

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver						
	<p><b>Amazing Animals</b></p> <p>There's a snake in my School David Williams</p>	<p><b>Antarctica.</b></p> <p>The Emperor's Egg Martin Jenkins</p>	<p><b>Colour me happy</b></p> <p>The day the crayons quit Oliver Jeffers</p>	<p><b>Coastal Regions</b></p> <p>The Snail and the Whale Julia Donaldson</p>	<p><b>Traditional Fairy tales</b></p> <p>The Jolly Postman Janet &amp; Allan Ahlberg</p>	<p><b>Florence Nightingale And Mary Seacole.</b></p>
Vocabulary	<p>Enormous, announced, particularly, mischievous, encouraged, marvel, thundered, spluttered, confiscated, bellowed, crammed, humongous, colony, bulge,</p>	<p>Egg, Feathers, flippers, hatch, huddle, colony, horizon, miserable, slippery, waddled, Antarctica, emperor, shuffle,</p>	<p>Crayons, overworked, neat, favourite, gorgeous, beige, tired, empty, happy, successful, stubby, fabulous, embarrassed, career, whiner, fair, brilliant,</p>	<p>Humpback, soot, slithered, immersive, shimmering, coral, shooting, enormous, towering, icebergs, fiery, crashed, foamed, frolicked, gazed, squirting, shimmering, silvery,</p>	<p>Uniform, postal, garage, cottage, occupier, bungalow, cackle, glee, bloke, thimbleful, rode, palace, publish, celebration, enclosed, marvellous, displease, humble, permission,</p>	<p>Nursing, famous, patients, disease, medicine, modern, christened, wealthy, declare, Crimea, outrageous, open-mouthed, descended, ward, thundering</p>
Literacy Outcomes	<p>Hook- Receive a letter from Cannon Hall Farm saying they have received animals and want help to look after them.</p> <p>Letter- Letter to Cannon Hall Farm</p> <p>Label- animals and animals home</p> <p>Recount- Animals that we have seen. How to look after a pet.</p> <p>First person (HA)- if you were an animal, what am i?</p>	<p>Hook-</p> <p>Instructions – How to look after an egg.</p> <p>Narrative-Lost and found.</p>	<p>Hook- Letter from the crayons- replace crayons with the letters.</p> <p>Suffixes - recap ing Plural adding s /es</p> <p>Adventure Story- Where the Wild things are.</p>	<p>Hook- beach day in class</p> <p>Setting description of the beach- use beach day to support senses. Descriptive writing.</p> <p>Skills– nouns and noun phrases, adjectives, settings. ed suffix punctuation – full stops and ! 'and' to join clauses</p> <p>Brochure- Holiday hut</p> <p>Narrative (own creature and whale)- postcard</p> <p>Easter acrostic poem.</p>	<p>Hook-</p> <p>Character description.</p> <p>Letter home.</p> <p>Narrative – own version of fairy tale</p> <p>Recount</p>	<p>Hook-</p> <p>Non-Chron</p> <p>Diary entry</p>

Maths	Place value to 10 Addition and subtraction	Addition and subtraction  Shape 2d and 3d	Addition and subtraction  Shape 2d and 3d  Place value to 20	Shape 2d and 3d Place value to 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	Look at our school grounds.	story  How to protect an egg	Weather reporting- Film	Beach day- Senses for setting description  First Tuesday back Hook for snail petting zoo.	Looking at old technology- old phones, ways of communicating  Write a letter home to family and post it..	Get a nurse in to talk about her job.
Science	<b>Year 1: Animals</b> <i>WALT:</i> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <i>WALT:</i> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets. <i>WALT:</i> identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<b>Year 1: The human body including being healthy</b> <i>WALT:</i> To identify, name and label the basic parts of the human body <i>WALT:</i> To identify, name and say which part of the body is associated with each sense	<b>Year 1: Seasonal changes</b> <i>WALT:</i> observe changes across the four seasons <i>WALT:</i> Observe and describe weather associated with the seasons and how day length varies	<b>Year 1: Everyday Materials.</b> <i>WALT:</i> distinguish between an object and the material from which it is made <i>WALT:</i> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <i>WALT:</i> describe the simple physical properties of a variety of everyday materials <i>WALT:</i> compare and group together a variety of everyday materials on the basis of their simple physical properties. <i>WALT:</i> use observations to answer questions	<b>Year 1: Plants</b> Deciduous and evergreen <i>WALT:</i> identify and describe trees. <i>WALT:</i> identify and name a variety of common wild and garden plants including evergreen and deciduous trees. <i>WALT:</i> identify and describe the basic structure of plants including trees. <i>WALT:</i> 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?	Recap

<p>Geography</p>	<p><b>Map of the grounds and Building Habitats</b></p> <p><u>Year 1/2</u></p> <p><u>WALT:</u> simple fieldwork and simple observational skills to study the geography of their school and its grounds.</p> <p><u>WALT:</u> devise a simple map and use and construct basic symbols in a key.</p> <p><u>WALT:</u> 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</p> <p><u>WALT:</u> ask and respond to basic geographical questions</p> <p><u>WALT:</u> create plans and draw simple features in their familiar environments</p> <p><u>WALT:</u> add labels onto a sketch map, map or photograph of features</p> <p><b>Progression – map skills</b> 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.</p> <p>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. 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</p>		<p><b>The United Kingdom</b></p> <p>. Look at the countries that make the UK. Look at flags and where they are on a map.</p> <p><u>Year 1:</u> <u>WALT:</u> Name and locate 3 of the 4 countries of the UK. <u>WALT:</u> pupils can name 2 of the 4 capital cities of the UK. <u>WALT:</u> Use maps and atlases to identify the UK and the 4 countries. <u>WALT:</u> Use basic geographical features (valley and mountain) <u>WALT:</u> pupils are recognising landmarks with increased accuracy.</p> <p>Focus on landmarks on each country. Explore all but focus on London. Link to Royal Family.</p> <p><b>Progression – map skills</b> 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</p>	<p><b>Looking a seaside</b></p> <p><u>Year 1:</u> <u>WALT:</u> pupils are beginning to use basic geographical vocabulary to refer to human features <u>WALT:</u> pupils are beginning to use basic geographical vocabulary to refer to physical features <u>WALT:</u> pupils can name and locate 2 of the 5 oceans of the world <u>WALT:</u> use pro-forma to collect data e.g. tally survey <u>WALT:</u> recognise a photo/video as a record of what has been seen/heard <u>WALT:</u> draw simple features</p>		<p><b>Comparing the UK to Jamaica.</b></p> <p><u>Year 1:</u> <u>WALT:</u> pupils can name and locate 3 of the 7 continents of the world <u>WALT:</u> 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. <u>WALT:</u> 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. <u>WALT:</u> use maps, atlases or globes to identify studies regions more confidently and can use 1 at least accurately.</p> <p># <u>WALT:</u> Locate the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>WALT:</u> ask a familiar person prepared question</p> <p>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</p> <p>Mapping of 5 oceans of the world – name and locate on world map</p>
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<p>History</p> <p>Progression – historical terms Vocab of: a long time ago, recently, when my... were, younger, years.</p>		<p><b>Spotted Owls Explorers (Voyager) Scott the antartic</b></p> <p><b>Year 1/2:</b> <u>WALT:</u> 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 <u>WALT:</u> Identify different ways in which the past is represented: e.g. fictional accounts, illustrations, films, song, museum displays</p> <p><b>Year 1:</b> <u>WALT:</u> pupils can order some events they have learnt about from furthers away to most recent with increasing accuracy. <u>WALT:</u> Pupils can accurately answer some questions verbally related to an area of study <u>WALT:</u> Recognise why some events happened</p> <p>Progression – cause and consequence Recognise why people did things</p>			<p><b>Caxton/Bell</b></p> <p>The invention of the telephone</p> <p><b>Year 1/2:</b> <u>WALT:</u> Observe or handle evidence to ask questions and find answers. <u>WALT:</u> Identify similarities and differences between ways of life in different periods, including their own lives <u>WALT:</u> Recognise why people did things <u>WALT:</u> Recognise what happened as a result of people's actions or events</p> <p><b>Year 1:</b> <u>WALT:</u> pupils are beginning to make comparisons between areas of study <u>WALT:</u> Pupils can ask simple questions when they are unsure. <u>WALT:</u> pupils know what a time line is.</p> <p>Telephone invention Sending messages – sending a letter</p> <p>Sending messages – sending a letter</p>	<p><b>Florence Nightingale</b></p> <p><b>Year 1:</b> <u>WALT:</u> pupils can use and are beginning to remember names and places that link to areas of study <u>WALT:</u> pupils are beginning to use simple words and phrases mostly accuracy to indicate periods of time e.g. a long time ago. <u>WALT:</u> Pupils can remember most key events about the areas they have studied <u>WALT:</u> Pupils are beginning to understand that they can find historical information in books</p> <p>Progression – cause and consequences Recognise what happened as a result of people's actions or events.</p> <p>Progression – chronology Demonstrate an awareness of the past using common words and phrases relating to the passing of time.</p>
<p>Art</p>	<p><b>Animals.</b></p> <p>Year 1: <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> Can they draw lines of different thickness using two different grades of pencil. <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 <i>WALT to develop a background.</i></p> <p>Artist study: Pablo Picasso</p>		<p><b>Emotion Paintings- Pop Art Style</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.</p> <p>Artist study: Andy Warhol.</p>			<p><b>Florance Nightingales Medal</b></p> <p>Clay – Make Florence's medal using clay.</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.</p>

Design Technology		<p>Making Moveable story books for Reception children.</p> <p><b>DESIGN, MAKE, EVALUATE</b></p> <p><b>Year 1:</b>  <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, mark 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 needed to shape assemble and join materials they are using.  <u>WALT:</u> Talk about their design ideas and what they are making</p>		<p><b>Cooking and nutrition</b>  Make a Lighthouse Keepers Lunch</p> <p><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> Know how to use techniques such as cutting, peeling, and grating with support.  <u>WALT:</u> Talk about their design ideas and what they are making  WALT: Suggest how their design ideas could be improved.</p>	<p><b>Making a vehicle- Mechanisms</b>  Making a post van for our letters</p> <p><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 axle.  <u>WALT:</u> Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glue/ masking tape.  <u>WALT:</u> Begin to use simple finishing techniques to improve the appearance with their product.  <u>WALT:</u> use appropriate language to describe colours, media, equipment and textures.</p>	
PE	<p><b>Year 1: Real PE, Unit 1, co-ordination and footwork and static balance personal</b>  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>  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>  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>  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>  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>  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>  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.  OR music man Mr Mathers</p>	<p><b>Charranga, Unit 2</b>  Ho ho ho  Listen &amp; Appraise (descriptions for all strands as Autumn 1)  Christmas Production Singing  London's burning – use their voices expressively and creatively by singing songs and speaking chants and rhymes.  OR music man Mr Mathers</p>	<p><b>Charranga, Unit 3</b>  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:  • Games  • Singing  • Playing  • Improvisation - option after Step 3  • Composition - option after Step 4  Perform/Share  OR music man Mr Mathers</p>	<p><b>Charranga, Unit 4</b>  Spring 2 – Zoo time  Listen &amp; Appraise (descriptions for all strands as above)  Musical Activities - a new activity is added until Step 4:  • Games  • Singing  • Playing  • Improvisation - option after step 3  • Composition - option after step 4  Perform/Share  OR music man Mr Mathers</p>	<p><b>Charranga, Unit 5</b>  Friendship Song  Listen &amp; Appraise (descriptions for all strands as above)  Musical Activities - a new activity is added until Step 4:  • Games  • Singing  • Playing  • Improvisation - option after Step 3  • Composition - option after Step 4  Perform/Share  OR music man Mr Mathers</p>	<p><b>Charranga, Unit 6</b>  Replay, Reflect and Rewind  Listen &amp; Appraise (descriptions for all strands as above)  Musical Activities:  • Games  • Singing  • Playing  • Improvisation  • Composition  Perform/Share  OR music man Mr Mathers</p>

RE	Year 1: Christianity God/Creation Does God want Christians to look after the World?	Year 1: Christianity Incarnation What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Year 1: Christianity Incarnation Is it always easy for Jesus to show friendship?	Year 1: Christianity Salvation Why was Jesus welcomed like a king or a celebrity by the crowds on Palm Sunday Easter story	Year 1: Judaism – the Shabbat Is Shabbat important to Jewish children?	Year 1: Judaism – Yom Kippur Are Rosh Hashanah and Yom Kippur are they important to Jewish children
Trips/event	Visit from parents and pets Cannon Hall Farm	Christmas Carols. Reading workshop. Santa visit Polar express event	Welly Walk- seasonal changes	Beach day in the classroom	Careers Day  Walk in local area to post a letter  Find the Post Office  Post Office Trip? (Samantha)	Nurse workshop?
PSHE, FBV and Life Skills	<b>Jigsaw – Unit 1 Being me in my world</b> Class rules and expectations (Law/Responsibility) School Council elections (FBV Democracy)	<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	<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	<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	<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	<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
Computing	Year 1: Computing systems and networks – Technology around us	Year 1: Creating media – digital painting	Year 1: Creating media – digital writing	Year 1: Data and information – grouping data	Year 1: Programming A – moving a robot	Year 1: Programming B – Introduction to animation