



EYFS Y1 2021/2022	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY TOPIC/VALUE	Journey into your imagination		Farm to Fork		Sun, Sea and Sand	

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ENGLISH - WRITING	<p style="text-align: center;">Narrative</p> <p style="text-align: center;">Pinocchio/ The Way Back Home</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Travel Journal – On Safari</p> <p style="text-align: center;">List Poem</p> <p style="text-align: center;">Firework Night</p>	<p style="text-align: center;">Narrative</p> <p style="text-align: center;">Grandad’s Island/ The Queen’s Hat</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Biography Bold Women in Black History</p> <p style="text-align: center;">Rhyming Poem</p> <p style="text-align: center;">When I am By Myself</p> <p style="text-align: center;">← Early Learning Goals →</p> <p style="text-align: center;">Fine Motor Skills</p> <p style="text-align: center;">- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">- Write recognisable letters, most of which are correctly formed;</p> <p style="text-align: center;">- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p style="text-align: center;">- Write simple phrases and sentences that can be read by others.</p> <p style="text-align: center;">Being Imaginative and Expressive</p> <p style="text-align: center;">- Invent, adapt and recount narratives and stories with peers and their teacher</p>			<p style="text-align: center;">Narrative</p> <p style="text-align: center;">Irish Myth Song of the Sea/ Wombat goes Walkabout</p> <p style="text-align: center;">Non-Fiction</p> <p style="text-align: center;">Persuasive Leaflet Ice Planet</p> <p style="text-align: center;">Take One Poet –</p> <p style="text-align: center;">Poetry appreciation</p>	

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MATHS	<p>Getting to know you/ Just like me!</p> <p>Number: Place Value within 10/ addition and subtraction within 10</p>	<p>It's me 1,2,3/ Light and dark</p> <p>Number: Addition and subtraction/ Place Value within 20</p> <p>Geometry: Shape</p>	<p>Alive in 5!/ Growing 6,7,8</p> <p>Number: Addition and subtraction within 20</p>	<p>Building 9 and 10/ Consolidation</p> <p>← Early Learning Goals →</p> <p>Number and Numerical Patterns</p> <p>Number: Place Value within 50</p>	<p>To 20 and beyond/ First, then, now</p> <p>Measurement: length and height</p>	<p>Find my pattern/ On the move</p> <p>Measurement: weight and volume</p>

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SCIENCE	<p>Seasonal Changes</p> <p>Y1 - Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Materials</p> <p>Y1 -Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Plants</p> <p>Y1 - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p style="text-align: center;">← Early Learning Goals →</p> <p style="text-align: center;">The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 			<p>Animals Including Humans</p> <p>Y1 - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>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>

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HISTORY	Changes within living memory – toys/ entertainment significant historical events, people and places in their own locality – significant children's authors		<p style="text-align: center;">← Early Learning Goals →</p> <p style="text-align: center;">Past and Present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 		Changes within living memory - holidays	
GEOGRAPHY			<p style="text-align: center;">Local area – farms & farming</p> <p style="text-align: center;">Human and physical geography ♣ use basic geographical vocabulary to refer to: ♣ key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office and shop</p> <p style="text-align: center;">← Early Learning Goals →</p> <p style="text-align: center;">People, Cultures and Communities</p> <p style="text-align: center;">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>		<p style="text-align: center;">Weather / Continents & Oceans</p> <p style="text-align: center;">Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p style="text-align: center;">Human and physical geography ♣ use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, sea, ocean, river, season and weather ♣ key human features, including: town, port, harbour and shop</p>	

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ART & DESIGN/ DESIGN TECHNOLOGY	Colour	Colour	<p style="text-align: center;">← Early Learning Goals →</p> <p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p style="text-align: center;">Creating with Materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. 			
	Me Hey You	Christmas production Christmas songs	Everyone In the groove	<p style="text-align: center;">← Early Learning Goals →</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>		Big Bear Funk
COMPUTING	Computing systems and networks – Technology around us	Creating media – Digital painting	Creating media – Digital writing	Data and information – Grouping data	Programming A – Moving a robot	Programming B – Introduction to animation

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PE	Games	Dance	Gymnastics	Gymnastics ← Early Learning Goals → Gross Motor Skills Children at the expected level of development will: <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	Swimming Games	Swimming Games

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RE	<p>F4 Being special: where do we belong? Y1 - 1.6 Who is Jewish and what do they believe? 1.3 Who is Jewish and what do they believe?</p>	<p>F2 Why do Christians perform nativity plays at Christmas? <u>Y1 - Incarnation</u> KS1 Unit 1.3 Core Learning Why does Christmas matter to Christians?</p>	<p>F5 Which places are special and why? Y1 - 1.10 How should we care for the world and for others, and why does it matter? 1.8 How should we care for the world and others and why does it matter?</p>	<p>F3 Why do Christians put a cross in an Easter garden? <u>Y1 - Salvation</u> KS1 Unit 1.5 Core learning Why does Easter matter to Christians? ← Early Learning Goals → People, Cultures and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>F6 Which stories are special and why? <u>Y1 - Creation</u> KS1 Unit 1.2 Core Learning/Digging Deeper Who made the world? (2nd YEAR – switch with Autumn 1)</p>	<p>F1 Why is the word God so important to Christians? <u>Y1 - God</u> KS1 Unit 1.1 Core Learning/ Digging Deeper What do Christians believe God is like?</p>
PSHE	<p>Relationships Roles of different people, families, feeling cared for; Recognising privacy, staying safe, seeking permission; How behaviour affects others, being polite and respectful</p>		<p>Living in the wider world What rules are, caring for others' needs, looking after the environment; Using the internet and digital devices, communicating online; Strengths and interests, jobs in the community ← Early Learning Goals → Self-regulation, managing self and building relationships</p>		<p>Health and well-being Keeping healthy, food and exercise, hygiene routines, sun safety; Recognising what makes them unique and special, feelings, managing when things go wrong; How rules and age restrictions help us, keeping safe online</p>	

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GLOBAL LEARNING https://sdgs.un.org/goals	SDG 13 - Climate Action		SDG 15 - Life on Land ← Early Learning Goals → People, Cultures and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		SDG 14 - Life Below Water	

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