

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver						
	<p><b>Amazing Animals</b></p> <p><b>There's a snake in my School</b> David Williams</p>	<p><b>Antarctica.</b></p> <p><b>The Emperor's Egg</b> Martin Jenkins</p>	<p><b>Colour me happy</b></p> <p><b>The day the crayons quit</b> Oliver Jeffers</p>	<p><b>Coastal Regions and recycling</b></p> <p><b>The Snail and the Whale</b> Julia Donaldson</p>	<p><b>Space</b></p> <p><b>Counting on Katherine</b> Helaine Becker</p>	<p><b>Traditional Fairy tales</b></p> <p><b>Jolly Postman</b> Allan Ahlberg</p>
Vocabulary	<p>Enormous, announced, particularly, mischievous, encouraged, marvel, thundered, spluttered, confiscated, bellowed, crammed, humongous, colony, bulge,</p>	<p><b>Egg, Feathers, flippers, hatch, huddle, colony, horizon, miserable, slippery, waddled, Antarctica</b></p>	<p>Crayons, overworked, neat, favourite, gorgeous, beige, tired, empty, happy, successful, stubby, fabulous, embarrassed, career, whiner, fair, brilliant,</p>	<p>as black as soot, sea is deep, world is wide, smooth black rock, a silvery trail that looped and curled, immensely long, wonderful song, shimmering ice, coral caves, shooting stars, coral caves, starlit sea, towering icebergs, far-off lands, fiery mountains, golden sands, foamed and frolicked and sprayed, arched and crashed,</p>	<p>Bright white sink, yearned, universe, curiosity, catapulted, fury, segregated, foundations, aeronautics, space race, NACA, contributions, spaceship, force, accuracy, astronauts, orbited, Apollo, moon, triumphs, rocketed, flight, commander, gravity,</p>	<p>Palace, cackle, champagne, gingerbread, beautiful, Cinderella, Goldilocks</p>
Literacy Outcomes	<p><b>Hook-</b> Receive a letter from Cannon Hall Farm saying they have received animals and want help to look after them.</p> <p><b>Letter-</b> Letter to Cannon Hall Farm</p> <p><b>Label-</b> animals and animals home</p> <p><b>Recount-</b> Animals that we have seen. How to look after a pet.</p> <p><b>First person (HA)-</b> if you were an animal, what am i?</p>	<p><b>Hook-</b></p> <p>Instructions – How to look after an egg.</p> <p>Non- chronological report on Emperor Penguins.</p> <p>Poem penguin movement – suffixing</p>	<p><b>Hook-</b> Letter from the crayons- replace crayons with the letters.</p> <p>Suffixes - recap ing Plural adding s /es</p> <p>Setting description- New York?</p> <p>Adventure Story- What did the crayons do away from the crayon box?</p> <p>Informal Letters- Using Contractions</p>	<p><b>Hook-</b> beach day in class</p> <p>Setting description of the beach- use beach day to support senses.</p> <p>Skills– nouns and noun phrases, adjectives, settings. ed suffix punctuation – full stops and ! 'and' to join clauses</p> <p>Narrative (own creature and whale)- postcard</p> <p>Information poster- save the sea</p>	<p><b>Hook-</b></p> <p>Recount (Diary) – es plurals</p> <p>Non-chronological report- Lunar Landing</p> <p>Diary extract – Neil Armstrong</p> <p>Letter to future self- what do you want to be when you get older? (Display Board)</p>	<p><b>Hook-</b></p> <p>Instructions – How to be a good/bad character in a story.</p> <p>Narrative – Traditional tale – retell using a performance</p> <p>Letter home.</p> <p>Narrative – own version of fairy tale</p>

Maths	Place value to 10 Addition and subtraction	Shape 2d and 3d Place value to 20	Place value to 20 continued Addition and subtraction within 20	Place value to 50 (Inc 2 5 10) Odds and evens Recap Addition and Subtraction Measurements Length and height	Multiplication and division (incl 2 5 10) Money Position and direction Weight and Volume	Place value to 100 Fractions Time
Topic Outcomes	How to look after animal- building an animals home.  Animals in the local environment,- name and raise awareness	Penguin fact book  How to protect an egg	How to make a Fruit Kebab.  Weather reporting- Film	Beach day- Senses for setting description  Reusing recyclable materials	The moon landing Neil Armstrong	Looking at old technology- old phones, ways of communicating  Write a letter home to family and post it..
Science	<b>Year 1: Animals</b> <u>WALT:</u> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <u>WALT:</u> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets. <u>WALT:</u> identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<b>Year 1: The human body including being healthy</b> <u>WALT:</u> <i>To identify, name and label the basic parts of the human body</i> <u>WALT:</u> <i>To identify, name and say which part of the body is associated with each sense</i>	<b>Year 1: Seasonal changes</b> <u>WALT:</u> observe changes across the four seasons <u>WALT:</u> Observe and describe weather associated with the seasons and how day length varies	<b>Year 1: Everyday Materials.</b> <u>WALT:</u> distinguish between an object and the material from which it is made <u>WALT:</u> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <u>WALT:</u> describe the simple physical properties of a variety of everyday materials <u>WALT:</u> compare and group together a variety of everyday materials on the basis of their simple physical properties.	<b>Year 1: Plants</b> Deciduous and evergreen <u>WALT:</u> identify and describe trees. <u>WALT:</u> identify and name a variety of common wild and garden plants including evergreen and deciduous trees. <u>WALT:</u> identify and describe the basic structure of plants including trees. <u>WALT:</u> use observations to answer questions Plant and observe stages of growth (plant a beanstalk) Identifying plants and leaves. What does a plant need to grow?	<b>Year 1 and 2: Working scientifically</b> <u>WALT:</u> asking simple questions and recognising that they can be answered in different ways  <u>WALT:</u> observing closely, using simple equipment  <u>WALT:</u> performing simple tests

Geography

### Map of the grounds and Building Habitats

#### Year 1/2

WALT: simple fieldwork and simple observational skills to study the geography of their school and its grounds.

WALT: devise a simple map and use and construct basic symbols in a key.

WALT: carry out a small survey of the local area of school

WALT: use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map

WALT: draw simple features

WALT: ask and respond to basic geographical questions

WALT: ask a familiar person prepared question

WALT: use pro-forma to collect data e.g. tally survey

WALT: create plans and raw simple features in their familiar environments

WALT: add labels onto a sketch map, map or photograph of features

WALT: recognise a photo/video as a record of what has been seen/heard

WALT: use a camera in the field to record what is seen

WALT: pupils can use simple compass directions with increased accuracy.

#### Year 1:

WALT: pupils can use simple compass directions with increased accuracy.

WALT: pupils are beginning to devise a simple map

#### Progression – map skills

Use a basic picture map to move around school.

Use directional language such as near and far, up and down, left and right, and forwards and backwards. Draw simple features.

Use directional language such as near and far, up and down, left and right, and forwards and backwards. Draw simple features.

Carry out a local survey of the local area.

Walk around community – recount.

### Comparing Barnsley to Antarctica

#### Year 1:

WALT: pupils can name and locate 3 of the 7 continents of the world

WALT: pupils can name and locate 2 of the 5 oceans of the world

WALT: pupils have studied a small area in the UK and in a non-European country and are able to identify a few similarities and differences in human geography.

WALT: pupils have studied a small area in the UK and in a non-European country and are able to identify a few similarities and differences in physical geography. WALT: use maps, atlases or globes to identify studies regions more confidently and can use 1 at least accurately.

#### Atlas work

Use basic observational skills.

Mapping of 7 continents and 5 seas (Antarctica – southern Ocean)

Look at aerial view pictures and compare the countries

### Weather Reporters

#### Year 1:

WALT: Pupils can identify seasonal patterns.

WALT: Locate the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

#### Weather patterns

Daily weather checking

### Looking a seaside

#### Year 1:

WALT: pupils are beginning to use basic geographical vocabulary to refer to human features

WALT: pupils are beginning to use basic geographical vocabulary to refer to physical features

#### Mapping of

5 oceans of the world – name and locate on world map

#### Atlas work

Look at key costal features.

#### Progression – map skills

Use photographs and maps to identify features.

Use relative vocabulary such as bigger, smaller, like and dislike.

Add labels onto a sketch map, map

### The United Kingdom

Postman Missing letters

. Look at the countries that make the UK. Look at flags and where they are on a map.

#### Year 1:

WALT: Name and locate 3 of the 4 countries of the UK.

WALT: pupils can name 2 of the 4 capital cities of the UK.

WALT: Use maps and atlases to identify the UK and the 4 countries.

WALT: Use basic geographical features (valley and mountain)

WALT: pupils are recognising landmarks with increased accuracy.

Focus on landmarks on each country. Explore all but focus on London. Link to Royal Family.

#### Progression – map skills

Use maps to locate the 4 countries and capital cities of the UK and its surrounding seas.

Use photographs and maps to identify features.

To identify the UK and its position in the world.

Field work- Welly Walks

Progression – field work  
 Carry out a local survey of the local area.  
 Ask and respond to basic geographical questions.  
 Create plans and raw simple features in their familiar environment.  
 Animal home

History

Progression – historical terms  
 Vocab of: a long time ago, recently, when my... were, younger, years.

**Spotted Owls Explorers (Voyager) Scott the antartic**

**Year 1/2:**  
WALT: Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why

**Year 1:**  
WALT: pupils can order some events they have learnt about from furthers away to most recent with increasing accuracy.  
WALT: pupils know what a time line is.

Progression – cause and consequence  
 Recognise why people did things

**Neil Armstrong- The Moon landing**

**Year 1/2:**  
WALT: Choose and use parts of stories and other sources to ask and answer questions about the past.  
WALT: Identify different ways in which the past is represented: e.g. fictional accounts, illustrations, films, song, museum displays  
WALT: Discuss change and continuity in an aspect of life, e.g. holidays

**Year 1:**  
WALT: pupils can use and are beginning to remember names and places that link to areas of study  
WALT: pupils are beginning to use simple words and phrases mostly accuracy to indicate periods of time e.g. a long time ago.  
WALT: Pupils can remember most key events about the areas they have studied  
WALT: Pupils are beginning to understand that they can find historical information in books

Progression – cause and consequences  
 Recognise what happened as a result of people's actions or events.

**Alexander Graham Bell**

The invention of the telephone

**Year 1/2:**  
WALT: Observe or handle evidence to ask questions and find answers.  
WALT: Identify similarities and differences between ways of life in different periods, including their own lives  
WALT: Recognise why people did things  
 Recognise why some events happened  
WALT: Recognise what happened as a result of people's actions or events

**Year 1:**  
WALT: pupils are beginning to make comparisons between areas of study  
 WALT: Pupils can ask simple questions when they are unsure.  
WALT: Pupils can accurately answer some questions verbally related to an area of study

Telephone invention  
 Sending messages – sending a letter

Sending messages – sending a letter

					Progression – chronology Demonstrate an awareness of the past using common words and phrases relating to the passing of time.	
Art	<p align="center"><b>Self Portrait</b></p> <p><b>Year 1:</b>  <u>WALT:</u> can colour (own work) neatly following the lines  <u>WALT:</u> Can copy everyday objects, including more details in drawings such as patterns and shapes..  <u>WALT:</u> review our work and identify what we might change in future work  <u>WALT:</u> Can they draw lines of different thickness using two different grades of pencil.  <u>WALT:</u> about differences and similarities in the work of artists  <u>WALT:</u> ask and answer questions about the starting points for their work, and to develop their ideas  <u>WALT:</u> try out tools and techniques and apply these to materials and processes, including drawing    Artist study: Pablo Picasso</p>	<p align="center"><b>Sunset in Antarctica</b></p> <p><b>WALT:</b> to develop a wide range of art and design colour.  <b>WALT</b> to develop a background.</p> <p><i>WALT Mixing secondary colours.  WALT Exploring how shades can be created using black and white.  WALT Practise mixing colours and shades to produce more accurate results.  WALT Uses thick and thin brushes, beginning to select where appropriate.</i></p> <p>Artist study: Georgina O'Keefe</p>	<p align="center"><b>Weather Printing</b></p> <p><b>Year 1:</b>  <u>WALT:</u> Mixing secondary colours.  <u>WALT:</u> Exploring how shades can be created using black and white.  <u>WALT:</u> Practise mixing colours and shades to produce more accurate results.  <u>WALT:</u> Uses thick and thin brushes, beginning to select where appropriate  <u>WALT:</u> represent observations, ideas and feelings, and design and make a painting  <u>WALT:</u> communicate something about themselves in their drawing.  <u>WALT:</u> create moods in the drawings.  <u>WALT:</u> Can draw using pencils and crayons.  <u>WALT:</u> to develop a background.    Artist study: Van Gogh</p>	<p align="center"><b>Making Sea creatures</b></p> <p>Clay – making and painting a snail or sea creature  Model- the whale using different materials.</p> <p><b>Year 1:</b>  <u>WALT:</u> from a flat piece of clay or playdough cut out desired shapes with some accuracy.  <u>WALT:</u> Experiment making different shapes and objects with soft modelling materials.  <u>WALT:</u> manipulate playdough or clay in a variety of ways including rolling, pinching and kneading.  <u>WALT:</u> using tools safely and in the correct way.  <u>WALT:</u> Add simple decoration using paint or impressing.  <u>WALT:</u> Simple joining of materials using PVA glue.  <u>WALT:</u> Uses a range of materials to create a model, e.g. straws, paperclips.    Artist study: Matisse - 'The Snail'</p>		
Design Technology		<p><b>Making a vehicle</b>  Making a train for Paddington station</p> <p align="center"><b>DESIGN, MAKE, EVALUATE</b></p> <p><b>Year 1:</b>  <u>WALT:</u> Develop their design ideas applying findings from their earlier research  <u>WALT:</u> Make vehicles construction kits which contain free running wheels.  <u>WALT:</u> cut materials safely using tools provided.  <u>WALT:</u> Attach wheels to chassis on a model using an axel.  <u>WALT:</u> Begin to assemble, join and combine materials and components together using a</p>	<p><b>Cooking and nutrition</b>  Make fruit Kebabs</p> <p align="center"><b>DESIGN, MAKE, EVALUATE</b></p> <p><b>Year 1:</b>  <u>WALT:</u> Draw on their own experience to help generate ideas.  <u>WALT:</u> Suggest ideas and explain what they are going to do  <u>WALT:</u> Know how to prepare simple dishes safely and hygienically, without using a heat source such as a fruit salad.    <u>WALT:</u> Use appropriate equipment to weigh and measure ingredients.</p>			<p><b>Mechanisms</b>  Making masks for a play</p> <p align="center"><b>DESIGN, MAKE, EVALUATE</b></p> <p><b>Year 1:</b>  <u>WALT:</u> Generate own ideas for design by drawing on own experiences or from reading  <u>WALT:</u> model their ideas on card or paper  <u>WALT:</u> mark out materials to be cut using a template  <u>WALT:</u> With help measure, ark out, cut and shape a range of materials  <u>WALT:</u> explore using tools including scissors and a hole punch safely  <u>WALT:</u> select tools and techniques</p>

		<p>variety of temporary methods e.g. glue/ masking tape.</p> <p><u>WALT:</u> Begin to use simple finishing techniques to improve the appearance with their product.</p> <p><u>WALT:</u> use appropriate language to describe colours, media, equipment and textures.</p>	<p><u>WALT:</u> Know how to use techniques such as cutting, peeling, and grating with support.</p> <p><u>WALT:</u> Talk about their design ideas and what they are making</p>			needed to shape assemble and join materials they are using.
PE	<p><b>Year 1: Real PE, Unit 1, co-ordination and footwork and static balance personal</b></p> <p>I have begun to challenge myself. I know where I am with my learning. I try several times if at first I do not succeed. I ask for help when appropriate. I can work on simple tasks by myself. I can follow instructions and practise safely.</p>	<p><b>Year 1: Real PE, Unit 2, dynamic balance and static balance Social</b></p> <p>Invasion games I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. I can help, praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.</p>	<p><b>Year 1: Real PE, Unit 3 Dynamic balance and static balance Cognitive</b></p> <p>Gymnastics I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and difficulties in performance. I can name some things I am good at. I can understand and follow simple rules.</p>	<p><b>Year 1: Real PE, Unit 4 Co-ordination and counter balance Creative</b></p> <p>Ball skills I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can explore and describe different movements.</p>	<p><b>Year 1: Real PE, Unit 5 Co-ordination and agility physical</b></p> <p>Striking and fielding I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with some changes in the level, direction or speed. I can perform a range of skills with some control and consistency. I can perform a small range of skills and link two movements together. I can perform a single skill or movement together. I can perform a single skill or movement with some control.</p>	<p><b>Year 1: Real PE, Unit 6 Athletics (sports day)</b></p> <p>I can explain why we need to warm and cool down. I can describe how and why my body changes during and after exercise. I use equipment appropriately, move, and land safely. I can say how my body feels before, during and after exercise. I am aware of why exercise is important for good health.</p> <p>Jelly fish Dance</p>
Music	<p><b>Charranga, Unit 1</b></p> <p>Hands, Feet, Heart Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. African Dance – perform dances using simple movement patterns.</p>	<p><b>Charranga, Unit 2</b></p> <p>Ho ho ho Listen &amp; Appraise (descriptions for all strands as Autumn 1)</p> <p>Christmas Production Singing</p> <p>London’s burning – use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p><b>Charranga, Unit 3</b></p> <p>I Wanna Play In A Band Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <p>Perform/Share</p>	<p><b>Charranga, Unit 4</b></p> <p>Spring 2 – Zoo time Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after step 3</li> <li>• Composition - option after step 4</li> </ul> <p>Perform/Share</p>	<p><b>Charranga, Unit 5</b></p> <p>Friendship Song Listen &amp; Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation - option after Step 3</li> <li>• Composition - option after Step 4</li> </ul> <p>Perform/Share</p>	<p><b>Charranga, Unit 6</b></p> <p>Replay, Reflect and Rewind Listen &amp; Appraise (descriptions for all strands as above) Musical Activities:</p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation</li> <li>• Composition</li> </ul> <p>Perform/Share</p>
RE	<p><b>Year 1: Christianity God/Creation</b> Does God want Christians to look after the World?</p>	<p><b>Year 1: Christianity Incarnation</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p><b>Year 1: Christianity Incarnation</b> Is it always easy for Jesus to show friendship?</p>	<p><b>Year 1: Christianity Salvation</b> Why was Jesus welcomed like a king or a celebrity by the crowds on Palm Sunday Easter story</p>	<p><b>Year 1: Judaism – the Shabbat</b> Is Shabbat important to Jewish children?</p>	<p><b>Year 1: Judaism – Yom Kippur</b> Are Rosh Hashanah and Yom Kippur are they important to Jewish children</p>
Trips/event	<p>Visit from parents and pets Cannon Hall Farm- if allowed</p>	<p>Christmas Nativity</p>	<p>Welly Walk- seasonal changes</p>	<p>Beach day in the classroom Beach day (filey) if allowed?</p>	<p>Guest Appearance from Neil Armstrong  Dress up as an inspirational person day (end of half term)</p>	<p>Walk in local area to post a letter  Find the Post Office  Wear red, white, and blue day.  Play- Adults in school to watch or record?  Post Office Trip? (Samantha)</p>

<p>PSHE, FBV and Life Skills</p>	<p><b>Jigsaw – Unit 1 Being me in my world</b>  Class rules and expectations (Law/Responsibility)  School Council elections (FBV Democracy)</p>	<p><b>Jigsaw - Unit 2 Celebrating Difference</b>  I can tell you some ways I am different from my friends  I understand these differences make us all special and unique</p>	<p><b>Jigsaw – Unit 3 Dreams and Goals</b>  I can tell you how I felt when I succeeded in a new challenge and how I celebrated it  I know how to store the feelings of success in my internal treasure chest</p> <p>Careers Day</p>	<p><b>Jigsaw - Unit 4 Healthy Me</b>  I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy  I can recognise how being healthy helps me to feel happy</p>	<p><b>Jigsaw – Unit 5 Relationships</b>  I can tell you why I appreciate someone who is special to me and express how I feel about them</p> <p>Road Safety</p>	<p><b>Jigsaw- Unit 6 Changing Me</b>  I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina  I respect my body and understand which parts are private</p>
<p><b>Computing</b></p>	<p>Year 1: Computing systems and networks – Technology around us</p>	<p>Year 1: Creating media – digital painting</p>	<p>Year 1: Creating media – digital writing</p>	<p>Year 1: Data and information – grouping data</p>	<p>Year 1: Programming A – moving a robot</p>	<p>Year 1: Programming B – Introduction to animation</p>