

Year 1

	Autumn 1	Autumn2	Spring1	Spring2	Summer 1	Summer 2
Topic	Great fire of London History		one giant leap for mankind (space)...geography	one giant leap for mankind science ...	Where my wellies take me local habitats science	Where my wellies take me local habitats geography
Trip/visit		Great Fire of London workshop		Mini-star camp	Local area walk	Chessington zoo- habitat workshop
	Toby and the great fire of London (vlad and the great fire of London) Katie in London		one giant leap; man on the moon: whatever next; toys in space 10 Things Found in Wizard's Pocket beegu		where my wellies take me the last wolf the lorax wargaris tree of peace The Owl Who Was Afraid of the Dark	
English	Poetry- fire poems using senses Non-fiction- Writing and recording facts about the Great Fire of London (poster) Fiction- The three little pigs- story mapping and sequencing the story in order using key words and phrases	Instructional writing to record a recipe (We are TV Chefs- ICT) Fiction- Toby and the great fire of london (Write a recount) Poetry - acrostic poem	Poetry- pattern and rhyme (rhyming space poem) Beegu- Character description and Non-fiction - List items needed to get to the moon, making an information booklet about the moon instruction to get to the moon.	Write their own version of 10 Things Found In a Wizard's Pocket.	Acrostic poetry- Seasons Fiction- Write a letter to the owl from the story ' The Owl Who Was Afraid of the Dark ' Diary entry on nature walk	Habitat poems (animal book) Who am I- Children to write facts about their favourite animal and create their own Who am I book.

	editing and improving Peer assessing					
Maths	Number and place value (within 10) Addition and Subtraction	Number and place value within 20 Number: Addition and Subtraction (within 20) Measurement: Weight and Volume	Number: Addition and Subtraction (within 20) Number: Place Value (within 50) (Multiples of 2, 5 and 10 included) Shape	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)	Geometry: Position and Direction Measurement: Length and Height	Number: Fractions Number: Place Value (within 100) Measurement Money
Science	Everyday materials Y1 : materials; Simple physical properties of everyday materials (water proof, flexible, etc) Name different materials Compare properties of different materials Group everyday materials according to their properties. How to change shape of solid objects (bending, stretching, twisting, etc)seasonal changes study of KS1 garden- science trip to the museum			Seasonal Changes Night and day- describe the features of night and day including changes and light and temperature Movement of sun across the sky. Neil Armstrong – famous scientist	Plants; Animals, including humans Life processes- things that are living and things that have never been alive. What do human and other animals need to keep healthy Growing plants- what do plants need to keep healthy	
asking simple questions and recognising that they can be answered in different ways ; observing closely, using simple equipment; performing simple tests; identifying and classifying ;using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.						

Computing	We are treasure hunters	we are TV chefs				
		E-safety week		E-safety week		E-safety week
History	Great Fire of London and Samuel Pepys		Lunar landing Rover	neil armstrong going to the moon - the space race		
Geography	Geographical skills – mapping the fire of London		human and Physical features / basic geographical vocabulary –		<p>Explorers Geographical skills and fieldwork; Local study Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding environment.</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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	

Art	Collage Artist: Goldsworthy Natural materials Cut, glue, tear Sort and arrange for texture	Painting / drawing Artist: Kadinsky Colour wheels Primary colours, tints and hues Tones, using pencils, coloured pencils		Textiles: Artist: Dip dye; weaving; glue or stitch; plaiting		
DT	Mechanisms: make a fire engine Structures : Make a model house (Homework)	paper mache of solar system	Make their own rocket	a health big breakfast before going on a walk with yu wellies (and maybe a snack for mid-day)		
PHSE	Money week How to control our feelings	Getting on and falling out. Say no to bullying.	Going for goals	Relationships	healthy eating week	feeling good week
RE	Who is Jesus?	Why did Jesus tell parables? Xmas I: Why is Christmas important to Christians?	Why is 'church' important to Christians?	Why should we look after our world?	What is the Torah and why is it important to Jews?	Why do Jewish families celebrate Shabbat?
PE	To walk, run and hop, using opposite arm to leg where appropriate. To control accuracy and momentum of movement. To develop an awareness of space and the ability to remember floor patterns,	To develop technique and body shape through different stages of vertical and horizontal jumping Take off - flight - landing. To develop stability and balance when using lunge techniques Vary stride length.	To push or pull to create movement. To move cross laterally to music showing good control. To move into new spaces, using a variety of different levels. To develop a movement sequence based on	To jump from a squat and to use a squat landing. To side step, leading with either leg including a change of direction To combine stepping and hopping in a variety of combinations. To show a change in direction through travelling moves	orienteeering To bend and stretch a variety of different body parts using a variety of levels. To explore stepping patterns using right and left concepts. To understand the contrasts in strength and speed of movement. To show control and continuity in	To bend and stretch using a variety of different levels and directions as part of continuous movement. To change direction of movement using the upper body to lead. To place and move objects with precision.

	To link isolated moves with different force, flow and control. To join two or more body parts together to enable travelling moves - hand and foot, bottom and foot. To develop anticipation and reaction when working with beanbags and balls.	To move rhythmically to music and beat patterns. To develop catching and early tracking skills. To leap following a running action and to use a prolonged period of flight To use arms.	levels - high - low - medium - high. To develop a variety of throwing techniques, over and underarm To release accurately towards a receiver. To use a push or pull to provide momentum.	To work with a partner to travel towards and away from each other. To link together a variety of travelling moves that change direction and level. To kick a ball to a variety of distances To strike a ball to a variety of distances. To roll from a tucked start position with control.	changing speed and strength of movement. To move into spaces necessary to catch balls from different directions and heights.	To work with music to enhance and accompany dance. To interpret the feel of music and to move accordingly To develop moves into a sequence. To bounce and catch with a partner, using a variety of balls.
Music Charanga	Hey You! Pulse, rhythm and pitch	Rhythm in the Way we Walk and the Banana Rap Pulse, rhythm and pitch	In the Groove Playing and singing in different styles Y1 Percussion linked	Round and Round Latin rhythms, Film and Big Band	Your Imagination Creating lyrics	Reflect, Rewind and Replay Revision of music and performance Y1 Percussion