

| Year 1 | | | |
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| Term | Autumn | Spring | Summer |
| English | <p>Writing- (Narrative) write stories set in places pupils have been/ write stories with imaginary settings/write stories and plays that use the language of fairy tales and traditional tales/ write stories that mimic significant authors/write narrative diaries. (Non-fiction) write labels, lists, captions, instructions, recounts, glossaries/ present information/ write non-chronological reports (Poetry) write poems that use pattern, rhyme and description/write nonsense and humorous poems and limericks.</p> <p>Reading- Listen to traditional tales/ listen to a range of texts/ learn some poems by heart/ become familiar with a wide range of texts of different lengths/ discuss books/ build up a repertoire of poems to recite/ use the class and school libraries/listen to short novels over time.</p> <p>Communication- engage in meaningful discussions in all areas of the curriculum/ listen to and learn a wide range of subject specific vocabulary]through reading identify vocabulary that enriches and enlivens stories/ speak to small and larger audiences at frequent intervals/ practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English/ listen to and tell stories often to internalise the structure/ debate issues and formulate well-constructed points.</p> | | |
| Maths | <p>Number, place value and rounding- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number./ Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens/ Given a number, identify one more and one less/ Identify and represent numbers using objects and pictorial representations. including the number line, and use the language of: equal to, more than, less than (fewer), most, least/ Read and write numbers from 1 to 20 in numerals and words.</p> <p>Addition and subtraction- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs/ Represent and use number bonds and related subtraction facts within 20/ Add and subtract one-digit and two digit numbers to 20, including zero/ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Multiplication and division- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial</p> <p>Fractions- Recognise, find and name a half as one of two equal parts of an object, shape or quantity/ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Properties of shape- Recognise and name common 2D and 3D shapes</p> <p>Position, direction and movement- Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Measures- Compare, describe and solve practical problems for: lengths and heights. mass/weight. capacity and volume. Time/ Measure and begin to record lengths and heights. mass/weight. capacity and volume/ time. (hours, minutes, seconds)/ Recognise and know the value of different denominations of coins and notes/ Sequence events in chronological order using language/ Recognise and use language relating to dates, including days of the week, weeks, months and years/ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> | | |
| Science | Everyday Materials | Seasonal Changes | Plants (1 st Half term) Animals, including humans. |
| History | The lives of significant individuals – to be used to compare aspects of life in different periods - Neil Armstrong, Captain Webb, Wright brothers, Edith Smith, Sian Massey - FIRSTS | | What it was like at school long ago |
| Geography | | It's good to be British, Focusing on UK maps and countries. | Around our School (QCA Unit 1) |
| Art & Design | Sculpture- everyday materials e.g. Andy Goldsworth/ create from own environment (linked to science : Everyday materials) | | Self Portrait/ Portraits- linked to science and history topics. |
| DT | Mechanical Control: Moving pictures (Christmas, 2 nd half term) | Food: salads/ fruit kebabs (linked to science- healthy lifestyles) | |

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| PE | Indoor- Gymnastics Outdoor-Athletics SPORTSJAM | Indoor- Dance Outdoor-Rugby SPORTSJAM | Indoor- Net/Wall (Table Tennis or Archery) Outdoor- Invasion- Netball (throwing and catching/passing and receiving) SPORTSJAM | Indoor- Gymnastics Outdoor- Striking and fielding skills SPORTSJAM | Indoor- dance Outdoor- Games making SPORTSJAM | Indoor- Gymnastics Outdoor- Outdoor Ed (parachute/golf/ orientteering) SPORTSJAM |
| PSHE & Cit | PHSE – special peopl | | CIT: Volunteering/ charity | | PHSE Unit 2 – Keeping the body healthy | |
| SEAL & RSE | New Beginnings | Getting on and falling out | Going for Goals | Good to be me | Relationships | Changes See planning |
| Computing | Programming and design | | Programming E-Safety Day | | Programming | |
| RE | OURSELVES & OUR FRIENDS How should I behave towards others? Who is my neighbour? Why celebrate? | FOOD & SYMBOLS How do Christians celebrate Christmas? What are the special times in my life and why are they significant? How is belief expressed? | WORSHIP- CHRISTIAN PRAISE & PRAYER How do Christians worship? How is belief expressed? How does religious belief guide and influence a person’s lifestyle? | GOD’S WONDERFUL WORLD Why is God’s world special and how might we look after it? Why should we respect and value the planet and life in a variety of form? | GROWING AS A CHRISTIAN Why do you think God is important to some people? How does religious belief guide and influence a person’s lifestyle? | SPECIAL THING- JUDAISM What special things do Jews use, wear and do in their homes and special building? How is belief expressed? |
| Music | Exploring sounds- sounds interesting The long and short of it | | Feel the pulse Exploring pitch | | Exploring instruments and symbols Exploring timbre, tempo and dynamics | |
| Visits | The Wrekin RAF cosford (TBC) | | Ellesmere Sculpture trail | | Hoo farm | |