

Year 1

Subject	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Themes	Oceania/Australia	Space	Seaside
English Reading	See English Curriculum		
English Writing	See English Curriculum		
English GPS Classroom Secrets	Getting ready to write Punctuating sentences Sentences Capital Letters	Conjunctions Exclamations Capital Letters	Questions Singular and plural Prefixes Suffixes Sequencing Sentences
Maths White Rose	Place value within 10 Addition and Subtraction within 10 Shape Place value within 20	Addition and Subtraction within 20 Place value within 50 Multiples of 2,5 and 10 Measurement: Length and height Measurement: Weight and volume	Multiplication and division Fractions Position and direction Place value within 100 Measurement: money Time
Science	<ul style="list-style-type: none"> • Ask simple questions and understand that they can be answered in different ways. • Observe closely, using simple equipment (like magnifying glasses). • Perform simple tests (to find things out). • Identify and classify (sort) living and non-living things. • Use my observations and ideas to suggest answers to questions. • Gather and record data (information) to help in answering questions. 		
	Seasons/ Animals including humans <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe the weather within the seasons and how the length of the days changes. • Identify and name lots of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name lots of common animals that are carnivores, herbivores and omnivores. • Describe and compare lots of common animals (fish, amphibians, reptiles, birds and mammals, including pets) by how they look and how they move. 	Seasons/ Everyday materials <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe the weather within the seasons and how the length of the days changes. • Understand the difference between an object and the material from which it is made. • Identify and name lots of everyday materials including wood, plastic, glass, metal, and rock. • Describe the 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. 	Plants/ Seasons <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe the weather within the seasons and how the length of the days changes. • Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. • Describe the basic structure of a variety of common plants including roots, stem, leaves and flowers.

Year 1

	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of a human body and say which part of the body is associated with each sense. 		
Geography	<p>Oceania/Australia/Local Area</p> <ul style="list-style-type: none"> Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK (Wanborough) and of a small area in a contrasting non-European country (Australia) Use basic geographical vocabulary such as beach, coast, forest, hill, mountain, sea, season, weather (physical) and city, town, house, port, harbour and shop (human). Identify seasonal and daily weather patterns in the UK. Use aerial photographs and plan perspectives of the local area and identify key features such as the church, school, Hooper's Field and Warneage Woods. 	<p>UK</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas.</p> <p>Local Area Enquiry - Which area of our school grounds is best?</p>	<p>Seasides (UK)</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries - link to seaside. Use locational and directional language 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.
History	<p>Local History</p> <ul style="list-style-type: none"> Sequence events or objects in chronological order. Changes within living memory - describe memories of key events in their lives. Begin to look at events beyond living memory that are significant nationally. Use common words and phrases relating to the passing of time. Find out about the past using sources and identify different ways in which it is represented e.g. artefacts, stories and photos. Learn about significant historical events, people and places in their own locality (School/Wanborough). 	<p>Space/Moon landing - Neil Armstrong, Helen Sharman</p> <p>Optional - The first aeroplane flight - Wright Brothers, Amelia Earhart</p> <ul style="list-style-type: none"> Sequence events or objects in chronological order. Changes within living memory - describe memories of key events in their lives. Begin to look at events beyond living memory that are significant nationally. Use common words and phrases relating to the passing of time. Begin to look at the lives of significant individuals in the past. 	<p>Seaside holidays in the past</p> <ul style="list-style-type: none"> Sequence events or objects in chronological order. Changes within living memory - describe memories of key events in their lives. Begin to look at events beyond living memory that are significant nationally. Use common words and phrases relating to the passing of time. Compare and sort artefacts from different time periods. Ask and answer questions about the past.
Art	<p>Colour Creations - Aboriginal Art</p> <ul style="list-style-type: none"> Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips and other dry media. Begin to explore the use of line, shape and colour. 	<p>Piet Mondrian</p> <ul style="list-style-type: none"> Explore 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. 	<p>Sand Art - Exploring sand sculptures, creating pictures using sand in paint. Sand art models in clear containers. Optional - shell art.</p> <ul style="list-style-type: none"> Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between

Year 1

	<ul style="list-style-type: none"> Experiment with a variety of media, brush sizes and tools. Explore lightening and darkening paint without the use of black or white. Paint on different surfaces with a range of media. Start to mix a range of secondary colours (purple, orange and green). 	<ul style="list-style-type: none"> Look at and talk about own work and other artists and techniques they have used. Experiment with a variety of media, brush sizes and tools. Explore lightening and darkening paint without the use of black or white. Paint on different surfaces with a range of media. Start to mix a range of secondary colours (purple, orange and green). Use a pencil create shades of light and dark. 	<p>different practices and disciplines and making links to their own work.</p> <ul style="list-style-type: none"> Look at and talk about own work and other artists and techniques they have used. Experiment with, construct and join a collection of man-made materials. Explore shape and form. Manipulate clay in a variety of ways e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media e.g. clay, play-doh.
DT	<p>Moving Pictures</p> <ul style="list-style-type: none"> Explore and use mechanisms in their products e.g. wheels and levers. Begin to explore and evaluate a range of range of existing products by explaining what they like and dislike. Use a range of tools and equipment to perform practical tasks safely e.g. cutting, punching holes and decorating. Use a range of materials and components, construction materials, card and ingredients, according to their characteristics e.g. scissors and children's knives. Begin to understand the developments of existing products: what they are for, how they work and materials that are used. Begin to design what they intend to make based on design criteria. Begin to develop their ideas through talk and drawings. Use templates and make mock-ups of their ideas, using ICT where appropriate. 	<p>Homes - Planbee planning does not create a final piece but feel free to add lessons in to do this.</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable e.g. houses. Begin to evaluate their ideas and products by identifying strengths and possible changes they might make. Use a range of tools and equipment to perform practical tasks safely e.g. cutting, punching holes and decorating. Use a range of materials and components, construction materials, card and ingredients, according to their characteristics e.g. scissors and children's knives. Begin to understand the developments of existing products: what they are for, how they work and materials that are used. Begin to design what they intend to make based on design criteria. Begin to develop their ideas through talk and drawings. Use templates and make mock-ups of their ideas, using ICT where appropriate. 	<p>Fruits and Vegetables - Salads or smoothies</p> <ul style="list-style-type: none"> Develop skills and knowledge needed to perform everyday tasks such as cooking. Understand and apply the principles of nutrition and learn how to cook. Demonstrate how to use techniques such as cutting and peeling. Use the basic principles of a healthy and varied diet to prepare dishes, including using good hygiene. Understand where food comes from.
Music Charanga	Hey You! Rhythm in the Way We Walk and the Banana Rap	In the Groove Round and Round	Your Imagination Reflect, Rewind and Replay
PSHE/RSHE Jigsaw	Being me in my world Celebrating differences	Dreams and goals Healthy me	Relationships Changing me

Year 1

French	<p>Greetings - bonjour, salut etc Vocab for Bear Hunt (La chasse à l'ours) Parts of the body relating to the song Old MacDonald (French)</p> <p>Numbers 1 to 10 Animals and noises Jean Petit Qui Danse Bear Hunt (La chasse à l'ours)</p>		
PE	<p>Gymnastics (1)</p> <ul style="list-style-type: none"> • Perform the 5 gymnastics shapes with increasing accuracy and control. • Explore showing shapes at different levels. • Travel in different ways, changing direction, level and speed. • Begin to perform different rolls e.g. stretch and tuck. • Perform different types of jumps e.g. 2 feet to 2 feet, 2 feet to 1 foot or 1 foot to the opposite foot. • Move around, under, over and along floor equipment and apparatus. • Know the difference between tension and relaxation in their body. • Link two shapes through rolling, travelling or jumping. <p>Dance (2)</p> <ul style="list-style-type: none"> • To copy, explore and create basic body patterns and movements using a range of body parts. • To create expressive movement in response to a range of stimuli • To remember simple dance steps and perform in a controlled manner. • To choose actions and link them to sounds and music. <p>Games (1&2)</p> <ul style="list-style-type: none"> • Using rolling skills in a game • Catch and bounce a ball • Throw an object under and overarm • Throw and catch with increased consistency • Use a racket or bat to send equipment • Travel with a ball in different ways • Travel with a ball in different directions • Use some kicking and hitting skills in a game • Aim for a target 	<p>Gymnastics (3)</p> <ul style="list-style-type: none"> • Perform the 5 gymnastics shapes with increasing accuracy and control. • Explore showing shapes at different levels. • Travel in different ways, changing direction, level and speed. • Begin to perform different rolls e.g. stretch and tuck. • Perform different types of jumps e.g. 2 feet to 2 feet, 2 feet to 1 foot or 1 foot to the opposite foot. • Move around, under, over and along floor equipment and apparatus. • Know the difference between tension and relaxation in their body. • Link two shapes through rolling, travelling or jumping. <p>Pilates (4)</p> <ul style="list-style-type: none"> • To copy, explore and create basic body patterns and movements using a range of body parts. • To create expressive movement in response to a range of stimuli • To remember simple dance steps and perform in a controlled manner. • To choose actions and link them to sounds and music. <p>Games (4)</p> <p>Multiskills (3)</p> <ul style="list-style-type: none"> • Using rolling skills in a game • Catch and bounce a ball • Throw an object under and overarm • Throw and catch with increased consistency • Use a racket or bat to send equipment • Travel with a ball in different ways • Travel with a ball in different directions • Use some kicking and hitting skills in a game 	<p>Athletics (5&6)</p> <ul style="list-style-type: none"> • Demonstrate basic running technique and begin to show a change of pace and speed. • Maintain control as they change direction when jogging or sprinting. • Perform different types of jumps e.g. 2 feet to 2 feet, 2 feet to 1 foot or 1 foot to the opposite foot. • Jump as high and as far as possible. • Land safely with control. • Throw under and overarm. • Throw an object towards a target with increasing accuracy • Improve the distance they can throw by using more power. <p>Games (5&6)</p> <ul style="list-style-type: none"> • Using rolling skills in a game • Catch and bounce a ball • Throw an object under and overarm • Throw and catch with increased consistency • Use a racket or bat to send equipment • Travel with a ball in different ways • Travel with a ball in different directions • Use some kicking and hitting skills in a game • Aim for a target • Begin to use space in a game

Year 1

	<ul style="list-style-type: none"> • Begin to use space in a game 	<ul style="list-style-type: none"> • Aim for a target • Begin to use space in a game 	
RE	<p>Who is a Christian and what do they believe? <i>Lots of time spent on learning and retelling Bible stories</i> Believing</p>	<p>Who is a Muslim and What do they believe? <i>Lots of time spent learning and retelling stories from Prophet Muhammed</i> Believing</p>	<p>What does it mean to belong to a faith community? Living</p>
Computing	<p>Project Evolve - Managing Online Relationships and Self Image & Identify Purple Mash Unit 1.1 Exploring Purple Mash Think U Know Unit 1.2 Grouping & Sorting</p>	<p>Project Evolve - Online Bullying and Privacy & Security Unit 1.3 Pictograms Unit 1.7 Coding Unit 1.6 Animated Stories</p>	<p>Project Evolve - Managing Online Information, Copyright and Ownership and Health, Well-being and Lifestyle and Online Relationships Beebots Typing Skills</p>