| Year 1 | **Advent 1** | **Advent 2** | **Lent 1** | **Lent 2** | **Pentecost 1** | | **Pentecost 2** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **English**  Progress will be supported through our Spellings and Accelerated Reader programmes. | This term’s texts will include a combination of **Traditional Tales**. We will know more about sequencing and retelling stories.  **SPaG:** focusing on capital letters, full stops, finger spaces, adjectives and combining words to make a sentence. | **Beegu**, a fiction text by Alexis Deacon. We will know more about writing in role, letters, instructions, and introduction to dialogue through speech and thought bubbles.  **SPaG:** focusing on pronouns, introduction to punctuation (full stop, question mark, exclamation mark), Range of sentence structures; sequencing sentences and question marks. | **Grace and Family**, a picture book by Mary Hoffman. We will know more about writing in role, diaries, informal letter writing and poetry.  **SPaG:** focusing on conjunctions, recapping punctuation so far, and sequencing sentences to form short narratives. Begin to use tenses correctly. | **The Lonely Beast**, a fiction text by Chris Judge. We will introduce story mapping and writing a story. We will introduce formal letter writing and newspaper report writing.  **SPaG**: focusing on exclamation marks, question marks, capital letters, full stops, commas, and adjectives and adverbs. | **Halibut Jackson**, a fiction text by David Lucas. We will know more about formal letter writing, poetry, story writing, writing in role and introduce persuasive writing.  **SPaG**: focusing on adjectives, time conjunctions, and sequencing sentences to form short narratives. Begin to use past, present and future tense correctly in writing.  Language for effect and word play. | | **10 Things I Can Do to Help My World**, a non-fiction text by Melanie Walsh. We will know more about labels, captions, posters, and other information texts.  **SPaG:** focusing on adjectives, question marks, exclamation marks, and sequencing sentences to form short narratives.  Noun phrases and expanded phrases.  Storytelling language.  Present and past tenses. |
| **Maths** | Using White Rose Maths (WRM), we will continue to learn maths through a cumulative approach to the curriculum; once a topic is covered, it is revisited many times again in other contexts. We also make use of WRM’s Flashback 4 which has spaced repetition of key topics throughout and between years to best support our children with their rehearsal and retrieval of maths skills. Our approach will also continue to support the transition from manipulation of concrete objects to pictorial and mental representations, the development of mathematical language and the internalisation of strategies to operate mathematically.  **Place value within 10 A picture containing ax, silhouette  Description automatically generated Addition & Subtraction Within 10 A picture containing ax, silhouette  Description automatically generated Geometry-Shape A picture containing ax, silhouette  Description automatically generated Place value within 20 A picture containing ax, silhouette  Description automatically generated Addition & Subtraction Within 20A picture containing ax, silhouette  Description automatically generated Place value within 50 Length and Height A picture containing ax, silhouette  Description automatically generated Weight & Volume A picture containing ax, silhouette  Description automatically generated Multiplication & Division A picture containing ax, silhouette  Description automatically generated Fractions  Position & Direction A picture containing ax, silhouette  Description automatically generated Place value within 100 A picture containing ax, silhouette  Description automatically generated MoneyA picture containing ax, silhouette  Description automatically generated Time** | | | | | | |
| **Religious Education** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Domestic Church:** Families, God’s love and care for every family | **Baptism & Confirmation:** Belonging, an invitation to belong to God’s family | **Local Church:** Special People, people in the parish family | **Lent & Easter:** Change. Lent, a time for change | **Reconciliation & Anointing the Sick:** Being Sorry, God helps us choose well | **Universal Church:** Neighbours, share God’s world | |  | **Judaism:** Abraham and Moses | **Advent/Christmas:** Waiting, a time to look forward to Christmas | **Eucharist:** Meals. mass, Jesus’s special meal | **Pentecost:** Holidays and Holydays, feast of the holy spirit | **Islam:** Stories | | | | | | | |
| **Science**  We explore Seasonal Changes through the year | **Animals, Including Humans-All about animals.**  The children will learn how to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and name a variety of common animals that are carnivores, herbivores and omnivores. And finally, they will learn how to describe and compare the structure of a variety of common animals. | **Animals, Including Humans- All about me.**  The children will learn how to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | **Exploring Materials- Exploring Everyday Materials.** Part 1  The children will learn how to distinguish between an object and the material from which it is made. They will also learn how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. They will describe the simple physical properties of a variety of everyday materials. And finally, they will learn how to compare and group together a variety of everyday materials based on their simple physical properties. | **Plants.**  The children will learn how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They also learn how to identify and describe the basic structure of a variety of common flowering plants, including trees. | **Exploring Materials- Exploring Everyday Materials.** Part 2  The children will learn how to distinguish between an object and the material from which it is made. They will also learn how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. They will describe the simple physical properties of a variety of everyday materials. And finally, they will learn how to compare and group together a variety of everyday materials based on their simple physical properties. | | **Plants**  The children will learn how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They also learn how to identify and describe the basic structure of a variety of common flowering plants, including trees. |
| **History**  **and Geography** | Geography  **Our Local Area**  What’s it like where we live?  The children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps. | History  **My Family**  What was lifelike when our grandparents were children?  The children will explore similarities and differences between their own lives and those of people their grandparents’ age. The children will develop an awareness of the past, know where the people and events they study fit within a chronological framework. | Geography  **People and Their Communities**  Where in the world do these people live?  The children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations.  The children will name and locate the world’s seven continents, learn about the human and physical geography of a small area in several non-European countries and read images, maps, atlases and globes. | History  **The Greatest Explorers**  Lives of significant individuals.  The children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams. They will study an explorer from different perspectives, discussing what makes an explorer ‘great’, and who might not think that. | Geography  **Animals and Their Habitats**  Where do our favourite animals live?  The children will name and locate the world’s seven continents and five oceans. They will use world maps, atlases and globes to identify countries, continents and oceans. The children will use simple fieldwork and observational skills. | | History  **Great Inventions –**  **The First Flight**  How did the first flight change the world? Why were the Rainhill Trials important?  The children will explore the stories of two significant events in the history of travel, and the impact they had on people’s lives, back then and in the future. They will develop an awareness of the past, using common words and phrases relating to the passing of time. The children will know where the people and events they study fit within a chronological framework. They will be able to identify similarities and differences between ways of life in different periods. |
| **Computing** | **Online Safety & Exploring Purple Mash**  Children to log in safely and understand why that is important. | **Grouping & Sorting**  Children will know how to sort items using a range of criteria. The children will know how to use software for grouping items such as tools within Purple Mash.  **Pictograms**  Children will know that data can be represented in a picture format e.g., pictogram. The children will know how to contribute to a class pictogram. They will understand how to use a software such as 2Count to record results of an experiment into a pictogram format. | **Lego Builders**  Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand.  **Maze Explorers**  The children will know the functionality of the direction keys in 2GO.  They will learn how to create and debug a set of simple instructions (algorithm).  Children will understand how to use the additional direction keys within 2Go as part of an algorithm. | **Animated Story Books**  The children will know what e-books are. They will know of software such as 2Create a Story that allows users to create interactive stories. They will understand how to add animation to an interactive story and how to add sound. | **Coding**  Children will know what instructions are and can predict what might happen when they are followed. They will know how to plan and make a simple computer program e.g., fish moves right, crab moves up. • Knows what objects, actions and backgrounds are within a coding environment. The children will know what an event is and knows how to use an event to control an object. | | **Spreadsheets**  The children will know what a spreadsheet program environment looks like including cells, rows and columns. They will know basically what a spreadsheet program can help do. The children will understand how to enter data into spreadsheet cells and how to add images to cells.  **Technology outside school**  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
| **Design Tech** |  | **Moving Pictures**  Planning and designing moving pictures with a winter theme using a range of equipment to perform practical tasks. |  |  |  | | **Recycled Materials**  Using recycled materials to make a purposeful object.  . |
| **Art and Design** | **Sculpture**  using drawings to develop ideas into sculptures using clay. |  |  |  | **Weaving**  using a range of fabrics to create a pattern. | |  |
| **Music** | **Pulse and rhythm-**  **Theme: All about me**  Children will learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities. |  |  | **Musical Vocabulary**  **Theme: Under the sea**  Children will take a journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments. | **Timbre and rhythmic patterns**  **Theme: Fairytales**  Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale. | | **Pitch and tempo**  **Theme: Superheroes**  Children will be learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting. |
| **PE** | Net Games | Gym - Games - Outdoor Adventurous Activities | Striking & Fielding | Dance | Outdoor Adventurous Activities | | Athletics – Games |
| **PSHE** | Being Me in My World  **Special and Safe. My Class. Rewards and Feeling Proud. Consequences. Owning our Learning Charter.**  Children to understand the rights and responsibilities of class members, know about rewards and consequences and that these stem from choices, know that it is important to listen to other people. | Celebrating Differences  What is bullying and knowing how to deal with it.  Children will be able to identify what is bullying and what isn’t, to understand how being bullied might feel, to recognising ways in which they are the same as their friends and ways they are different. | Dreams and Goals  Setting goals, successes and achievements. Working well and celebrating achievement with a partner. Tackling new challenges and overcoming obstacles. Feelings of Success.  Children will recognise things that they do well. They will be able to explain how they learn best and to recognise their own feelings when faced with a challenge/obstacle**.** | Healthy Me  Keeping myself healthy. Healthier lifestyle choices. Keeping clean Being safe Medicine safety/safety with household items. Road safety Linking health and happiness.  Children will learn how to feel good about themselves and what happens when they make healthy choices. They will understand that they are special to recognising when they feel frightened and know how to ask for help. | Relationships  Belonging to a family.  Making friends and being a good friend.  Qualities as a friend. Celebrating special relationships.  Children will learn how show skills of friendship, to praising themselves and others. They will be able to recognise some of their personal qualities and say why they appreciate a special relationship. | | Changing Me  Life cycles – animal and human.  Changes in me.  Differences between female and male bodies using the correct terminology.  Children will understand and accept that change is a natural part of getting older. They will be able to suggest ways to manage change, e.g., moving to a new class. They will learn how to identify some things that have changed and some things that have stayed the same since being a baby (including the body). Children will know the names of male and female private body parts to understanding that there are correct names for private body parts and nicknames, and when to use them. |
| ***Home Learning*** | Reading books (Friday to Friday) | Spelling/Phonics (Monday to Monday) | | | | | Maths Homework+ Phonics Homework | |