**Year Group: 1**

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|  | **Autumn 1**  **Small Me, Big World** | **Autumn 2**  **Toys** | **Spring 1**  **Living Things and their Habiltats** | **Spring 2**  **Healthy Planet, Healthy Me** | **Summer 1**  **Heroes & Dragons** | **Summer 2**  **Summer at the Seaside** |
| **Investigation** | **What is amazing about me?** | **Would you rather play with toys from the past or present?** | **Where do animals live?** | **Why does our planet need our help?** | **What is the difference between a castle and a house?** | **How do you make a boat float?** |
| **Project end purpose** | Video for parents - To share what is amazing about class 3 / 4. | To put a puppet show on for Reception. | To make a book and share it with Monkseaton library and our local community. | To invite parents and the wider community (business owners, local schools, mayor, NTyneside environmental dept) to share our important message. | To live like a king or queen for the day. | To make a boat and go to Tynemouth lake to see if our boat floats.. |
| **Visits and visitors** | A walk around the local area. Incl church, post office etc. end up at park for a play. | Visit Discovery Museum | Visit local library.  Visit Tynemouth Aquarium | Helen Latham (retired teacher and local picker) to come and talk and join her for a litter pick.  Visit local allotment.  Visit Shiremoor Adventure Playground | Visit Alnwick castle. | Visit RNLI Tynemouth and then play on the beach. |
| **Maths** | Unit 1 Numbers to 10  Unit 2 Part Whole within 10  Unit 3 Addition and subtractions within 10 | Unit 3 Addition and subtractions within 10  Unit 4 Addition and subtraction within 10  Unit 5 2D and 3D shapes  Re-visit 1 more/less | Unit 7 Addition within 20  Unit 8 Subtraction within 20  Unit 9 Numbers to 50  Re-visit number boChildren will use the National Met Office website to look at the forecast for the coming week and examine if it was accurate by looking at their daily weather diarynds to 10 | Unit 10 Introducing length and height  Unit 11 Introducing weight and volume  Revisit Subtraction and addition  Revisit Number bonds to 10/20 | Unit 12 Multiplication  Unit 13 Division  Unit 14 Halves and quarters  Unit 15 Position and Direction | Unit 16 Numbers to 100  Unit 11 Time  Unit 12 Money |
| **Literacy links and genres** | **Brown Bear, Brown Bear**  3 weeks  Focus  Repeated phrases  Sequencing  Writing Purpose  To write their own version by innovating the animal and colour  **Instructions**  2 weeks  Focus  Bossy Verbs  Ordering  Writing Purpose  To write instructions to make their own friendship bracelet  **Poetry**  1 week  Focus  Rhyming words  Writing purpose  Tow write their own animal poem using rhyming words  Recount  1 week  Focus  Time connectives  Writing purpose  To write a recount of the trip to Monkseaton Park | **Recount** - Cold write  Focus  Assessment  Writing Purpose  To write a recount of the Christmas holidays  **The Toy Museum**  2 weeks  Focus  To listen to a story  Describe a character  describe the setting  Beginning/Middle/End of story  Sequencing  Adjectives  Writing Purpose  Describe the main character  Write about the setting  Write a sentence about each part of the story  **Odd Socks Day**  Focus  Sentence starters  Writing purpose  To write about what makes us unique using different sentence starters  **Toys - Link with History**  Focus  Adjectives  Connectives ‘and’ ‘because’  Suffix ‘ed’  Writing Purpose  To write about favourite old and new toys  **Christmas enterprise**-Grow your tenner!  Focus  Instructions  Writing Purpose  Design and write instructions for your Christmas decoration to sell  **Recount** - Hot write  Focus  Assessment  Writing Purpose  To write a recount of the weekend | **Re-count**  Cold write - Assessment  Focus  Assessment  Writing Purpose  To write a recount of the Christmas holiday  SCIENCE LINK TO ANIMALS AND HABITATS  **No Place Like Home**  1 week  Focus  Setting/character/habitats  Writing Purpose  To write about an animal who lives in the Arctic  **Tiddler**  1 week  Focus  Setting/character/habitats  Writing purpose  To research and write some fact about the ocean for our reader  **Superworm**  1 week  Focus  Setting/character/habitats  Writing Purpose  To write about minibeasts  Class Non Fiction Book  2 weeks  Focus  Non Fiction  Book cover - Title, illustration, author, illustrator  Writing Purpose  To write a class non fiction book about animals and their habitats. | **Instructions** *(links with computing & algorithms)*  1 week  Focus  Text structure  Spotting patterns in text  Bossy words  Writing Purpose  Write a set of instructions to make a pancake  **Jaspers Beanstalk**  1 week (cross curricular with science)  Focus  Days of the week  Sequencing  Writing purpose  To write a diary for each day of the story  **Jack and the Beanstalk**  3 Weeks  Focus  Traditional Tale  Setting  Character  Parts of a story  Writing Purpose  Describe a character  To re-write the full story  **Letter to Keeks**  1 week  Focus  Questions  Writing Purpose  To write a letter saying what they want to know about the trip | Conquer the monster stories  1 Week  Focus  Explore different conquer the monster stories  Build up to cold write  Writing Purpose  To write a well known conquer the monster story - Cold write  **Kassim and the Ferocious Dragon**  3 weeks  Focus  Orally retell story  Story mountain - parts of the story  Adjectives  Connectives  Suffix  Character and setting description  Writing purpose-Hot write  To write their own conquer the monster story |  |
| **Books - links and book spine** | Brown Bear, Bown bear, What do you see? | Lost in the Toy Museum | Tiddler  No Place Like Home  Superworm | Jack and the Beanstalk  Jaspers Beanstalk | George and the Dragon  Three little pigs  Little Red Riding Good  Three Billy goats Gruff |  |
| **Science** | Our Bodies  To identify and name main body parts  To talk about main body parts and their function.  To name the 5 senses and body parts associated with them  Through practical activities and experiments ask questions and talk about findings | Materials  To distinguish between an object and the material from which it is made  To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  To describe the simple physical properties of a variety of everyday materials.  To compare and group together a variety of everyday materials on the basis of their simple physical properties. | Animals  To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). | Plants  To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  To identify and describe the basic structure of a variety of common flowering plants, including trees. | Weather  Children will use the National Met Office website to look at the forecast for the coming week and examine if it was accurate by looking at their daily weather diary  Forces  To understand the forces push and pull. By observing and exploring forces children will understand without forces nothing would move. Through experimenting they will describe the different ways of moving. | Scientific Enquiry  Children will plan and carry out a variety of experiments. They will observe changes closely, using simple equipment. The children will gather and record data to help them answer questions and use their observations to suggest answers to questions. |
| **Seasonal Change** | Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies. | | | | | |
| **History** | N/A | Events beyond living memory that are significant nationally or globally - Guy Fawkes/Bonfire night  **History of toys**  To describe characteristics of  modern toys  To talk about how their choice of toys has changed as they have got older  To create a timeline of toys suitable for chn aged between 0-6years  To ask questions about toys in the past  To recognise differences and  similarities between old and new toys.  To use the language of time.  To find out about the past using a range of sources - learn about the work of Pieter Bruegel (Children’s Games)  To learn how a real museum  organises its exhibits.  To be able to sort toys into  Different criterion  **Chronological Ordering -** Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy.Pupils know what a timeline is.Pupils are beginning to make comparisons.  **Questioning -** Pupils can ask simple questions related to an area of study.  **Vocabulary** - time e.g. a long time ago, past, old, new, young, days, months, years | N/A | N/A | **Castles**  To talk and write about the main features of a castle.  To understand who lived in a castle and the jobs they do.  The life of Harry Hotspur  Alnwick Castle  To find out about the past from a variety of sources  To recognise some key figures in the royal family  To recognise why people did things, why events happened and what happened as a result  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  Significant historical events, people and places in their own locality  **Chronological Ordering** - Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy.  Pupils know what a timeline is.  Pupils are beginning to make comparisons between areas of study.  **Knowledge and understanding** - Pupils can remember most key events about the areas they have studied.  Pupils are beginning to understand that they can find historical information in books.  **Questioning** - Pupils can ask simple questions related to an area of study  **Vocabulary** - time e.g. a long time ago, past, old, new, young, days, months, years | **Seaside Holidays in the Past**  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  To sequence photographs into a time series of three time periods by Identifying Differences Between present and past times  To find out about holidays in the past from photos  To sort information into categories that distinguish the present from the past  To recognise that some things change and others stay the same.  To find out about the past from a range of sources  **Chronological Ordering** - Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy.  Pupils know what a timeline is.  Pupils are beginning to make comparisons between areas of study.  **Knowledge and understanding** - Pupils can remember most key events about the areas they have studied.  Pupils are beginning to understand that they can find historical information in books.  **Questioning** - Pupils can ask simple questions related to an area of study  **Vocabulary** -Pupils are beginning to use simple words and phrases mostly accurately to indicate periods of time time e.g. a long time ago, past, old, new, young, days, months, years |
| **Geography** | Daily conversations naming the 7 continents used in our rewards system. To use observational skills to study the geography of our school and its grounds. To draw a simple map of our school with a key and symbols.  To use Google Maps to look at Monkseaton. Can we find our house and follow the route to school?  To look at the human and physical features of our area.To talk about what we like and do not like about living in a seaside locality.  What does a seaside village need/have? | Daily conversations naming the 7 continents used in our rewards system.  n/A | Daily conversations naming the 7 continents used in our rewards system.  To use simple maps of the local area. To name and locate the four capital cities of Great Britain. Research some of the famous landmarks.Find out where we live on a map.  Look at weather forecast, is it the same for all 4 capitals? Look at the 7 continents, what is the weather like there? How might jobs be differ? | Daily conversations naming the 7 continents used in our rewards system.  to identify the oceans. to understand a river journey and local rivers. to recognise coast lines and beaches. to identify mountains on a map and know what a mountain is. | Daily conversations naming the 7 continents used in our rewards system.  Look at Metro map and look at how it connects the different cities, towns and villages. Explore other ways that link places together such as roads, ferry and train. | Daily conversations naming the 7 continents used in our rewards system.  n/A |
| **Art** | Formal Elements of art  To understand how secondary colours are made from prime colours  To explore different types of abstract art  To look at abstract artists including Henry Matisse and Bridget Riley  To learn about circles and ovals and make abstract composition  To look at modern artist Bridget Riley and look at how her work is created by lines | N/A | Pattern  Learn about artists including Tingatinga and noticing the differences and similarities between them. Children will explore colour, patterns and textures through drawing, painting and sculpting to capture their own imagination and creativity  Shades and Colours  To create different shades and tints to represent the sea, sky and land  To create a background for my Tingatinga animal | N/A | **Art and Design Skills**  Explore 2D and 3D shapes.  To look at what makes an abstract painting  To look at contemporary art  To try using different drawing mediums including charcoal,ink and pastel  To use narrative through art  Experiment making shades by adding black  **Artists** Lewis Wain, Ilya Bolotowsky, Wassily Kandinsky, Renata Bernal. | N/A |
| **DT** | N/A | **Moving Pictures**  To create a sliding mechanism.To use levers to create a moving mechanism.  To investigate and create wheel mechanisms.  To **design** a picture with a moving mechanism.  To make a moving picture based on a design.  To evaluate a moving picture.  Draw on their own experience to help generate ideas.  Suggest ideas and explain what they are going to do.  **Make** their design using appropriate techniques.  **Evaluate** their product by discussing how well it works in relation to the purpose.  **Vocabulary -** Slider, lever, moving picture, split pin, mechanism. design, evaluate. | N/A | **Eat More Fruit and Vegetables**  To find out the favourite fruits and vegetables in the class and present the data in a pictogram.  To examine, taste and describe a variety of fruits and  vegetables.  To find out how to handle and prepare a variety of fruits and vegetables.  **Design** a recipe to include fruit and/or vegetables.  To **make** and **evaluate** a smoothie based on a design.  Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.  Select and use appropriate fruit and vegetables, processes and tools.  Use basic food handling, hygienic practices and personal hygiene.  Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.  **Vocabulary -** smoothie, measure, millilitre, litre, varied, prepare, hygiene, prepare, eatwell plate. | **Puppets**  To investigate a range of puppets and their features.  To develop and practise sewing skills.  To be able to work with fabric to create a finger  puppet.  To be able to design a glove puppet.  To be able to follow a design to make a puppet.  To be able to evaluate a finished product.  **Vocabulary -** Investigate, fabric, purpose, finger puppet, rod, attach, improve, resources, textiles, running stitch, join.  **Coat of Arms**  ***Design*** *appealing products.* Explore designs from local community Tyne and Wear/N’land/Ncle  Look at local football club badges.  ***Make*** - Use a range of tools Design/Cutting/  Shaping/Finishing  ***Evaluate*** *ideas* against existing products.  ***Evaluate*** *against* own design. design ideas (keep simple to use on clay)  **Vocabulary -** Pinching, smoothing, carving, air dry, design, evaluate. | N/A |
| **Computing** | **IT and Digital Literacy**  ***‘An Introduction to Digital Art’***  Understand the differences between a graphics package and paper based art activities.  **Understand there are a variety of tools in a graphics package, each fulfilling a different purpose**.  Talk about their use of a graphics package and their choice of tools.  **Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect**.  Import photographs and add effects. **Use a range of digital devices to capture and save still images**.  Begin to make changes to images using basic tools in image manipulation software. | **IT and Digital Literacy**  ***‘Exploring Digital Sound’***  *Explore making simple sounds.*  ***Explore a range of electronic music and sound devices and software.***  *Combine layers of sound to compose a simple tune with a beat.*  ***Create images to accompany a soundtrack.***  *Import sound files to create multimedia pages.*  ***Create a soundtrack that matches the mood of an image.***  *Understand that sound can be recorded digitally.*  ***Understand that sound can be edited digitally.*** | .**IT and Digital Literacy**  **‘Making Multimedia Stories’**  Begin to use two hands for typing.  **Name parts of a computer.**  Add text to a text box.  **Make simple changes to selected text, e.g. colour, style and size**.  Add a picture to a picture box.  **Use drawing tools effectively (e.g. make use of tools such as fill or shape tools)**.  Add animation effects to a page.  **Continue to develop correct use of the keyboard, including the space bar, backspace, delete, shift (for capital letters – not caps lock) and enter keys**.  Be able to select and listen to a sound from a bank of pre-recorded sounds.  **Select or record sounds to add to work**.  Add navigation buttons to a presentation.  **Vocabulary -** Alter, edit, evaluation, online, save, software. | **Computer Science**  ***‘Action Algorithms’***  Know what an algorithm is.  **Write an algorithm**.  Use an algorithm.  **Improve an algorithm**.  Understand and explain debugging. **Debug an algorithm**.  Spot patterns in algorithms.  **Understand that computers follow programming languages or ‘code’**.  Give clear, unambiguous instructions.  **Vocabulary**: digital, digital content, edit, evaluation. layer, online, save, timeline | **IT and Digital Literacy**  **‘Keeping Safe and Exploring Technology’**  **Know when to take breaks from device time.**  Consider the feelings of people around them, even when engaged in fun online activities.  **Discover that the internet can be used to visit faraway places and learn new things.**  Compare how staying safe online is similar to staying safe in the real world.  **Explain rules for traveling safely on the internet. recognise common uses of technology in the home.**  Understand what the internet is.  **Recognise devices that can be connected to the internet.**  Understand how shops might use technology.  **Explain how technology can help people.**  Explore control technology devices.  **Explain how a control device works.** Compare different types of control devices. | **Computer Science**  **‘Programming Direction’**  Understand what an algorithm is. #**Give clear unambiguous instructions**.  Make predictions when giving instructions.  **Create algorithms for directions.** Debug simple programs.  **Create algorithms for directions including turning**.  Begin to create algorithms with a written programming language.  **Vocabulary -** Algorithm, block, command, control, debug, decomposition, edit, execute, logic, edit, logical reasoning, program, repetition, sequence, selection. |
| **PE** | **Indoor** SAQ  **Outdoor** Games Ball skills | **Indoor Gymnastics**  **Outdoor** Games Throw, catch and aim | **Indoor** Dance Unit 1/2/3  **Outdoor** Games Throw, catch, aim | **Indoor** Multi-skills  **Outdoor Games Bat and ball skills** | **Indoor** Athletics  **Outdoor** Athletics | **Indoor** Athletics  **Outdoor** Athletics |
| **Music/Singup** | **Hey You (Charanga)**  Children will learn the differences between pulse, rhythm and pitch. We will sing, play, improvise and compose using this rap song.  We will earn how to find the pulse in music, listen to and identify different instruments  and find the pulse in songs.  Clap in time to a rhythm  Explore composing rhythms  Rap and sing songs in groups  Practise playing different instruments | Rhythm In The Way We Walk and Banana Rap  Listening - Find the pulse in music  Identifying voices and instruments  Musical Activities - Find the pulse and move like an animal  Clapping Rhythm - Copy and clap rhythms including your name, colour  Make up your own rhythms  Identifying pitch as high and low sounds  What is a recorder? How do we play it? How do we look after it? What notes does it play?  What is a finger chart? How does it tell us what notes to play?  Learn Twinkle, Twinkel to perform for Christmas | In the Groove  Listen to different styles of music including Blues, Baroque, Latin, Irish Folk and Funk  Can we move to the pulse in these different songs?  What animal can you be finding the pulse?  Clap different words as a rhythm  Make up our own rhythms  Singing in different styles  Practise Twinkle Twinkle and learn a new simple melody  Perform to Reception | Round and Round  What can you hear? Introduce bass, guitar, trumpet, saxophone  Can you think of other songs that have these instruments?  Use imagination to find the pulse in music  Clap rhythms  Find different pitches  Perform the song to Nursery  Learn hot cross buns on recorder | Your Imagination  Use your imagination and find the pulse. What did the music make you see/feel?  What instruments can you recognise?  Can you be a pop star and find the pulse?  Making up rhymes  Exploring instruments to go with the song  Practise learnt melody on recorder | Reflect, rewind and Replay  This unit consolidated all learning throughout the year.  Introduce structure of the song including introduction, verse, chorus, ending.  Perform Twinkle, Twinkle and Hot Cross Buns to parents on the stage outside/in hall |
| **PSHCE** | **Being Me in My World**  Is aware of rights and responsibilities within their classroom.  Know their choices have consequences.  Know that their views are important.  Talk about something they feel proud of.  Say what is special about themselves. | **Celebrating Differences**  Know the difference between being rude, man and bullying.  Knows who to tell if someone is being mean to them.  Can tell you how some things about them are the same/different to their friends.  Can tell you some attributes that make them special. | **Dreams and Goals**  Know what a goal is.  Can tell you how they feel when they reach a goal.  Know that challenges can stretch their learning.  Can overcome obstacles to achieve their goal.  Able to work with a partner / in a group.  **Vocabulary -** Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals. | **Healthy Me**  Know how to make healthy choices.  Explain how being healthy makes you feel good.  Know that some household items including medicine can be harmful if not used properly.  Talk about keeping safe on the roads.  Explains ways to keep safe online.  **Vocabulary -** Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code. | **Relationships**  Know that there are lots of different types of families.  Talk about families being loving and caring.  Know about different people in the local community who can help.  Express how it feels to have a good friend and to be a good friend.  **Vocabulary -** Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate. | **Changing Me**  Name the different body parts including male and female private body parts.  Understand when to use nicknames for them and when not to.  Know that animals and humans have a life cycle.  Talk about some changes that happen as we grow up.  Expresses why they enjoy learning.  **Vocabulary -** Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping. |
| **RE** | Belonging to a family  Children will look at how they belong in their family and community.  Knowledge  To explore the families that we belong to and how they are all different  To recognise  To talk about the different types of religion and look at the symbols that represent them.  To talk about the types of religion we have within our class  To look at different places of worship |  |  |  |  |  |

cultural capital? End point\ e.g. project leading up to something\ studying for a reason..