

Year Group: 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toys	Toys	Princes & Princesses	Princes & Princesses	Transport and travel	Transport and travel
English	<p><u>SPaG</u> – Basic punctuation Correct letter formation What is a verb, adverb, adjective? Weekly Handwriting <u>Phonics</u> – 20 minutes 4x week. Recap prior learning. (Phase 3).</p> <p>Favourite toy – simple sentence writing <u>Information</u> about toys – lists and captions <u>Story</u> about toys inspired by toys coming to life.</p>	<p><u>SPaG</u> - Basic punctuation Correct letter formation What is a verb, adverb, adjective?</p> <p>Weekly Handwriting <u>Phonics</u> – 20 minutes 4x week.</p> <p>Children to be grouped into 4 sets.</p> <p><u>Description</u> of a toy – using adjectives <u>Recount</u> of toy day – sequencing, time connectives Toy drive – <u>letters</u> to other children <u>Poetry</u> – toy poems, rhyming</p>	<p><u>SPaG</u> – Basic punctuation Question marks and exclamation marks. What is a noun? Weekly Handwriting</p> <p><u>Phonics</u> – Groups - 20 minutes 4 x week.</p> <p><u>Fact file</u> about yourself <u>Non-fiction books</u> about body <u>Stories about familiar settings</u> – write own story about themselves The giant who came to town Mr Men and Little Miss – create your own according to your own characteristic. <u>Acrostic poems</u> – all about me</p>	<p><u>Daily SPaG</u> – Basic punctuation Plurals</p> <p>Weekly Handwriting</p> <p><u>Phonics</u> – Groups - 20 minutes 4 x week.</p> <p>Non-fiction <u>information</u> about bugs/animals/mini beasts <u>Fantasy stories</u> – room on the broom, squash and a squeeze Honey I shrunk the kids</p>	<p><u>Daily SPaG</u> – Basic punctuation Commas</p> <p>Weekly Handwriting</p> <p><u>Phonics</u> – Groups - 20 minutes 4 x week.</p> <p>Thomas the tank engine - create a character <u>Traditional tales</u> – <u>stories from other cultures</u> - change the setting of a story – set it in a different country.</p>	<p><u>Daily SPaG</u> – Basic punctuation Prefixes and suffixes</p> <p>Weekly Handwriting</p> <p><u>Phonics</u> – Groups - 20 minutes 4 x week.</p> <p><u>Instructions</u> – how to pack a suitcase, what will you take on holiday etc. <u>Alliteration and Onomatopoeia poems</u> - transport</p>

Maths	Unit 1 - Numbers to 10 Unit 2 - Addition and subtraction within 10	Unit 3 - Shapes and patterns Unit 4 - Number to 20 Unit 5 - Addition and subtraction within 20	Unit 6 - Time Unit 7 - Exploring calculation strategies within 20. Unit 8 - Numbers to 50	Unit 9 - Adding and subtracting within 20 Unit 10 Fractions Unit 11- Length, weight and volume	Unit 12 – Numbers 50 to 100 Unit 13 - Adding and subtracting within 100	Unit 14 - Money Unit 15 multiplication and division Unit 16 Measures- capacity and volume
Science	<p>Seasonal changes Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>Everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 		<p>Seasonal changes Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 		<p>Seasonal changes Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	

<h2>History</h2>	<p><u>The History of Toys</u></p> <ul style="list-style-type: none"> Lives of significant Individuals e.g. Pieter Bruegel the Elder,(link to Toys) Family links – what your parents played with Changes in their own lives, family and other A. A. Milne 	<p>No history this half term</p>	<p><u>Family Tree</u></p> <p>Royal Family – British Values</p> <p>Own family tree - Where did your parents/grandparents come from?</p>	<p><u>To compare old and new homes</u></p> <p>Internal and external features.</p> <ul style="list-style-type: none"> Old and New homes Compare old and new Household items 	<p><u>Travel and Transport</u></p> <p><u>To compare famous people from different periods of History</u></p> <ul style="list-style-type: none"> George Stephenson and Brunel Travel and transport in the past (first car, aeroplane) 	
<h2>Geography</h2>	<p>No geography this half term</p>	<p><u>Toys around the World</u></p> <p>Linking to locating places in the World map.</p> <p>Toys around Great Britain e.g. Paddington Bear for London.</p>	<p><u>Where am I from?</u></p> <p>To name and locate the four countries and capital cities of the United Kingdom</p> <p>To name and locate the United Kingdom’s surrounding seas</p> <p>To use world maps, atlases and globes</p> <p>To use simple compass directions (Maths link)</p> <p>To use directional language (Maths link)</p>	<p><u>Map skills</u></p> <p>To create a simple map.</p> <p>To use a simple key.</p> <p>To construct basic symbols in a key.</p>	<p><u>Where in the world?</u></p> <p>To name and locate the world’s seven continents</p> <p>To name and locate the worlds five oceans</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features</p>	
<h2>PSHCE</h2>	<p>New Beginnings</p>	<p>Getting on and Falling Out/Say no to bullying</p>	<p>Going for Goals</p>	<p>Relationships</p>	<p>Good to be me</p>	<p>Changes</p>

	(with links to the parasha)	(with links to the parasha)	(with links to the parasha)	(with links to the parasha)	(with links to the parasha)	(with links to the parasha)
Art/DT	Drawing	Painting	Collage	Printmaking	3D	Textiles
PE	Games/Gymnastic Activities Coordination/Balance & Control	Games Activities Invasion Games & Team Working	Gymnastic Activities Balance/Sequences & Using Apparatus	Dance Activities Movements/Rhythm & Patterns	Games Activities Striking & Fielding	Games Activities Athletics
Music	To be able to sing, do actions and tap a steady beat. To be able to understand the violin and put it in rest position.		To be able to handle the violin in rest position, with open strings, in playing position and pluck the strings.		To be able to play the violin with the bow. To song more complex songs with a wider vocal range.	