

Class 1 (EYFS & Y1) – Year B

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic theme		The UK	Local history – smugglers and pirates	Conservation of the planet	Comparing then and now (schools, transport, homes)	Seas and beaches	Transport and travel
Enquiry Question		Where are we in the World?	Are smugglers and pirates the same thing?	How can we look after our planet?	How did we used to live?	Is coral alive?	Is the moon really made of cheese?
English		<p>Narrative/Balanced argument – The suitcase - Chris Naylor-Ballesteros</p> <p>Non fiction/Information text – The Big Book of the UK - Imogen Russell Williams</p>	<p>Narrative/Persuasive text – The storm whale – Benji Davies</p> <p>Poetry/Humorous – Pirate Poems – David Harmer</p>	<p>Narrative/Letter – Dear Greenpeace – Simon James Tidy – Emily Gravett</p> <p>Non fiction/Explanation text-How to help the hedgehog and protect a polar bear – Dr Jess French</p>	<p>Narrative/Diary Entry/Character description – Dogger – Shirley Hughes</p> <p>Poetry/Feelings – Riddle</p> <p>When I was a Child – Andy Staunton</p>	<p>Narrative/Recount – The Mousehole Cat – Antonia Barber</p> <p>Non fiction/Non-chronological report – The Big Book of Blue - Yuval Zommer</p>	<p>Narrative/Newspaper report – Emma’s Aeroplane – Katie Haworth</p> <p>Poetry/Senses – Acrostic</p> <p>Man on the Moon (A Day in the life of Bob) – Simon Bartram</p>
Maths	EYFS	<p>Getting to know you</p> <p>Match, sort and compare</p> <p>Talk about measure and patterns</p>	<p>It’s me 1, 2, 3</p> <p>Circles and triangles</p> <p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6, 7, 8</p> <p>Length, height and time</p>	<p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3-D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p> <p>Sharing and grouping</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections Consolidation</p>
	Year 1	<p>Place value</p> <p>Addition and subtraction</p>	<p>Addition and subtraction</p> <p>Shape</p> <p>Consolidation</p>	<p>Place value</p> <p>Addition and subtraction (within 20)</p>	<p>Place value (within 50)</p> <p>Length and height</p> <p>Mass and volume</p>	<p>Multiplication and division</p> <p>Fractions</p> <p>Position and direction</p>	<p>Place value (within 100)</p> <p>Money</p> <p>Time</p>
Geography/ History		<p><u>Geography</u></p> <ul style="list-style-type: none"> Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, recognising buildings, open space, roads and other simple features. Draw simple maps of their immediate environment, or maps from imaginary story settings. Use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment. 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. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use simple compass directions (North, South, East and West) and locational and directional language [near and far; left and right], to describe the location of features and routes on a map. 	<p><u>History</u></p> <ul style="list-style-type: none"> Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. significant historical events, people and places in their own locality 	<p><u>Geography</u></p> <ul style="list-style-type: none"> Teach children about a range of contrasting environments within both their local and national region. 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. Draw attention to the weather and seasonal features. Note and record the weather. Select texts about the changing seasons. Identify seasonal and daily weather patterns in the United Kingdom 	<p><u>History</u></p> <ul style="list-style-type: none"> Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. changes within living memory – where appropriate, these should be used to reveal aspects of change in national life Include a focus on the lives of both women and men. the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods 	<p><u>Geography</u></p> <ul style="list-style-type: none"> Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Name and locate the world’s seven continents and five oceans. Use world maps, atlases and globes to identify countries, continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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><u>History</u></p> <ul style="list-style-type: none"> Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. events beyond living memory that are significant nationally or globally Include a focus on the lives of both women and men

Science		<p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p> <p><u>Materials</u></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>Provide children with frequent opportunities for outdoor play and exploration. Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p> <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe weather associated with the seasons and how day length varies 	<p>Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including animals. Name and describe what children are likely to see, encouraging children to recognise familiar animals whilst outside. After close observation, draw pictures of the natural world, including animals.</p> <p><u>Animals</u></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, mammals) 	<p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p><u>Animals</u></p> <ul style="list-style-type: none"> 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><u>Seasonal changes</u></p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe weather associated with the seasons and how day length varies 	<p>Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants whilst outside. After close observation, draw pictures of the natural world, including plants</p> <p><u>Plants</u></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 	<p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> describe changes across the 4 seasons describe weather associated with the seasons and how day length varies
PSED EYFS		<p>Talk about members of their immediate family and community (UtW) Name and describe people who are familiar to them (UtW) Identify and moderate their own feelings socially and emotionally. Develop social phrases. (C&L) Consider the feelings of others. Build constructive and respectful relationships Think about the perspectives of others</p>	<p>Recognise some similarities and differences between life in this country and life in other countries (UtW) Recognise some environments that are different from the one in which they live. (UtW)</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'</p>	<p>Express their feelings. Show resilience and perseverance in the face of challenge See themselves as a valuable individual.</p>	<p>Manage their own needs.</p> <ul style="list-style-type: none"> personal hygiene <p>Know and talk about the different factors that support their overall health and wellbeing</p> <ul style="list-style-type: none"> toothbrushing <p>having a good sleep routine</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> regular physical activity healthy eating <p>being a safe pedestrian</p>
PSHE Year 1 (KS1)		<p><u>One World</u> Families Homes Schools Environments Resources Planet Protectors</p>	<p><u>Safety First</u> Keeping Safe Staying Safe at Home Staying Safe Outside Staying Safe Around Strangers Safe Secrets and Surprises People Who Can Help</p>	<p><u>Money Matters</u> Money Where Money Comes From Look After it Save or Spend? Want or Need? Going Shopping</p>	<p><u>It's My Body</u> My Body, My Business Active and Asleep Happy Healthy Food Clean as a Whistle Can I eat it? I can choose</p>	<p><u>Be Yourself</u> Marvellous Me Feelings Things I like Uncomfortable Feelings Changes Speak Up</p>	<p><u>Growing Up</u> Our bodies Is it OK? Pink and blue Your family, my family Getting older Changes</p>
Art/DT		Art - Draw	DT - Structures exploring how they can be made stronger, stiffer and more stable	Art - Colour	DT - Textiles	Art - 3D form and perspective	DT – Mechanical systems for example, levers, sliders, wheels and axles
RE	EYFS	Kernewek Agreed Syllabus					
		Why is the word 'God' so important to Christians?	Why is Christmas special to Christians?	Being special: Where do we belong?	Why is Easter special for Christians?	Which places are special and why?	Which stories are special and why?
	Year 1	What do Christians believe God is like?	How should we care for others in the world and why does it matter?	Who is Jewish and how do they live? (Double Unit)		What makes some places sacred to believers?	What does it mean to belong to a faith community?



Class 1 (EYFS & Y1) – Year B

		Ultimate questions	Identity and Community	Identity and Community / Ultimate questions		Identity and Community	Living a good life
Computing	Switched on Computing						
	1.1 We are treasure hunters (Computer Science: Coding)		1.2 We are TV chefs (Computer Science: Computational thinking)	1.3 We are digital artists (Information Technology: Creativity)	1.4 We are publishers (Digital Literacy: Online Safety)	1.5 We are rhythmic (Information technology: Media)	1.6 We are detectives (Information Technology: Data
Music	EYFS	Charanga (Original scheme)					
		As part of the Early Years Foundation Stage, learners have access to musical instruments through their continuous provision. Throughout the year they have opportunities to develop their listening skills and sing a range of songs linked to their life and learning experiences.					
	Y1	R.1 Me! 1.1 Hey You!	R.2 My Stories 1.2 Rhythm in the way we walk and banana rap	R.3 Everyone 1.3 In the groove	R.4 Our World 1.4 Round and round	R.5 Big Bear Funk 1.5 Your imagination	R.6 Reflect, Rewind and Replay 1.6 Reflect, rewind and replay
PE		Fundamental movements - walking, running, dodging Wild Tribe	Fundamental movements - walking, running, dodging Ball skills - dribbling	Fundamental movements – balancing Gymnastics	Fundamental movements – balancing Dance	Fundamental movements – jumping, skipping Ball skills – sending and receiving Wild Tribe	Fundamental movements – jumping, skipping Athletics