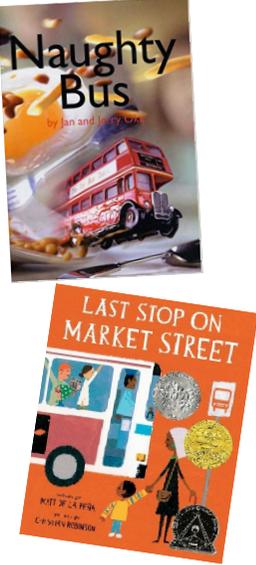
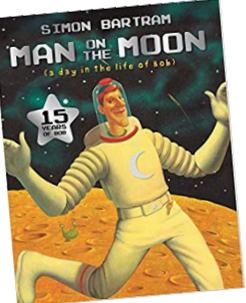
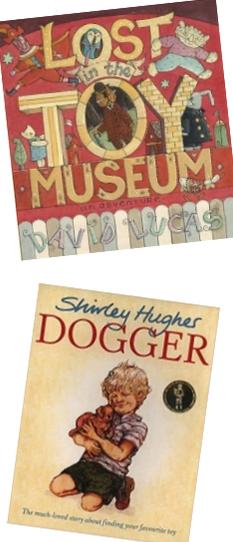
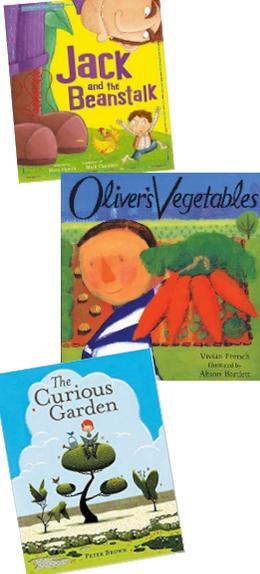


Year 1 2019-20	Autumn		Spring		Summer	
Topic	Are We Nearly There Yet?	To Infinity and Beyond!	From Tartan to Tropical!	Time Travellers!	How Does Your Garden Grow?	Amazing Animals!
Texts	 <p>Naughty Bus - Jan Oke</p> <p>Last stop on market street - Matt de la Pena</p>	 <p>The Gunpowder Plot.</p> <p>Non Fiction – Space.</p> <p>The Man on the Moon by Simon Bartram</p>	 <p>Snail and the Whale by Julia Donaldson</p> <p>Katie Morag Stories - Geography</p>	 <p>Non Fiction – Toys</p> <p>Lost in the Toy Museum – David Lucas</p> <p>Dogger by Shirley Hughes</p>	 <p>Jack and the Beanstalk – Mark Chambers</p> <p>Oliver's Vegetables – Vivian French</p> <p>Curious Garden – Peter Brown</p>	 <p>The Ugly Five – Julia Donaldson</p> <p>The Lion ate my Cornflakes – Michelle Robinson</p> <p>Non-Fiction Animal Facts</p>

<p><b>Writing: Transcription</b></p>	<p><b>Spelling (see English Appendix 1)</b>  <b>Pupils should be taught to:</b>  <b>Spell:</b></p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes</li> <li>• already taught common exception words the days of the week name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>
<p><b>Writing: Composition</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Write sentences by: saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>
<p><b>Writing: Vocabulary, Grammar and Punctuation</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>• leaving spaces between words,</li> <li>• joining words and joining clauses using and,</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark,</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’,</li> <li>• learning the grammar for year 1 in English Appendix 2</li> <li>• Use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>

<p><b>Reading: Word Reading</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul>
<p><b>Reading: Comprehension</b></p>	<p>Pupils should be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> <li>• predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>

**Maths**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: position and direction	Number: Place Value (within 100)		Measurement : money	Time		Consolidation

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment and Play - 1 Time - 1 Place value within 10 - 4 Geometry - 1	Add/sub to 10 - 4 Length and Height - 2 Assessment - 1	Place Value within 20 - 2 Add/sub to 20 - 4	Place value within 50 - 3 Weight and Volume - 2 Assessment - 1	Multiplication/division - 3 Fractions - 2	Position and Direction - 1 Place value within 100 - 2 Money - 1 Time - 1 Assessments - 1

<b>Science</b>	<b>Working Scientifically</b>		
	<ul style="list-style-type: none"> <li>• Asking simple questions and recognising they can be answered in different ways.</li> <li>• Observing closely using simple equipment.</li> <li>• Performing simple tests.</li> <li>• Identifying and classifying.</li> <li>• Using their observations and ideas to suggest answers to questions.</li> <li>• Gathering and recording data to help answer questions.</li> </ul>		
	<b>Seasonal Change</b>		
	<ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Describe weather associated with the seasons and how day length varies.</li> </ul>		
	<b>Everyday Materials</b>		<b>Plants</b>
<ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants including deciduous and evergreen tree.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants including trees</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals.</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>

Computing	Digital World	Programming	Electronic Safety	Data Handling	Programming 2	Digital Presentation
	<p>WALT name the external parts of a computer and talk about what they do.</p> <p>WALT identify a range of technologies around me.</p> <p>WALT identify the basic functions of a Qwerty keyboard to include backspace, delete, cap lock, shift and enter.</p> <p>WALT use the correct fingers on the correct keys when typing.</p> <p>WALT locate and open digital work.</p> <p>WALT explain what to do if something makes me unhappy on a computer, tablet or phone (<b>e-safety link</b>).</p>	<p>WALT create a 'Five Finger Checker' algorithm to help me become a successful writer.</p> <p>WALT test the 'Five Finger Algorithm' on a piece of writing.</p> <p>WALT create an algorithm to find specific map locations.</p> <p>WALT create a 'lunchtime algorithm' for new Reception children.</p> <p>WALT convert an algorithm to a Logo program.</p> <p>WALT include a use a repeat in an algorithm and write this as a program.</p>	<p>WALT explain what personal information is.</p> <p>WALT identify what might make someone a trustworthy person.</p> <p>WALT think about someone's character to help make an informed judgement about them.</p> <p>WALT use an informed judgement to decide if someone is trustworthy or not.</p> <p>WALT explain what the 'uh-oh' feeling means when online and how I should deal with it.</p> <p>WALT demonstrate my knowledge of e-safety.</p>	<p>WALT examine a pictogram and interpret the information it gives me.</p> <p>WALT convert pictogram data to a spreadsheet.</p> <p>WALT reference a cell in a spreadsheet and examine the data in it.</p> <p>WALT change a cell colour to highlight particular information.</p> <p>WALT gather my own data and present it on a spreadsheet.</p> <p>WALT convert spreadsheet data into a pictograph.</p>	<p>WALT create a light sequence on a robot.</p> <p>WALT use a delay into a program to make it behave in a specific way.</p> <p>WALT improve a program by editing it</p> <p>WALT edit a robot's program so it works efficiently, even in difficult conditions.</p> <p>WALT add a further instruction to a successful program, making more complex.</p>	<p>WALT use digital paint tools and colours to create images.</p> <p>WALT use a range of digital animation tools.</p> <p>WALT create a sequence of animated frames.</p> <p>WALT use more advanced animation tools to make an animation more complex.</p> <p>WALT independently creating a digital animation of my choice.</p> <p>WALT present my digital work to an audience and explain how I achieved my endpoint.</p>

History		The Gunpowder Plot		Toys		
		<p>use a wide vocabulary of everyday historical terms.</p> <p>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p>		<p>use a wide vocabulary of everyday historical terms.</p> <p>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p> <p>develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>know where the people and events they study fit within a chronological framework.</p> <p>identify similarities and differences between ways of life in different periods.</p>		

<p><b>Geography</b></p>			<p><b>Katie Morag</b></p>			
			<p>name, locate and identify characteristics of the 4 countries of the United Kingdom and its surrounding seas</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>use basic geographical vocabulary to refer to:  <b>key physical features, including:</b>  beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>use basic geographical vocabulary to refer to:  <b>key human features, including:</b> city, town, village, factory, farm,</p>			

			<p>house, office, port, harbour and shop</p> <p>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 (Outdoor Learning).</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key</p> <p>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</p>			
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<b>Art</b>	<b>Drawing and Painting Self Portraits</b>				<b>Drawing and Painting Artist Study</b>	<b>3D Form Clay Animals</b>
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination				to use drawing, 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 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	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  to use a range of materials creatively to design and make products
<b>D&amp;T</b>		<b>Card-Making Bow Tie Making Make calendars</b>	<b>Island Model Cooking - Shortbread</b>	<b>Making Toys</b>		
		build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users  develop the creative, technical and	build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users	build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users		

		practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world	understand and apply the principles of nutrition and learn how to cook	critique, evaluate and test their ideas and products and the work of others  develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world		
PSHE Jigsaw	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me
RE	Theme: <i>Religion: Christianity</i>		Theme: <i>Religion: Judaism</i>		Theme: <i>Religion: Christianity</i>	
	<u>Christianity</u>  <b>AT1 A Beliefs, teachings and sources</b> <b>AT2 F Values and commitments</b> <b>E Meaning, purpose and truth</b> <u>Introduction</u> Reflect on the meaning of the holy book and their stories to their believers. How do they treat their holy book? Who wrote the holy book? Where do people keep their holy book? How do Christians use the Bible? <b>Exploring - Creation – The creation story. Bible Genesis</b> We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment. <b>Key questions</b>		<u>Judaism</u>  <b>AT1 A Beliefs, teachings and sources</b> <b>B Practices and ways of life</b> <b>AT2 D Identity, diversity and belonging</b> <b>E Meaning, purpose and truth</b> <u>Introduction</u> Reflect on the meaning of the holy book and their stories to their believers. How do they treat their holy book? Who wrote the holy book? Where do people keep their holy book? How do Jewish people use the Torah? What language is the holy book written in? <b>Exploring - Creation – The creation story. Torah (first two chapters) Genesis. Shabbat - Judaism at home.</b>  We are learning to empathise with Jewish		<u>Christianity</u>  <b>AT1 A Beliefs, teachings and sources</b> <b>AT2 F Values and commitments</b> <u>Introduction</u> Reflect on the Bible and the New Testament. Who was Jesus? Why is Jesus an important figure in Christianity? Discuss important people in own lives? Why are these people important? <b>Exploring - Leaders and teachers – Who was Jesus and what did he teach? Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralyse Man (Mark 2)</b> We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	

	<p>Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world?</p> <p><b>Key thinking</b> I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.</p>	<p>children by understanding what they do during Shabbat and why it is important to them.</p> <p><b>Key questions</b> Is Shabbat important to Jewish children? Are religious celebrations important to people?</p> <p><b>Key thinking</b> I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making</p>	<p>Should people follow religious leaders and teachings?</p> <p><b>Key questions</b> Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?</p> <p><b>Key thinking</b> I can say when and why it is easy or difficult to be kind. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).</p>			
<p><b>PE</b></p>	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p>	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p>	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>

<b>Music</b>	<b>Charanga Unit 1 'Hey You!'</b>	<b>Singing (Preparation for Christmas performances)</b>	<b>Charanga Unit 3 'In The Groove'</b>	<b>Charanga Unit 4 'Round And Round'</b>	<b>Charanga Unit 5 'Your Imagination'</b>	<b>Charanga Unit 6 'Reflect, Rewind, Replay'</b>
	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>play tuned and untuned instruments musically</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>play tuned and untuned instruments musically</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>play tuned and untuned instruments musically</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<b>Visits and Visitors</b>	<b>Bus Trip</b>	<b>Parents in Space Ambassador</b>	<b>Parents in</b>	<b>Brighton Toy Museum Parent visitor</b>	<b>Parents in</b>	<b>Parents in</b>
<b>Wow Starter!</b>	<b>Opening the Bus present.</b>	<b>Trip to Space. Blast off, Countdown.</b>	<b>Wear Tartan to school</b>	<b>Parent/Grandparent talk about Toys</b>	<b>Parents to make flowers. Planting Magic Beans.</b>	<b>Come to school dressed as your favourite animal.</b>
<b>Marvellous Middle</b>	<b>Letter from Naughty Bus</b>	<b>Space Ambassador</b>	<b>Cooking Shortbread.</b>	<b>Making Toys</b>	<b>Making Carrot Cake (Maths Café)</b>	<b>Making clay animals</b>
<b>Big Finish!</b>	<b>Bus Journey or Bus Trip</b>	<b>Bow tie making afternoon (with parents) Christmas Concert.</b>	<b>Palm Tree making and art Gallery of the Islands. (Invite Parents)</b>	<b>Toy Museum</b>	<b>Beans home or beans planted in school garden.</b>	<b>Animal Sculpture and wow work display, invite parents.</b>