Year 1:	Autumn- Toys **What toys did my teacher play with?**	Spring- Britain **What makes Britain great?**	Summer- Plants **Where do the leaves go?**
English	**Key author: Mini Grey** **Key texts: Toys in Space Traction Man** Drama- hot seating and freeze frame Story sequencing Character description Descriptive settings Recount of talk and visitor Write own story using story maps. Party invites **Word Reading** Respond quickly with the correct sound for graphemes (using phonemes taught so far) Blend GPCs to read accurately Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) Apply phonic knowledge Read aloud accurately books that match their phonic knowledge Re-read books to build fluency and confidence **Planning, Composing and Evaluating** Say out loud what they are going to write about Compose a sentence orally before writing it Write a sequence of sentences Re-read what is written to check that it makes sense **Grammar, Punctuation and Vocabulary** Use correct grammatical terminology when discussing writing Leave spaces between words Join words with 'and' within sentences Use full stops and capitals **Reading Comprehension** Check that the text makes sense as they read and re-read if necessary Discuss the title and talk about the events in a story Predict the next part of a story Make simple inferences about characters from what they say and do Develop understanding by linking reading to prior knowledge and/or background information **Spelling** Segment words into individual phonemes to aid spelling Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Spell simple words with adjacent consonants Spell words ending in -nk Name the letters of the alphabet in order Use letter names to talk about different grapheme choices Write simple dictated sentences using spelling knowledge Apply spellings and spelling conventions taught in their own work **Handwriting and Presentation** Sit correctly at a table, holding a pencil comfortably and correctly Penpals handwriting scheme.	**Key texts**: The Gingerbread Man (traditional tale/ cumulative) Stories from the Billabong (traditional Australian tales) focusing on How the Kangaroo got her pouch. Journey story/order character Retell story changing characters Drama Conjunctions past tense setting **Poetry**: traditional poems **Non-fiction** Research about Queen Elizabeth II Non-chronological report writing Captions, subheadings, factual sentences. Instructions Captions Invitation to a street party **Word Reading** Respond quickly with the correct sound for graphemes (using phonemes taught so far) Blend GPCs to read accurately Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) Read words containing taught GPCs and ending in –s, -es and ing Read words of more than one syllable Apply phonic knowledge Read aloud accurately books that match their phonic knowledge Re-read books to build fluency and confidence **Planning, Composing and Evaluating** Say out loud what they are going to write about Compose a sentence orally before writing it Write a sequence of sentences to form a short narrative text Re-read what they have written to check that it makes sense Talk about their writing **Grammar, Punctuation and Vocabulary** Use correct grammatical terminology when discussing their writing Leave spaces between words Use full stops and capitals Join sentences with 'and' Use capital letters for people, places, days of the week and 'I' Identify and know the purpose of nouns Form singular and plural nouns (link with spelling) **Spelling** Spell words using the GPCs taught so far Segment words into individual phonemes to aid spelling Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Use letter names to talk about different grapheme choices	**Key texts: My friend the weather monster** by Steve Smallman The Cloudspotter by Tom McLaughlin Feelings character sentences conjunctions use of punctuation Rewrite story as a class (when the weather monster is angry, it is stormy!) Write own story about a monster Recount **Poem:** Weather poems **Poetry genre:** Onomatopoeia **Non-Fiction text:** weather reports. On the same day in March by Marilyn Singer non-chronological report captions, capital letters for place names Write a weather report based on the key fiction **Word Reading** Respond quickly with the correct sound for graphemes (for all 40+ phonemes) Blend GPCs to read accurately Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) Read words containing taught GPCs and ending in –ed, -er and est Read words of more than one syllable Read words with contractions and understand how apostrophes work in these words **Planning, Composing and Evaluating** Say out loud what they are going to write about Compose a sentence orally before writing it Write a sequence of sentences to form a short narrative text Re-read what they have written to check that it makes sense Read aloud their writing clearly (link with Spoken Language) Talk about their writing **Grammar, Punctuation and Vocabulary** Use correct grammatical terminology when discussing their writing Join sentences with 'and' Use question marks Use exclamation marks Change the meaning of words by adding un- (link with spelling) Form new nouns by compounding **Spelling** Spell words using the GPCs taught so far Segment words into individual phonemes to aid spelling Spell high frequency words that cannot be easily decoded at this stage ('tricky' words)

		Spell plural nouns with –s and –es Use –s and –es to spell third person singular verbs Spell words with the –ing suffix (where no change is needed to the root word) Divide words into syllables to aid spelling Spell common words ending in -ve Write simple dictated sentences using spelling knowledge taught so far Apply spellings and spelling conventions taught in their own work **Handwriting and Presentation** Penpals handwriting scheme.	Spell the days of the week Spell words with the –ed suffix Spell words with the –er suffix Spell words with the –est suffix Spell simple words with the un- prefix Divide words into syllables to aid spelling Spell common compound words Write simple dictated sentences using spelling knowledge taught so far Apply spellings and spelling conventions taught in their own work **Handwriting and Presentation** Penpals handwriting scheme
Maths	Number and Place Value Shape Addition and Subtraction Measure; Time, Length, Money Geometry; shape	Money- link to portraits in art Number and place value Fractions Addition and Subtraction Multiplication and division Measure; mass and weight Measure problems Geometry; position and direction	Number and place value Addition and subtraction Multiplication and Division Measure; capacity, time Fractions Geometry; shape and position and direction
History	**History of toys** NC links: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life *Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.* *They should know where the people and events they study fit within a chronological framework*	**Queen Elizabeth II and Queen Victoria: a comparison** **The coronation** **Link to QV visiting Southend, Royals, Victoria, Royal Terrace etc.** NC links: • events beyond living memory that are significant nationally or globally • significant historical events, people and places in their own locality *identify similarities and differences between ways of life in different periods*	
Geography	**Seasonal weather patterns and fieldwork** • identify seasonal and daily weather patterns in the United Kingdom	**The UK compared to Australia through the Commonwealth** NC Link: • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • use world maps, atlases and globes to identify the United Kingdom and its countries, • Basic geographical vocabulary- human and physical features ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**Our School** NC link: • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Devise a simple map • Basic geographical vocabulary- human and physical features - *including first-hand observation, to enhance their locational awareness.*
Science	**Everyday materials** NC Links:	**Animals, including humans** NC Links:	**Plants:** NC Links:

	- distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties. **Seasonal changes** NC Links: - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies *performing simple tests*	- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - notice that animals, including humans, have offspring which grow into adults	- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees. *observing closely, using simple equipment*
DT	**DT Focus: Materials** **Make a Christmas card with sliders** **Split pin moveable toy puppet** **- strong building and structures, explore mechanisms- levers, sliders, wheels. Use Lego, Meccano, Knex then progress onto other materials** NC Links - Design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including <mark>construction materials</mark>, textiles and ingredients, according to their characteristics - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	**DT Focus: Cooking -Waitrose trip** **Scone/ cake- Flour, milk, cream, eggs, strawberries.** **Understand where food comes from.** NC Links - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from. - Design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and <mark>ingredients</mark>, according to their characteristics - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria	**DT Focus: Textiles** **Design a cushion. Purposeful, functional, appealing, design, make, advertise, evaluate existing products.** NC Links - Design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, <mark>textiles</mark> and ingredients, according to their characteristics - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria
Art	**Artist: Andy Goldsworthy** **Sculpture** NC Links - to use a range of materials creatively to design and make products - to use drawing, painting and <mark>sculpture</mark> to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	**Artist: Holbein- drawing** **Portraits in his style. Look at the Queen's portrait- where would you see her? Link to coins. Collage background and draw over the top.** NC Links - to use a range of materials creatively to design and make products - to use <mark>drawing</mark>, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	**Artist: Georgia O'Keefe- painting** NC Links - to use a range of materials creatively to design and make products - to use drawing, <mark>painting</mark> and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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Computing	**E-safety: Smartie the penguin story** **BBC Clean teeth bitesize clips** **Beebots** **https://www.bee-bot.us/emu/beebot.html** **www.the7sisters.co.uk/free/pages/resource/control/spacerescue/** **Espresso Coding Unit 1a** NC Links • to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous information • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs	**E-safety: ABC Searching** **Internet Explorers** **Children to use a range of websites to navigate the internet. These will focus on finding out information, using websites and mouse skills on the laptops. Link to topic- weather.** NC Links • to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	**E-safety: My Creative Work** **Espresso coding Unit 1b** NC Links: • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug programs • Use logical reasoning to predict the behaviour of simple coding
	E-safety: Going Places Safely **Programming shapes** **Children will use a basic scratch interface to create simple graphical images. Link to maths with 2D shapes. Children to create simple algorithms to draw 2D shapes. Link to toys.** NC Links • to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous information • recognise common uses of information technology beyond school.	**E-safety: Keep it Private** **Green screening** **Children will use the DoInk app on the iPads to create a factfile about Queen Victoria or Queen Elizabeth II. Use green screening equipment to present information.** NC Links • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies	**E-safety: Sending Email** **Children will use a range of simple simulations to introduce them to the idea that computers can represent real and imaginary situations. They will explore what happens when different choices are made and begin to record the choices made and the resulting effects. The three simulations are Butterfly Habitat, Catapult and Chocolate Bar. Butterfly Habitat links to theme (seasons).** NC Links • to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies • Use technology purposefully to create, organise, store, manipulate and retrieve digital content
PE	**Ball games/teams** Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Val Sabin Unit 1 **Dance** Shape Rhythmic patterns – simple dance sequences. Val Sabin Unit 1 &2	**Dance** Copy and perform simple phrases and rhythmic patterns and structures. Explore different pathways and structures. Val Sabin Unit 3 &4 **Gymnastics** Flight – bouncing and landing, jumping and rolling.	**Games** Participate in team developing simple tactics for attacking and defending. Val Sabin Unit 3 & 4 **Swimming and water safety**

		Rocking and rolling, wide, narrow and curled movements. Stretched balances. Unit F and G Val Sabin	NC Links: 'All schools must provide swimming instruction either in key stage 1 or key stage 2.' National Curriculum Programme of Study 2013. In particular, pupils should be taught to: Swim competently, confidently and proficiently over a distance of at least 25 m. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.
PSHE	**Me and my relationships** **Me and medicines and drugs**	**Me and making a positive contribution** **Me and growing and changing**	**Me and my healthy lifestyle** **Me and keeping safe**
RE	**Christianity, Sikhism and Hinduism** **What does it mean to belong?** • identify some ways in which they belong and reflect on why belonging is important • learn about why belonging to a religion is important for some people and the difference it makes to their lives	**Christianity, Hinduism and Judaism** **Why, how and where do people worship?** • learn about some of the features of worship in Christianity and another religion • explore why and how places of worship are special • make links with their own experiences of worship in school • reflect on and talk about places that are special for them	**Christianity, Islam, Judaism, Sikhism and Hinduism** **What makes a book special?** • identify the significance of special texts both to themselves and others • identify the importance of the Bible for Christians and other sacred texts in the religions studied • make links between religious language and stories and the beliefs which lie behind them • reflect on what is of value in their own lives
	Christianity and Atheism **Sharing special times together** • how and why people celebrate • to reflect on and share their own experiences of celebrations • the meaning of the special clothes and food used in some religious celebrations • about the story of the birth of Jesus „ why many Christians give and receive gifts at Christmas	**Christianity, Islam, Judaism, Sikhism and Hinduism** **Who is special?** • identify people who are special and explain why • learn about people who lead religious communities and what they do • learn that such people often wear special clothes and that these may have special meanings	**Christianity and Humanism** **Who cares for the world? Environmental responsibilities** • identify the significance of special texts both to themselves and others • identify the importance of the Bible for Christians and other sacred texts in the religions studied • make links between religious language and stories and the beliefs which lie behind them • reflect on what is of value in their own lives
Music	**Unit:** Hey You! **Style:** Old School Hip Hop **Topic and cross curricular links:** Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles. **NC:** • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Unit:** In The Groove **Style:** Blues, Latin, Folk, Funk, Baroque, Bhangra **Topic and cross curricular links:** Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles **NC:** • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Unit:** Round And Round **Style:** Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion **Topic and cross curricular links:** Latin American style of music - Countries from around the world. Film music. Historical context of musical styles. **NC:** • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

	Unit: Rhythm In The Way We Walk and The Banana Rap **Style:** Reggae, Hip Hop **Topic and cross curricular links:** Action songs that link to the foundations of music **NC:** • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	**Use Charanga for National Anthems- learn United Kingdom's National Anthem and compare to Australia's National anthem.**	**Unit:** Your Imagination **Style:** Coming soon! **Topic and cross curricular links:** Coming soon! **NC:** • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
British Values	**Democracy Lesson 1: We all have a voice** • I can express and justify my opinion • I know mine and others' views count • I can understand the importance of teamwork. • I can make choices and begin to understand and respect the democratic process **Democracy Lesson 2: Making it fair** • I can express and justify my opinion • I know mine and others' views count • I can understand the importance of team work. • I can make choices and begin to understand and respect the democratic process	**Democracy lesson 3: Making it Fair** • I can express and justify my opinion • I know mine and others' views count • I can understand the importance of team work. • I can make choices and begin to understand and respect the democratic process **Rule of law lesson 1: Living together and getting along** • I know what is right/ wrong and can apply this in my life • I understand the need for rules	**Rule of law lesson 2: Living together and getting along (My role and the role of others in society)** • I know what is right/ wrong and can apply this in my life • I can understand the importance of team work • I understand the need for rules **Rule of law lesson 3: Living together and getting along (What are the rules?)** • Everyone in a community has rights and responsibilities • I am a member of my community • I know who helps me in school and in the wider community