| YEAR 1	Autumn	Spring	Summer
English: texts to inspire writing	**Goldilocks and the Three Bears,** Anne Walter. AR 2.2 **Rhyming poetry- Oi Frog, Kes Gray AR 2.4** **Aliens Love Underpants**, Claire Freedman. AR 2.9 **Beegu, Alexis Deacon**	AR 2.6 **The Three Little Pigs.** **The Sound Collector – poetry** **Room on the Broom. AR 3.7** **Eliot Jones Midnight Superhero. AR 3.1** **Oliver's vegetables, Vivien French AR 2.1**	**Zog AR 3.3** AR 3.5 **Amazing Grace, Mary Hoffman** AR 3.6 **Captain Flinn and the Pirate Dinosaurs** AR2.9 **Dave and the tooth fairy, Verna-Allette Wilkins** **Dragons Non-Fiction**
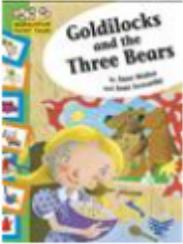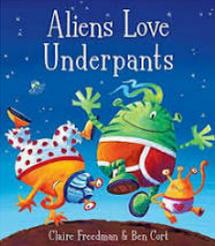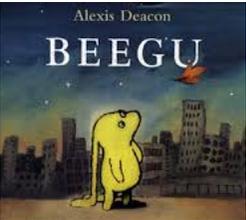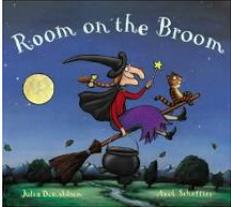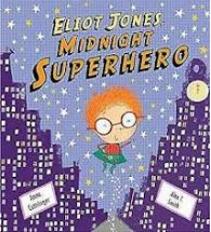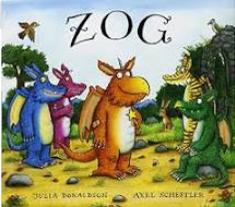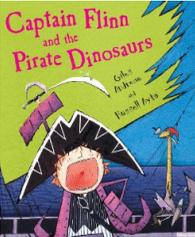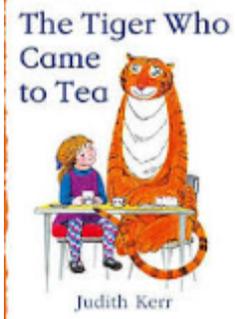
	The Tiger Who Came to Tea Judith Kerr **The Tiger who came to tea, Judith Kerr. AR 3.2** **Arctic Animals (Non-Fiction)** **Lost and Found, Oliver Jeffers AR 2.9**	**Supertato AR 2.5**	**Sir Scallywag and the Golden Underpants. AR 3.8** **Plants Non -Fiction**
Guided Reading	**Smartest Giant in Town**	**Eliot Jones Midnight Superhero, Anna Cottinger**	**Sir Scallywag and the Golden Underpants, Giles Andreae**
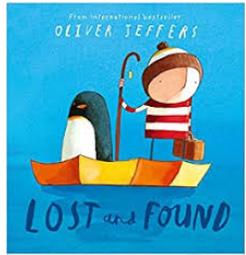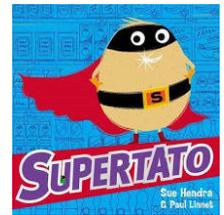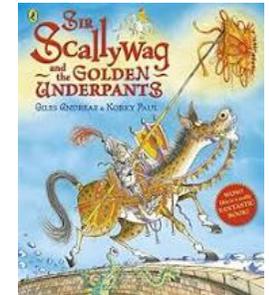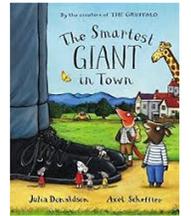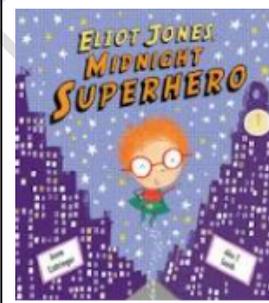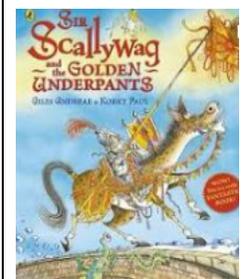
Reading for pleasure	AR 4 **Claude in the City by Alex T. Smith**	**Flat Stanley, Jeff Brown AR 4.2**	AR 4.8 **Charlie Changes into a Chicken by Sam Copeland**
Science	**Animals Including humans** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • 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. **Seasonal Changes** • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.	**Everyday Materials** • 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. **Seasonal Changes** • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.	**Plants** • 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. **Seasonal Changes** • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.

Geography		**The United Kingdom and weather** • To name, locate the 4 countries of the United Kingdom and its surrounding seas. • To name, locate and identify characteristics of London. • To understand geographical similarities and differences through looking at photos. • To name, locate and identify characteristics of Edinburgh. • To use basic geographical vocabulary to refer to: key physical features, including: weather. • To locate Wales and use geographical vocabulary to describe features of Wales. • To use key vocabulary to describe the human and physical features of Northern Ireland. • To compare the 4 countries of the UK.	**Our Local Area** • To identify features in our local area using appropriate Geographical vocab. • To understand the term address and know the school's address. • To understand the term plan view/bird's eye view. • To draw a plan of the school grounds. • To begin to give maps a title and a key. • To follow a route to local amenity – library. • To draw a simple map with title and key. • To answer questions about our local area. • How has Blaby changed/ How is Blaby changing? • To make a house buyers guide to Blaby.
History	**Houses and homes through the ages** • To place the houses in correct time order. • To find out about the past by looking at objects. • To explain what an object from the past might have been used for. • To find out about the past by looking at pictures. • To find out how lighting has changed throughout history. **Famous People** • To recognise and understand what *famous* means. • To understand who Florence Nightingale was.		

	- To recognise the differences between hospitals from the Crimean time and today. - To find out the effect of Florence changing the hospitals. - To understand the significance of Florence's lamp. - To know who Mary Seacole was. - To compare Florence Nightingale and Mary Seacole.		
PE	**Throwing and Catching** **Gymnastics (apparatus)**	**Gymnastics (floor)** **Football (control/ball skills)**	**Athletics** **Dance**
	- 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. - Participate in team games, developing simple tactics for attacking and defending. - Perform dances using simple movement patterns.		
RE	**Who is a Christian and what do they believe?** - Talk about some simple ideas about Christian beliefs about God and Jesus. - Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. - Talk about issues of good and bad, right and wrong arising from the stories. - Ask some questions about believing in God and offer some ideas of their own. - Make links between what Jesus taught and what Christians believe and do.	**How and why do we celebrate special and sacred times?** - Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion. - Retell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers. - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. - Collect examples of what people do, give, sing remember or think about at the	**How should we care for others and the world and why does it matter?** - Re-tell Bible stories and stories from another faith about caring for others and the world. - Identify ways that some people make a response to God by caring for others and the world. - Talk about issues of good and bad, right and wrong arising from the stories. - Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.

	What makes some places sacred? • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. • Ask good questions during a school visit about what happens in a church, synagogue or mosque. • Show that they have begun to be aware that some people regularly worship God in different ways and in different places.	religious celebrations studied, and say why they matter to believers. • Suggest meanings for some symbols and actions used in religious celebrations, including Easter/ Christmas and Chanukah and/ or Eid-ul-Fitr. • Identify some similarities and differences between the celebrations studied.	• Use creative ways to express their own ideas about the creation story and what it says about what God is like. • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. • Answer the title question thoughtfully, in the light of their learning in this unit.
Computing	**We are treasure hunters** • understand that a programmable toy can be controlled by inputting a sequence of instructions • develop and record sequences of instructions as an algorithm • program the toy to follow their algorithm • debug their programs • predict how their programs will work. **We are TV chefs** • break down a process into simple, clear steps, • as in an algorithm • use different features of a video camera	**We are painters** • use the web safely to find ideas for an illustration • select and use appropriate painting tools to create and change images on the computer • understand how this use of ICT differs from using paint and paper • create an illustration for a particular purpose • know how to save, retrieve and change their work • reflect on their work and act on feedback received. **We are celebrating**	**We are storytellers** • use sound recording equipment to record sounds • develop skills in saving and storing sounds on the computer • develop collaboration skills as they work together in a group • understand how a talking book differs from a paper-based book • talk about and reflect on their use of ICT • share recordings with an audience.

	- use a video camera to capture moving images - develop collaboration skills - discuss their work and think about how it could - be improved.	- develop basic keyboard skills, through typing and formatting text - develop basic mouse skills - use the web to find and select images - develop skills in storing and retrieving files - develop skills in combining text and images - discuss their work and think about whether it could be improved.	

ART	**Matisse** - Colour matching - Drawing around templates/ cutting out/ sticking - Creating different shapes
	    Experimenting with colour/ pattern/ **Bonfire Night** - Firework pictures
		Animals and People - Observational drawing - Drawing lightly, then making lines darker - Adding detail
		    Making drawing fill available space
			Plants/seasons - Collage - Watercolour

DT	**Making Puppets** Cutting, using template, join by sewing, decorate	**The Three Little Pigs Houses** Cut, roll, tear, curl. Use template. Measure and mark. Joining	**Soap Sculptures** carving, using tools
PSHE	**My Emotions** - be able to describe how they are feeling, including how strong that feeling is. - be able to recognise feelings in others. - have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves. - know that there is a link between thoughts, feelings and behaviour.	**Family and Friends** - be able to describe some of the qualities of friendship and to demonstrate skills in making friends. - have developed some strategies for coping when they have friendship problems. - understand that friendships change.	**Safety Contexts** - recognise dangers that traffic poses to them as car passengers and pedestrians. - be able to identify safe places to cross in the local area. - know that wearing suitable clothing, a hat and sun cream are ways to stay safer in the sun.

- begin to understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind.
- have developed some understanding of the difference between behaviour which is impulsive and that which is thought through.
- be able, with support, to use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem.
  - know what it feels and looks like to be assertive.

Beginning and Belonging

- be able to take part in discussions about behaviour that helps make the classroom a safe and happy place to learn.
- understand the agreed ground rules.
- be able to name the other children in their class and to take part in relationship building activities.
- be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome.
- be able to identify people in their Safety Circle who can help them if they are worried or need support, and know how to ask for help.
- be able to show some simple strategies for helping other people who need support.

Rights, Rules and Responsibilities

- recognise some similarities and differences between them and other children, and understand that difference is positive.
- understand that there are different family patterns.
- be able to describe what is special about their own family and its members, and about other people they know.
- know who they can talk to if they need help and how to ask for it.

Managing Risk

- be able to name a risky situation and suggest ways of reducing risk.
- be able to name some emotions people might feel in a risky situation.
- be able to say their full name and address and know when this might be useful.
- be able to suggest some people who might help them in a risky situation.
- understand what is meant by an emergency and know ways they and others might help in one.

Anti-bullying

• Can I recognise behaviour that is bullying?
• Do I understand some of the reasons why bullying happens?
• How does bullying make people feel?
• Do I know what to do if I am being bullied?
• Do I know what to do if I witness someone being bullied?
• How does my school help positive and safe relationships?

- be able to explain a simple strategy for action if they are lost.
- be able to explain simple precautions to take when using playgrounds.
- understand ways of preventing common accidents in school or on the school playground.

My Wonderful Body

- have developed their understanding of the body, how it works, its five physical needs and how food, water and oxygen give us energy.
- have explored the different food groups that make up a healthy balanced diet and the different jobs they do for the body.
- have considered why some people use medicines and associated safety rules.
- have reflected upon the impact of teasing and name-calling and suggested positive ways of managing disagreements between friends.

Drug Education

- have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.
- be aware of safety rules concerning medicines and be able to name people who could help them take them safely.
- understand that there can be alternatives to medicine use to feel better.
- be able to recognise simple risks and suggest ways of managing given scenarios.

	- be able to name some adults in school who look after them and describe their responsibilities. - be able to describe some of the responsibilities they have in the classroom and towards family and friends. - be able to state classroom ground rules and explain how they have been made. - understand why we have classroom rules and describe what the classroom would be like without them. - be able to explain what is meant by voting and be able to name some people who make decisions at school. - share information, opinions and feelings and listen to those of others, as part of a class discussion.	• Where might bullying happen in my school?	
Music	**Rhythm and Boomwhackers** - Developing rhythm - Reading graphic scores - Composing own rhythms - Playing musical instruments	**Chinese New Year** *Signing songs* - Listening to a variety of Chinese music - Expressing opinions about music - Moving to Chinese Dragon Music	**Composing with Sounds** - Composing and performing - Using voices, bodies and percussion instruments