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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| **SUBJECT LEAD** | Art | History | Geography | History | | Geography | Science |
| **TOPIC** | All about me! | Toys | London | | | Oh we do like to be beside the seaside! | Animals |
| **TRIPS/ WORKSHOPS** |  | Toys workshop (online) |  | Windsor Castle or Buckingham Palace | | Beach day (at school) | Allotment trip |
| **LEARNING CELEBRATION** | Art Gallery showcasing ‘Here We Are’ artwork. | Teddy Bear’s picnic – families invited to join. | Showcasing learning on London/Royal Family |  | | Year 1 Chaggigat Siddur | KS1 End of Year celebrations, including ice cream van |
| **CHAGIM/**  **SPECIAL EVENTS** | * 15th Sept - Rosh Hashanah * 25th Sept – Yom Kippur * 29th Sept – Succot * 6th Oct – Shemini Atzeret * October -Weekly Key Stage assemblies to start | * Weekly Mystery Reader to start. * Chanukah | * 25th Jan - Tu B’shvat | * 24th March - Purim * Chicks/ducklings * Pesach | | * 6th May - Yom Hashoah * 13th May – Yom Hazikaron * 14th May – Yom Ha’atzmaut * 26th May - Lag Ba’omer * 5th June – Yom Yerushalayim * Half term – Shavout * Caterpillars | * Phonics Screening Check * Sports Day * Summer Fair |
| **CORE TEXT** | **First book:** Here We Are (4 weeks)  **Second book:** Funny bones (3 weeks) | Dogger | Queen’s Hat | Halibut Jackson | Pattan’s Pumpkin | The Secret of Black Rock | The Bear and the Piano  By David Litchfield |
| **ENGLISH** | * Infer from text/illustration * Predictions * Descriptive writing * Real life writing (science link) * Sequencing * Story map/plan * Story writing with adjectives * Letter writing * Recount | * Infer from text/illustration * Predictions * Descriptive writing * Speech bubbles * Story writing * Informative writing * Favourite toy writing * Sequencing * Story map | * Predictions * Character description * Descriptions of the queen’s hat/party * Descriptions of palace (effective vocabulary) * Infer from the text/illustrations * Speech bubbles to explain dialogue * Writing letters in role * To write a formal invitation. * Acrostic poems. * Thankyou card to the queen. * Tea party trip: Instructions for Jam sandwich * Tea party: shopping list * Tea party: Recount (real life experience). * Recount of trip (Windsor Castle/Buckingham Palace) | * Infer from text/illustration * Predictions * Descriptive writing * Sequencing * Exploring the physical and natural world * Response to Illustration, Visualising | * Artwork and Annotating * Thought tracking * Story map * Enchanted writing * Descriptive writing * Art work * Relating to flooding in Judaism. | * Predictions * Speech/thought bubbles in role * Information Text – How to take Care of a Guinea Pig * Planning information text * Writing information text * Editing information text * Designing a Guinea pig menu * Recount of trip (allotment) | * Infer from text/illustration * Predictions * Descriptive writing * Sequencing * Story map/plan * Story writing with adjectives * Letter writing * Recount |
| **READING COMPREHENSION** | My body  <https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-1/my-body> | London  <https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-1/london> | Materials  <https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-1/materials> | Famous Queen  <https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-1/famous-queens> | | The Seaside  <https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-1/the-seaside> | Seasons  <https://www.literacyshedplus.com/en-gb/browse/comprehension-plus/stage-1/the-seasons> |
| **READ WRITE INC PHONICS** | RWI GROUPS | RWI GROUPS  RWI ASSESSMENT new groups for January | RWI GROUPS | RWI GROUPS  RWI ASSESSMENT new groups for April | | RWI GROUPS  MOCK PHONICS SCREEN | RWI GROUPS  Y1 PHONICS SCREENING CHECK |
| **HANDWRITING**  (also included in daily RWI lessons) | Focus on phonics sound rhymes for handwriting and formation of letters.  *See handwriting document* | | Pre-cursive handwriting  *See handwriting document* | | | | |
| **GRAMMAR & PUNCTUATION**  (also included in daily RWI lessons) | **Grammar:**  different ways to construct sentences  **Punctuation:**   * Full stops & capital letters. * Using ‘I’ correctly | **Grammar:**  different ways to construct sentences  **Punctuation:**   * Joining words – using connective ‘and’ | **Grammar:**  nouns and noun phrases  **Punctuation:**   * Using capital letters for names. | **Grammar:**  adverbials  **Punctuation:**   * Plurals- using ‘s’ or ‘es’ * Using question marks | | **Grammar:**  adverbials  **Punctuation:**   * Suffixes to verbs without changing root word | **Grammar:**  Verbs  **Punctuation:**   * Prefix – ‘un’ to change meaning of verbs/adjectives * Exclamation marks |
| **MATHS**  (follows *White Rose Maths Hub* scheme 3.0) | * Place Value – within 10 (5 weeks) * Addition & subtraction – within 10 (5 weeks) * Geometry – shapes (1 week) * Consolidation (1 week) | | * Place Value – within 20 (3 weeks) * Addition & subtraction – within 20 (3 weeks) * Place Value – within 50 (2 weeks) * Length & height (2 weeks) * Mass & volume (2 weeks) | | | * Multiplication & division (3 weeks) * Fractions (2 weeks) * Geometry – position & direction (1 week) * Place Value – within 100 (2 weeks) * Money (1 week) * Time (2 weeks) * Consolidation (1 week) | |
| **SCIENCE** | **The Human Body & Senses**   * Look at how we’ve changed * Look at our bodies * What can we hear? * How can we sort things using senses? * Sense explorers * Sensory boards & bottles | | **Materials**   * Naming materials * Objects & materials * Properties * Testing properties * Umbrella investigation * Sorting | | | **Plants**   * Making observations * Parts of a plant * Garden & wild plants * Terrific trees * Fruit & veg plants * Comparing plants | **Animals**   * Observing animals * Identify & name a variety of common animals including fish, amphibians, reptiles, birds and mammals. * Comparing animals * Describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) * Animal diets * Identify & name a variety of common animals that are carnivores, herbivores and omnivores. * Sorting animals * Fact sheet on animals |
| *Seasonal changes is taught throughout the year through our continuous provision.* | | | | | | |
| **HISTORY**  **&**  **GEOGRAPHY** | **My Family History**  (History)  To be able to identify & describe:   * Family tree * Similarities & differences between my own life and a grandparent. * Similarities & differences between shops today and those when Grandparents were children. * Similarities & differences between our own experience of school and a grandparents’ experience.   **BHM**  Marcus Rashford | **Toys**  (History)   * Toys today * Family favourites * Early 20th century toys * Victorian toys * Important changes | **Our country**  (Geography)   * Town & country * Welcome to the UK * Up, up & away! * Let’s explore the UK * Travelling Ted tours London * How is Brasilia different to London? | **Kings & Queens**  (History)   * The role of the Monarch * Significant British Monarchs * Family trees * The secrets of Richard III * A medieval banquet * Comparing Elizabeth I & Queen Vitoria | | **Seaside**  (Geography)   * Where are Our Seaside’s? * Features of the seaside * Seaside’s past & present * Explore seaside town * Islands everywhere! * Who can see the sea? | **Wonderful weather**  (Geography)   * What is weather? * How does the weather affect us? * Forecasting the weather * Weather dangers * Hot & cold weather * Our frozen planet |
| **ART/DT** | **Drawing**  Self portraits  Artists: *Picasso/ Van Gogh* |  | **Painting**  Cityscape art  *Artist: Paul Kenton* |  | | **Sculpture**  Using nature in art.  *Key artist: Goldsworthy* |  |
| **COMPUTING** | See Kapow planning/ Mr C’s action/ skills document. |  |  |  | |  |  |
| **PSHE**  (follows Heads Up & Kapow programme) | Heads Up – 6 sessions |  | RSE – Our Body  Children to recognise similarities & differences in our bodies | Children reflect on the similarities and differences between people | | Children to recognise and respect similarities and difference between people. |  |
| **PE** | * Gymnastics * Send & Return | * Attack Defend Shoot * Hit Catch Run | * Send & Return * Run Jump Throw | * Hit Catch Run * Run Jump Throw | | * Dance * Gymnastics | * Dance * Attack Defend Shoot |
| **SECULAR MUSIC** | SEE KAPOW PLANNING/Mrs Elliots planning |  |  |  | |  |  |
| **MUSIC** |  |  |  |  | |  |  |
| **IVRIT** |  |  |  |  | |  |  |