



YEAR GROUP RECEPTION/ YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY TOPIC/VALUE	<i>Family Album</i>	<i>Whizz, Bang, Pop!</i>	<i>What a Wonderful World</i>		<i>Heroes and Villains (Superheroes)</i>	
ENGLISH - Writing (Jane Consodine Units)	We're going on a Bear Hunt (narrative) Grandad's Island (narrative) Toys from the Past (report)	Firework Poetry The Storm Whale in winter (Literacy Shed Writing Unit)	Our Trip to the Woods (non-fiction/recount) When I am by Myself (poetry)	Ice Planet (information/persuasive letter) The Train Ride (narrative)	Little Red Riding Hood (narrative – traditional tale) Bold Women in Black History (non-fiction/biography)	Rapunzel (narrative – Literacy Shed Writing Unit) Traction Man (Literacy Shed Writing Unit)
<p>← Early Learning Goals →</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing <ul style="list-style-type: none"> – using the tripod grip in almost all cases <p>Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher 						

Do everything in love (1 Corinthians 16:14)

YEAR GROUP RECEPTION/ YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS (EYFS)	Getting to know you/ Just like me! Number: Place Value within 10/ addition and subtraction within 10	It's me 1,2,3/ Light and dark Number: Addition and subtraction/ Place Value within 20 Geometry: Shape	Alive in 5!/ Growing 6,7,8 Number: Addition and subtraction within 20	Building 9 and 10/ Consolidation Number and Numerical Patterns Number: Place Value within 50	To 20 and beyond/ First, then, now Measurement: length and height	Find my pattern/ On the move Measurement: weight and volume
SCIENCE	<p>Seasonal Change →</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <p style="text-align: center;">← Early Learning Goals → 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> <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>Plants</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>Materials</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. 			

YEAR GROUP RECEPTION/ YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HISTORY	NC: Developing Chronology/ the lives of significant individuals in the past/events beyond living memory Great Fire of London Why do we celebrate Bonfire Night? Guy Fawkes and Samuel Pepys				NC: Significant historical events, people and places in their own locality. e.g. Barnardo's founder, Settle Victoria Hall, The Folly	
	<p style="text-align: center;">← Early Learning Goals →</p> <p style="text-align: center;"><i>Past and Present</i></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. 					
GEOGRAPHY			NC: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles e.g. comparison of cold European country with India (connecting classrooms link)			
	<p style="text-align: center;">← Early Learning Goals →</p> <p style="text-align: center;"><i>People Culture and Communities</i></p> <ul style="list-style-type: none"> - 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 <p style="text-align: center;"><i>The Natural World</i></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 					

YEAR GROUP RECEPTION/ YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ART & DESIGN	<p>NC: use drawing and painting to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists, and make links to their own work</p> <p>Colour mixing Look at the work of modern portrait artist (Amy Sherald) Self-portraits Family portrait</p>	<p>NC: use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Colour!! Firework pictures/artwork Make clay diva</p>	<p>NC: use drawing and painting to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists, and make links to their own work use a range of materials creatively to design and make products</p> <p>Study of artist 'Arcimboldo' – real-life fruit sculptures Still – life (observational drawings of food) Food DT – make a pizza</p>	<p>NC: use a range of materials creatively to design and make products</p> <p>DT – vehicles e.g. coke can cars</p>		<p>NC: use a range of materials creatively to design and make products learn about the work of a range of artists, and make links to their own work</p> <p>Design and make a superhero wooden spoon puppet Roy Lichtenstein - Comic strip pop art</p>

YEAR GROUP RECEPTION/ YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p style="text-align: center;">← Early Learning Goals →</p> <p style="text-align: center;"><i>Fine Motor Skills</i></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;"><i>Creating with Materials</i></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 						
<p>NC: use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music</p>						

YEAR GROUP RECEPTION/ YEAR 1 MUSIC	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Me Rhythm in the way we walk / Banana rap	Christmas production <i>Christmas songs</i>	Our World	Round & round	Your Imagination	<i>Songs for summer production</i> <i>Activities from RRR related to this year's content</i>
	<p>← Early Learning Goals →</p> <p><i>Being Imaginative</i></p> <ul style="list-style-type: none"> - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					
	<p>NC: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ♣ create and debug simple programs ♣ use logical reasoning to predict the behaviour of simple programs ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content ♣ recognise common uses of information technology beyond school ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>					
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

YEAR GROUP RECEPTION/ YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>NC: 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</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns.</p>					
PE	Throwing and Catching Gymnastics	Multi-skills Gymnastics	Fitness/Circuit Training Dance	Attacking and Defending Dance	Bat and Ball Skills Team games/Problem solving	Sports Day athletics Team games/Problem solving
	<p>← Early Learning Goals →</p> <p>Gross Motor Skills</p> <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. 					
RE	1:1 What do Christians believe God is like?	F2 Why do Christians perform Nativity plays? 1:3 Why does Christmas matter to Christians?	1:6 Who is Jewish and what do they believe?	F3 Why do Christians put a cross in an Easter garden? 1:5 Why does Easter matter to Christians?	1:4 What is the Good News Jesus brings?	F1 Why is the word God so important to Christians? 1:2 Who made the world?
	<p>← Early Learning Goals →</p> <p>People Culture and Communities</p> <p>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>					

YEAR GROUP RECEPTION/ YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PSHE	<p>Relationships</p> <p>Roles of different people, families, feeling cared for</p> <p>Recognising privacy, staying safe, seeking permission</p> <p>How behaviour affects others, being polite and respectful</p>		<p>Living in the wider world</p> <p>What rules are, caring for others' needs, looking after the environment</p> <p>Using the internet and digital devices, communicating online</p> <p>Strengths and interests, jobs in the community</p>		<p>Health and well-being</p> <p>Keeping healthy, food and exercise, hygiene routines, sun safety</p> <p>Recognising what makes them unique and special, feelings, managing when things go wrong</p> <p>How rules and age restrictions help us, keeping safe online</p>	
<p style="text-align: center;">← Early Learning Goals →</p> <p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 						