







Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b> 	<b>Vehicle Text-</b> Old Bear- Jane Hissey <b>Writing Outcomes:</b> Narrative- Finding narrative  <b>Poet Focus:</b> Janet and Alan Ahlberg  <b>Non-fiction Links and opportunities for disciplinary reading:</b>  A Street Through Time- Anne Millard and Steve Noon	<b>Vehicle Text-</b> Rapunzel- Bethan Woollvin <b>Writing Outcomes:</b> Instructions- How to catch a witch  <b>Poetry Focus:</b> Visual Poems- Shape poems and calligrams  <b>Non-fiction Links and opportunities for disciplinary reading:</b> Atlases	<b>Vehicle Text-</b> Hermelin- Mini Grey <b>Writing Outcomes:</b> Narrative- a detective story  <b>Poetry Focus:</b> Poetry Enjoyment- 'Out and About' by Shirley Hughes (A poetry collection)  <b>Non-fiction Links and opportunities for disciplinary reading:</b> The Diversity of Life on Earth – Nicola Davies  Animals of the Serengeti Baby Professor  You wouldn't like to be in The Great Fire of London- Jim Pipe  Ladybird- The Great Fire of London- Chris Baker	<b>Vehicle Text-</b> Where the Wild Things Are- Maurice Sendak <b>Writing Outcomes:</b> Immerse in a portal story before writing Information text- wild things  <b>Poetry Focus:</b> Structured/ visual poetry- acrostics  <b>Non-fiction Links and opportunities for disciplinary reading:</b>  Professor Astro Cat's Solar System Dominic Walliman  Discover our Solar system Colin Stuart  My First book of planets -Bruce Betts  A Year on Adam's Farm- Rachael Saunders	<b>Vehicle Text-</b> The Secret of Black Rock- Joe Todd-Stanton <b>Writing Outcomes:</b> Narrative- a return story  <b>Poetry Focus:</b> The Lost Words Specific Pages  <b>Non-fiction Links and opportunities for disciplinary reading:</b>  Little people big dream- Agatha Christy  No Money Day- Kate Milner  Look and find, Look and Say (Science) by Usborne and the National Trust  Look and Learn in My Garden-	<b>Vehicle Text-</b> The Last Wolf -Mini Grey <b>Writing Outcomes:</b> Immerse in narrative-a hunting story before writing Instructions through recipes  <b>Poetry Focus:</b> Free Verse Poetry Riddles  <b>Non-fiction Links and opportunities for disciplinary reading:</b>  Africa is not a Country- Mark Melnicove  Everything Weather National geographic Little Kids first book of weather National Geographic

			<p>Terrible True Tales from the Tower of London-Sarah Kilby</p> <p>The Great Fire of London- Liz Gogerly</p> <p>The Great Fire of London- Emma Adams</p>		<p>National Geographic</p> <p>National Trust: Birch Trees, Bluebells and Other British Plants- Nikki Dyson</p>	
<p><b>Maths</b></p> 	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Number and Place Value:</b> Numbers to 10 including bonds, <b>Calculations:</b> Addition, Subtraction, <b>Geometry – Position and Direction:</b> Positions</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Number and Place Value:</b> Number to 20 including bonds, <b>Calculations:</b> Addition, Subtraction numbers to 20</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Geometry – Properties of Shapes:</b> Shapes and patterns <b>Measurement:</b> Length and Height</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Number and Place Value:</b> Numbers to 40, <b>Calculations:</b> Addition/subtraction word problems</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Calculations:</b> Multiplication, <b>Calculations:</b> Division <b>Fractions:</b> Fractions <b>Number and Place Value:</b> Numbers to 100 <b>Measurement:</b> Time</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Measurement:</b> Money, <b>Measurement:</b> Volume &amp; Capacity <b>Measurement:</b> Mass <b>Geometry – Position and Direction:</b> Space</p>
<p><b>Science</b></p>	<p><b>Everyday Materials</b></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p><b>Animals Including Humans</b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>		<p><b>Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	

			Identify, draw, name and label the basic parts of the human body and say which part of the body is associated with each sense.			
	<b>Seasonal Changes</b> (Ongoing throughout the year – visit during each of the 4 seasons) Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies					
<b>RE- To Know You More Clearly</b>  	<b>Creation and Covenant</b>  That all that is comes from God. God is our Father. God’s love and care for humanity is experienced through the beauty and order of Creation. Prayer is a way we draw closer to God.	<b>Prophecy and Promise</b> Because God loves us, he gave us his only son Jesus. God called Mary to be the mother of his Son Jesus. Mary said, ‘Yes’ to God’s call. Angels bring God’s message and are a sign that Jesus is the Son of God. The stories about Jesus are in a special book called the Bible	<b>From Galilee to Jerusalem</b> Jesus grows up and reveals the love of the Father to us. Some people that encounter Jesus recognise that he is the Son of God who has come to save all. Jesus is the ‘light to all nations’	<b>From Desert to Garden</b> That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. Jesus died and rose again.	<b>To The Ends of The Earth</b> When people open their hearts to the Holy Spirit they are changed, as the apostles are changed. The mission of the Church begins at Pentecost.	<b>Dialogue and Encounter</b> The Church is the community of all those who belong to Christ. The cross is a symbol of Christianity. The shortest summary of the Catholic faith is the sign of the cross. Learning about their local parish community. Learning about their local parish church. Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish.
<b>History and Geography</b>	<b>History-</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<b>Geography-</b> Geographical skills and field work  Local area that our school is in -Everton	<b>History- Events</b> beyond living memory that are significant nationally or globally	<b>Geography- Place</b> knowledge of a small area- non-European.	<b>History- Significant people</b> in their own locality  Kitty Wilkinson	<b>Geography-Place</b> knowledge- human and physical comparison  Where in the world is the Nest?

	Did Nanna have as much fun with her toys as we do?		The Great Fire of London	Identify seasonal and daily weather patterns		Kenya
<b>PSHE</b> 	<b>Feelings &amp; Special People.</b> Self-regulation Empathy and compassion Emotions Self-respect	<b>Staying Safe</b> <b>*Safeguarding</b> Rights and responsibilities Protecting ourselves Assessing risk Rules  Anti-bullying week	<b>Healthy Me</b> Benefits of physical exercise Healthy diet Online safety Sun safety  Mental health awareness week	<b>All around us</b> Benefits of physical exercise Recycling and reusing How to agree on rules Not complete	<b>Money Matters</b> <b>*Safeguarding</b> Where money comes from Role of money	<b>Internet Safety</b> Curriculum catch up
<b>Journey in Love</b>	<b>Social and emotional</b> Recognise signs that I am loved in my family		<b>Physical</b> Recognise how I am cared for and kept safe in my family			<b>Spiritual</b> Celebrate ways God loves and cares for us
<b>PE</b> 	<b>Fundamentals</b>	<b>Dance</b>	<b>Football</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Tennis</b>
<b>Art &amp; DT</b> 	<b>DT Mechanisms</b> Make a moving picture for a story book- Experimenting with sliders, pupils then plan and make three pages of a moving story book - drawing the page backgrounds, creating the moving parts and assembling it.	<b>Art- Painting</b> Autumnal observational painting. Moods created by colour. Looking at hot and cold colours and sorting.	<b>DT- Structures</b> Constructing a windmill- Designing, decorating and building a windmill, developing an understanding of different types of windmill, how they work and their key features. Looking at examples of	<b>Art- Sculpture</b> 3D Milk Bottle Sculptures	<b>DT- Cooking and Nutrition</b> Design and make a smoothie- Handling and exploring fruits and vegetables and learning how to identify a fruit. Undertaking taste tests to identify ingredients for a smoothie they	<b>Art- Drawing</b> Self Portraits Exploring different media e.g., charcoal, pencil, pastels etc.

			windmills and exploring the functions that they carry out.		make, and designing and creating packaging for their smoothie.	
<b>Computing</b>	<u>Information Technology (IT)</u> BASIC COMPUTER SKILLS <ul style="list-style-type: none"> <li>• Log in</li> <li>• Shut down</li> <li>• Passwords</li> <li>• Keyboard /mouse skills</li> </ul> <i>Digital Literacy: Why do we have passwords?</i>	<u>Digital Literacy (DL)</u> PRODUCING DIGITAL MEDIA <ul style="list-style-type: none"> <li>• How to process &amp; format words</li> <li>• How to process text</li> <li>• How to add digital images.</li> </ul>	<u>Computer Science (CS)</u> UNPLUGGED ALGORITHMS <ul style="list-style-type: none"> <li>• Learn what an algorithm is.</li> <li>• Applied to unplugged activities</li> </ul>	<u>Computer Science (CS)</u> PROGRAMMING ROBOTS <ul style="list-style-type: none"> <li>• Program device such as a Beebot</li> <li>• Compare programming on screen</li> <li>• Building on knowledge from Autumn 1 algorithms</li> </ul>	<u>Information Technology (IT)</u> DATA HANDLING <ul style="list-style-type: none"> <li>• Transfer of data into software</li> <li>• Comparison between handmade and digital pictogram.</li> </ul>	<u>Digital Literacy (DL)</u> PRESENTING INFORMATION <ul style="list-style-type: none"> <li>• Pupils consider how to present cross curricular info digitally</li> <li>• Compare with paper presentations</li> </ul> <i>Digital Literacy: Pupils to discuss how they know if a website is right for them or not.</i>
<b>Music</b>	Children will be encouraged to develop their singing voices, exploring dynamics of loud and quiet. This half term we will focus on developing singing, moving to the beat and composing with rhythms via body percussion.	<b>Listen and appraise –</b>  ‘Aquarium’ from <i>The carnival of the animals</i> by Camille Saint-Saëns.	Children will be continuing to develop their singing voice, as well as become aware of changing tempo, with a focus on developing their understanding of pitch.	<b>Listen and appraise</b>  ‘Dawn’ from Benjamin Britten’s <i>Sea interludes</i> .	Children will be encouraged to sing pentatonic songs, along with play and composing using tuned percussion.	<b>Listen and appraise</b>  Anna Meredith’s, <i>Nautilus</i>

<b>MFL</b> <b>(Non-</b> <b>statutory)</b>	<b>Self, family and friends</b> Name, feelings, where you live Body and face parts Head/shoulders song All the colours/El Monstruo verde story Number: 1- 20	<b>School life</b> Name, feelings, where you live Names of school snacks Colours (x10) Christmas Carols Number: 1-20 recall	<b>The world around us</b> Name, feelings, where you live Names of modes of transport Colours (x10) Number: 1-20 recall	<b>Animals and home environment</b> Name, feelings, where you live Farm animals/animal sounds La Vaca Lola song Colours (x10) Number: 1-20 recall	<b>Leisure</b> Name, feelings, where you live People who help us Colours (x10) Numbers 1-20 recall	<b>Summer</b> Name, feelings, where you live Sea creatures Colours (x10) Numbers 1-20
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