

Year 1

	Term 1	Term 2	Term 3
English	<u>Fiction</u>	<u>Fiction</u>	<u>Fiction</u>
	<ul style="list-style-type: none"> • Funnybones – learning about characters, settings, events, (linked to science) • traditional tales – writing character descriptions, sequencing events, retelling a story • Toystory – writing character/setting descriptions, planning & writing own story (linked to history) <p style="text-align: center;"><u>Poetry</u></p> <ul style="list-style-type: none"> • Autumn poems – using adjectives to describe (linked to science & geography) <p style="text-align: center;"><u>Non-fiction</u></p> <ul style="list-style-type: none"> • Writing labels & captions for animals (linked to science) & toys (linked to history) • reading information texts & writing fact pages on animals (linked to science) • reading information texts & writing fact pages on old & new toys (linked to history) 	<ul style="list-style-type: none"> • fairy stories – writing character/setting descriptions, plan & write own stories • dinosaurs – writing a character description, planning & writing own stories <p style="text-align: center;"><u>Poetry</u></p> <ul style="list-style-type: none"> • Spring poems – using adjectives to describe (linked to science & geography) <p style="text-align: center;"><u>Non-fiction</u></p> <ul style="list-style-type: none"> • writing labels & captions for materials (linked to science) • reading information texts on materials (linked to science) • reading & writing instructions • reading information texts & writing fact pages on dinosaurs • reading information texts & writing fact pages on Florence Nightingale (linked to history) 	<ul style="list-style-type: none"> • Little Miss & Mr Men – writing character/setting descriptions, planning & writing own stories • pirates – writing character/setting descriptions, planning & writing own stories <p style="text-align: center;"><u>Poetry</u></p> <ul style="list-style-type: none"> • Summer poems – using adjectives to describe (linked to science & geography) <p style="text-align: center;"><u>Non-fiction</u></p> <ul style="list-style-type: none"> • writing labels & captions for plants (linked to science) • reading information texts & writing fact pages on Neil Armstrong (linked to history)
	<u>Grammar & Punctuation</u>		
	<ul style="list-style-type: none"> • adding the suffixes - s or es, e.g. dogs, brushes • adding the suffixs - ing, ed, er, est, e.g. jumping, jumped, greater, greatest • adding the prefix – un, e.g. undo • use of capital letters, full stops, question marks & exclamation marks 		
Maths	<ul style="list-style-type: none"> • count forwards & backwards to at least 20 • read & write numbers to at least 20 • identify one more & one less • read, write & interpret mathematical statements involving +, - & = to at least 10 	<ul style="list-style-type: none"> • count forwards & backwards to at least 50 • read & write numbers to at least 50 • count in multiples of 2, 5 & 10 • read & write numbers from 1-20 in 	<ul style="list-style-type: none"> • count forwards & backwards to 100 • read & write numbers to 100 • add & subtract one & two digit numbers to at least 20 • solve problems in practical contexts

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	<ul style="list-style-type: none"> • number bonds (+/- facts) to at least 10 • solve problems involving + & – • group & share small quantities • recognise half of shape or quantity • compare lengths, heights, time • recognise & know the value of coins • use language relating to time • tell the time to the hour • recognise & name common 2D shapes 	<p>numerals & words</p> <ul style="list-style-type: none"> • number bonds (+/- facts) to 20 • read, write & interpret mathematical statements involving +, - & = to at least 20 • add & subtract one & two digit numbers, e.g. 18-9= • measure & record lengths & heights • recognise a quarter of shape or quantity • sequence events in chronological order • solve problems for mass or weight • measure & begin to record mass/weight • tell the time to half past • recognise & name common 3D shapes • describe position, direction & movement including half turns 	<ul style="list-style-type: none"> • understand pictorial representations involving x & ÷ including arrays • solve one step problems involving x and ÷ • connect halves & quarters to equal sharing & grouping of objects • solve problems for capacity/volume • measure & begin to record capacity & volume • measure & begin to record time • recognise 2D & 3D shapes in different orientations • describe position, direction & movement including $\frac{3}{4}$ turns
<p>Science</p>	<p style="text-align: center;"><u>Animals, including humans</u></p> <ul style="list-style-type: none"> • identify & label the basic parts of the human body • identify the 5 senses & say which part of the body is associated with each • identify & name a variety of common animals including fish, amphibians, reptiles, birds & mammals • describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds & mammals including pets) • identify & name a variety of common animals that are carnivores, herbivores & omnivores 	<p style="text-align: center;"><u>Everyday materials</u></p> <ul style="list-style-type: none"> • distinguish between an object & the material from which it is made • identify & name a variety of everyday materials, including wood, plastic, glass, metal, water & rock • describe the simple physical properties of a variety of everyday materials • compare & group together a variety of everyday materials on the basis of their simple physical properties 	<p style="text-align: center;"><u>Plants</u></p> <ul style="list-style-type: none"> • label the basic structure of a plant & tree • identify & name a variety of common plants • observe different plants growing in the local environment • identify deciduous & evergreen trees • identify a variety of seeds & bulbs • plant seeds & bulbs & observe changes over time

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<u>Seasonal changes</u>			
	<ul style="list-style-type: none"> observe changes across the 4 seasons observe & describe weather associated with the seasons & how day length varies 		
History	<p>To learn about changes within living memory.</p> <p style="text-align: center;"><u>Toys</u></p> <ul style="list-style-type: none"> compare old & new toys & identify similarities & differences complete a timeline of old & new toys identify changes that have occurred over time explain how toys have changed today 	<p>To learn about the lives of significant individuals in the past who have contributed to national & international achievements.</p> <p style="text-align: center;"><u>Florence Nightingale</u></p> <ul style="list-style-type: none"> research facts & recall important information about Florence Nightingale complete a timeline of Florence Nightingale's life compare hospitals in the past & today identify changes that have occurred over time because of Florence Nightingale 	<p>To learn about significant historical events.</p> <p style="text-align: center;"><u>Explorers: Neil Armstrong</u></p> <ul style="list-style-type: none"> research facts & recall important information about Neil Armstrong complete a timeline of Neil Armstrong's life research facts & recall important information about the moon landing
Geography	<p>To understand geographical similarities & differences through studying the human & physical geography of a small area of the U.K.</p> <p style="text-align: center;"><u>School grounds</u></p> <ul style="list-style-type: none"> identify Leicester, Oadby & Launde on a map explore the school grounds & identify different areas create a simple map of the school with a key identify human & physical features of the area use aerial photographs to recognise landmarks & basic human & physical features 	<p>To understand geographical similarities & differences through studying the human & physical geography of a small area of the U.K.</p> <p style="text-align: center;"><u>Barnaby Bear visits Poole</u></p> <ul style="list-style-type: none"> identify Poole on a map & compare to location of Oadby identify significant features of Poole identify similarities & differences between Oadby & Poole identify human & physical features of a seaside location use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather & key human features: city, town, village, factory, 	<p>To name, locate & identify characteristics of the 4 countries of the U.K & its surrounding seas.</p> <p style="text-align: center;"><u>The U.K</u></p> <ul style="list-style-type: none"> name & locate the 4 countries of the U.K identify the capital cities identify characteristics of the 4 countries identify & name the surrounding seas identify seasonal & daily weather patterns in the U.K

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		farm, house, office, port, harbour & shop	
D.T.	<u>Cooking</u>	<u>Mechanisms – levers and sliders (moving picture)</u>	<u>Structures - (playgrounds)</u>
	<ul style="list-style-type: none"> learn about food hygiene generate ideas to design a healthy snack select from ingredients select from & use tools & equipment safely evaluate own product against design criteria 	<ul style="list-style-type: none"> explore & evaluate a range of existing products make own lever & sliding mechanisms generate ideas & design own moving picture select from & use a range of tools & equipment evaluate own product against design criteria 	<ul style="list-style-type: none"> explore existing structures generate ideas & design own structure select from & use a range of tools & equipment build structures, exploring how they can be made stronger, stiffer & more stable evaluate own product against design criteria
Art	<u>Painting</u>	<u>Sculpture</u>	<u>Collage</u>
	<ul style="list-style-type: none"> look at the work of Mondrian & Paul Klee & other artists discuss preferences & dislikes practise paintbrush control - create lines & shapes identify the primary colours and use colour mixing to create secondary colours use black & white paint to create different tones use skills to create own painting <p>Artist – Mondrian & Paul Klee</p>	<ul style="list-style-type: none"> explore work of Nick Mackman & other artists discuss preferences & dislikes practise cutting & joining skills using playdough design & create own sculpture self & peer assess work <p>Artist – Nick Mackman</p>	<ul style="list-style-type: none"> explore work of Henri Matisse & other artists discuss preferences & dislikes practise cutting & sticking skills using different materials design & create own collage self & peer assess work <p>Artist – Henri Matisse</p>
Computing	<p>Use technology purposefully to create, organise & manipulate digital content.</p> <ul style="list-style-type: none"> use tools such as colour fill & brushes use Word to develop keyboard skills including the use of the space bar, enter & shift key <p>Recognise common uses of information</p>	<p>Understand what algorithms are.</p> <p>Create & debug simple programs.</p> <ul style="list-style-type: none"> write a set of commands for a programmable toy, e.g. Beebot, Mole Maze <p>Use logical reasoning to predict the</p>	<p>Use technology purposefully to create, organise, store, manipulate & retrieve digital content.</p> <ul style="list-style-type: none"> insert pictures organise text change font, size & colour of text save work

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	<p>technology beyond school. Use technology safely & respectfully.</p> <ul style="list-style-type: none"> e-safety 	<p>behaviour of simple programs</p> <ul style="list-style-type: none"> programmable toys e.g. Beebot, Mole Maze 	
<p>R.E</p>	<p><u>Study of Christianity and beliefs</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions:</p> <p>What are my own beliefs?</p> <p>Which is my special place?</p> <p>Who do I look up to?</p> <p>Which symbols are special to me?</p> <p>How should I treat others?</p> <p>What questions do I have? How are they related to what I am studying?</p> <p>Key concepts covered in this topic are:</p> <p>Which symbols are important to Christians?</p> <p>What do stories from the Bible tell us about the Christian God?</p> <p>Why is Jesus important to Christians?</p> <p>How should Christians treat others?</p> <p>What messages did Jesus teach his followers (linked to miracles)?</p>	<p><u>What makes some places sacred?</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions:</p> <p>Which place is special or sacred to me?</p> <p>Which objects are special to me?</p> <p>What are my own experiences of visiting a sacred place?</p> <p>Key concepts covered are:</p> <p>What are the names of some sacred places?</p> <p>How do Christians worship in a church?</p> <p>Which religious objects are important to Christians and why?</p> <p>How do Muslims worship in a Mosque?</p> <p>Which religious objects are important to Muslims and why?</p> <p>How do Hindus worship in a Mandir?</p>	<p><u>What does it mean to belong to a faith community?</u></p> <p>In each topic we explore and recognise that each person has the right to their own beliefs, values and traditions. In our topic we reflect this by asking the questions:</p> <p>Which groups do I belong to?</p> <p>Why are these groups important to me?</p> <p>Have you been to a birth ceremony?</p> <p>Have you been to a wedding?</p> <p>How can we all work together?</p> <p>Key concepts are:</p> <p>What religious groups can people belong to?</p> <p>Which symbols do religious groups use to show their belonging and what do the symbols mean?</p> <p>What happens during birth ceremonies and what are the meanings of these actions?</p>

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		<p>Which religious objects are important to Hindus and why?</p> <p>How do Sikhs worship in a Gurdwara?</p> <p>Which religious objects are important to Sikhs and why?</p> <p>What are the similarities between worship in different sacred places?</p> <p>Which special objects are similar?</p> <p>What are the differences in worship in different sacred places?</p> <p>Which special objects are different?</p> <p>What did you see/smell/hear/touch/taste/enjoy/learn on your visit to St Peter's Church?</p>	<p>How are birth ceremonies similar?</p> <p>How are birth ceremonies different?</p> <p>How do people show they belong to each other when they get married?</p> <p>How are weddings similar?</p> <p>How are weddings different?</p> <p>Faith ceremonies and symbols that will be discussed include: Sikh, Islam, Jewish, Christian, Buddhist, Hindu. Worldview ceremonies and symbols will be discussed.</p>
<p>PE</p>	<p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none"> perform simple movements <p style="text-align: center;"><u>Gymnastics</u></p> <p>Flight, bouncing, jumping & landing.</p> <ul style="list-style-type: none"> bounce, hop, spring & jump using a variety of take offs & landings observe, recognise & copy different body shapes link together 2 or more actions with control & be able to repeat them <p>Points & patches.</p> <ul style="list-style-type: none"> travel confidently on different body parts, 	<p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none"> perform dances using simple movement patterns <p style="text-align: center;"><u>Gymnastics</u></p> <p>Rocking & rolling movements.</p> <ul style="list-style-type: none"> spin, rock, turn & roll with control on various body parts plan & link a series of movements together work safely with an awareness of others <p style="text-align: center;"><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> problem solving activities in small 	<p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none"> perform dances using simple movement patterns, using different stimulus. <p style="text-align: center;"><u>Gymnastics</u></p> <p>Wide, narrow & curled shapes/movements.</p> <ul style="list-style-type: none"> travel, balance & jump confidently showing a variety of body shapes observe, copy & describe what others are doing select & link together 3 different movements

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	<p>including hands</p> <ul style="list-style-type: none"> • hold still balances on large or small body parts • link 2 balances together <p style="text-align: center;"><u>Games</u></p> <p>Spatial awareness, ball control.</p> <ul style="list-style-type: none"> • master basic movements including throwing & catching • participate in team games, developing simple tactics for attacking & defending 	<p>teams & pairs</p> <p style="text-align: center;"><u>Games</u></p> <p>Sending & receiving skills.</p> <ul style="list-style-type: none"> • master basic movements including throwing & catching • participate in team games, developing simple tactics for attacking & defending 	<p style="text-align: center;"><u>Games</u></p> <p>Sending & receiving a ball, dribbling & kicking.</p> <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking & defending <p style="text-align: center;"><u>Athletics</u></p> <p>Running, jumping & throwing techniques.</p> <ul style="list-style-type: none"> • master basic movements including running & jumping
Music	<ul style="list-style-type: none"> • use voices expressively & creatively by singing songs & speaking chants & rhymes • play tuned & untuned instruments musically • listen with concentration & understanding to a range of high-quality live & recorded music • experiment with, create, select & combine sounds 		
Trips	<ul style="list-style-type: none"> • West Lodge Farm • Christmas Pantomime 	<ul style="list-style-type: none"> • St Peter’s Church, Oadby 	<ul style="list-style-type: none"> • Beaumanor hall – pirate day
	<ul style="list-style-type: none"> • parent morning – Christmas decorations 	<ul style="list-style-type: none"> • parent morning – DT (sculpture) 	<ul style="list-style-type: none"> • parent morning – DT (playgrounds)