br><br>WALT use technology to create different types of digital content.  | <u>Programming B - Simple Animation</u><br><br>WALT create a simple animation, using software.  |
| <b>Music</b>     | Contrasting high and low melodies. Control vocal dynamics, duration and timbre. Sing a song together as a group  | Identify changes in pitch and respond to them with movement. Understand musical structure by listening and responding through movement | Identify ways of producing sounds by shakings, striking or plucking. Identify rising and falling pitch. Use simple musical vocabulary to describe music.  |   | Compose music to illustrate a story . Perform and create simple 3 & 4 beat rhythms using a simple score.  | Listen to and repeat back rhythmic patterns on instruments. Listen in detail to a piece of orchestral music and describe and respond to the music.  |
| <b>Art</b>       | <u>Multimedia</u><br>WALT use digital platforms to help draw landscapes.   |  | <u>Printmaking</u><br>WALT block print with objects using primary and secondary colours.  |   | <u>Drawing</u><br>WALT experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.   |   |
| <b>DT</b>        |  | <u>Mechanisms: Levers</u><br>WALT use levers to make a picture move.   |   | <u>Structures: Homes</u><br>WALT choose a selection of materials to make a model home.  |   | <u>Cooking and Hygiene: Fruit Salad</u><br>WALT mix ingredients with hands or a spoon.  |
| <b>RE</b>        | <u>Nature</u>  | <u>The Christmas Story</u>   | <u>Places of Worship</u>  | <u>Food and Fasting</u>   | <u>Caring for Others</u>  | <u>Beliefs about God</u>  |

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|      | <p>Christianity, Judaism and Islam</p> <p>WALT understand how Christians, Jews and Muslims show thankfulness and care for the natural world:</p> <ul style="list-style-type: none"> <li>• Harvest Festivals – Christianity;</li> <li>• Sukkot - Judaism;</li> <li>• Care of the natural world – Islam.</li> </ul> | <p>Christianity</p> <p>WALT describe the key events of the Christmas story.</p>   | <p>Christianity, Judaism, Hinduism, Sikhism, Islam and Buddhism</p> <p>WALT understand why places of worship are important.</p> <p>WALT describe key features of different places of worship:</p> <ul style="list-style-type: none"> <li>• Church – Christianity;</li> <li>• Synagogue – Judaism;</li> <li>• Mandir – Hinduism;</li> <li>• Gurdwara – Sikhism;</li> <li>• Mosque – Islam;</li> <li>• Vihara – Buddhism.</li> </ul> | <p>Christianity, Judaism and Islam.</p> <p>WALT understand why fasting and special foods are important in different religions.</p> <ul style="list-style-type: none"> <li>• Giving something up for Lent – Christianity;</li> <li>• Fasting for Ramadan – Islam;</li> </ul> <p>Special meals and foods:</p> <ul style="list-style-type: none"> <li>• Passover – Judaism;</li> <li>• Shabbat – Judaism;</li> <li>• Eid al-Fitr – Islam.</li> </ul> | <p>Christianity, Sikhism and Buddhism</p> <p>WALT understand the importance of caring for others in different religions:</p> <ul style="list-style-type: none"> <li>• The story of The Good Samaritan – Christianity;</li> <li>• The story of The Monkey King - Buddhism;</li> <li>• Offering the Langar meal – Sikhism.</li> </ul> | <p>Christianity, Judaism, Hinduism, Sikhism, Islam and Buddhism</p> <p>WALT the main beliefs and teachings of different religions.</p> <p>WALT ask puzzling questions and share our own ideas about God.</p> |
| PE   | <p><u>Gymnastics</u></p> <p>WALT explore the 5 basic shapes.</p> <p><u>Games skills</u></p> <p>WALT develop throwing &amp; catching skills.</p>   | <p><u>Boccia</u></p> <p>WALT improve accuracy throwing.</p> <p><u>Dance</u></p> <p>WALT copy some moves.</p>  | <p><u>Goal ball</u></p> <p>WALT begin to participate in team games.</p> <p><u>Gymnastics</u></p> <p>WALT begin to balance.</p>   | <p><u>Benchball</u></p> <p>WALT begin to pass the ball to own team.</p> <p><u>Dance</u></p> <p>WALT start to use own ideas to sequence a dance.</p>   | <p><u>Tennis</u></p> <p>WALT master basic skills e.g. holding a racquet correctly.</p> <p><u>Athletics</u></p> <p>WALT run different distances.</p>   | <p><u>Handball</u></p> <p>WALT help develop coordination.</p> <p><u>Games skills</u></p> <p>WALT further develop running and jumping skills.</p>   |
| MFL  |   |   |  |   |   |  |
| PSHE | <p><u>Beginning and Belonging</u></p> <p>Citizenship: Rights, Rules and Responsibilities</p>  | <p><u>Feelings and Friendships</u></p> <p>Myself and My Relationships:</p> <ul style="list-style-type: none"> <li>- My Emotions</li> <li>- Anti-bullying</li> </ul> | <p><u>Working Together</u></p> <p>Citizenship: Working Together</p> <p>Healthy and Safer Lifestyles: Digital Lifestyles</p>  | <p><u>Keeping Safe</u></p> <p>Healthy and Safer Lifestyles: Managing Safety and Risk</p>  | <p><u>Changes</u></p> <p>Myself and My Relationships: Managing Change</p>   | <p><u>Changes</u></p> <p>Healthy and Safer Lifestyles: Relationships and Sex Education</p>   |