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| Topic | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | **My Geography**  **Home and School (Geography)**  Q: **What is my place like?**  I can draw around objects to make a plan.  I can draw maps of real life places.  I can create keys for symbols on his/her map.  I can ask questions about places studied at KS1.  I can collect information about his/her local environment. e.g. Using tally charts.  I can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.  I can use a simple plan to follow a route. e.g. A route around the school or local area or his/her route from home to school. | **My timeline, family history, investigating Christmas now and in the past. (History)**  Q: I’m making History!  I can use pictures to sequence to tell real stories from my past.  I can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past and present.  I can discuss significant events within and beyond their living memory.  I can ask and answer simple questions about the past. | **History detectives – spot the differences! Toys**  **(History)**  Q: How have our Toys changed?  I can describe the similarities and differences between life during a time in the past and life today.  I can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past and present.  I can describe an artefact e.g. materials; size; signs of wear and tear.  I can compare artifacts from the past and present. | **Me and my corner of the world. (Geography)**  Q: What can I find?  I can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.  I can draw maps of real life places.  I can ask questions about places studied at KS1.  I can collect information about his/her local environment. e.g. Using tally charts. | **What is our country like? Pirates**  **(Geography)**  Q: What countries did the Pirates visit?  I can draw maps of real life and made up places.  I can create keys for symbols on his/her map.  I can ask questions about places in the UK .  I can name and locate Europe, UK and the countries within the UK and its capital cities and its surrounding seas and ocean using globes, maps and atlases. (United Kingdom)  I can name and locate the famous landmarks of the UK.  I can name mountains, lakes and rivers.  I can follow directions: up, down, left, right, forwards and backwards. | **Betrix Potter and Peter Rabbit**  **(history)**  Q: Who has helped make History?  I can use pictures and role play to tell stories from the past.  I can describe the similarities and differences between life during a time in the past and life today.  I can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.  I can place events and objects in chronological order.  I can talk about local significant individuals who helped make history by using of historical interpretations. |
| Science | **Animals including humans**  Q: What can I sense?  I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  I can identify and name a variety of common animals that are carnivores, herbivores and omnivores  I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)  I can 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**  Q: How does Autumn move to Winter?  I can observe changes across the 4 seasons  I can observe and describe weather associated with the seasons and how day length varies | **Everyday Materials**  Q: What is the best material to make toys?  I can distinguish between an object and the material from which it is made  I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  I can describe the simple physical properties of a variety of everyday materials  I can compare and group together a variety of everyday materials on the basis of their simple physical properties | **Plants**  Q: How do plants grow?  I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  I can identify and describe the basic structure of a variety of common flowering plants, including trees | **Seasonal Changes**  Q: How does Spring move to Summer?  I can observe changes across the 4 seasons  I can observe and describe weather associated with the seasons and how day length varies | **Combination of Scientific Knowledge**  A recap throughout the year. |
| Art & DT | Art  Paint and colour  Printing and textiles  Drawing and Painting - Paint a postcard picture  Paint Local Area Working with nature: Andy Goldsworthy  Printing: Hannah Rampley | DT  Mechanisms  Pop up card  Sculpting – leaf people and animals  Art  Printing – leaf rubbings and printing | DT  Textiles  Lolly stick puppets  Drawing and designing - Design a new toy.  Sketch their favourite toy | Art  Sculpture and form  Northern Potters (crafts makers)  Sculptures working in 2D/3D | Art  Research a famous artist  Drawing and mark making  Julian Beever- Street artist | DT  Sandwiches |
| Computing | **Online Safety** | **Digital Literacy**  Grouping and sorting  Pictograms  Word typing sentences | **Computer Science (with elements of IT)**  Lego builders  Maze explores | **Computer Science (with elements of IT)**  Animated story books | **Information Technology (with elements of DL)**  Coding | **Digital Literacy (With elements of DC)**  Spreadsheets |
| RE | |  | | --- | | **What can we learn about Christianity from visiting a church?**  **What do Christians believe about God ?Baptism** | | |  | | --- | | **Why are gifts given at Christmas?** | | |  | | --- | | **Let’s hear some stories Jesus told**  **Why is Jesus special to Christians?** | | |  | | --- | | **Let’s find out how Easter is celebrated in churches**  **What is the Easter story?** | | |  | | --- | | **What can we find out about Buddha?** | | |  | | --- | | **What can we find out about Buddha?** | |
| Role play area  \*Subject to change to reflect children’s interests | **Post Office** | **Super Hero’s**  **Christmas** | **Vets** | **Garden Centre** | **Pirate ship** | **Fish and Chip shop**  **Travel agents** |

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| **Writing Curriculum Overview - Year 1** | | | | | | | |
|  | **Term 1** | | **Term 2** | | | **Term 3** | |
| **Narrative** | **Stories with**  **predictable phrasing** | | **Contemporary fiction –**  **stories reflecting children’s**  **own experience** | | | **Traditional Tales - Fairy tales** | |
| Suggested final written outcome | Write simple sentences using patterned language, words and phrases taken from familiar stories. | | Write a series of sentences to retell events based on personal experience. | | | Write a re-telling of a traditional story. | |
| **Non-Fiction** | **Labels, lists and captions** | **Recount** | **Report** | | **Instructions** | **Report** | **Explanations** |
| Suggested final written outcome | Write labels  and sentences  for an in-class  exhibition for Beegu | Write simple  first person  recounts based  on personal  experience,  using adverbs  of time to aid  sequencing | A simple non chronological  report with a series of sentences to describe aspects of  the subject; distinguish between a  description of a single member of a group and the group in  general | | Following a practical experience, write up the instructions for a  simple recipe | A simple non chronological  report with a series of sentences to describe aspects of  the subject; distinguish between a  description of a single member of a group and the group in  general | Draw pictures  to illustrate  a simple  process and  prepare several  sentences to  support the  explanation |
| **Poetry** | **Vocabulary**  **building** | **Structure**  **– rhyming**  **couplets** | **Vocabulary**  **building** | **Structure**  **– rhyming**  **couplets** | | **Vocabulary**  **building** | **Take one**  **poet – poetry**  **appreciation** |
| Suggested final written outcome | Read, write and  perform free  verse | Recite familiar  poems by heart | Read, write and  perform free  verse | Recite familiar  poems by heart | | Read, write and  perform free  verse | Personal responses to  poetry  Recite familiar  poems by heart |

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| **English- texts**  **(from year 1 books OR books linked with topics)** | **Local Area**  Beegu Owl babies  Penguin by Polly Dunbar  Peace at Last/  The Gruffalo | **I’m making history**  Funnybones  We’re going on a Bear hunt  Not now Bernard/ The Tiger who came to Tea | **Toys**  Dogger  Traction Man  Old Bear | **Me and my corner of the world**  The House  What the ladybird that heard  Farmer Duck  The Pig in the Pond | **Pirates**  My Granny is a Pirate  Pirates in the supermarket  Pirates next door | **Beatrix Potter**  Peter Rabbit  Paddington at the Seaside  Lighthouse keepers lunch |
| **Other book options/ ideas from Year 1 book list** | (Cover classic Year 1 books-see above)  Jolly Postman | (Cover classic Year 1 books- see above) | Dogger  Hairy McClairy from Donaldson Dairy | A bear called Paddington  Cops and Robbers  Avacado Baby | A lion in the meadow  Mr Magnolia | The Hungry Caterpillar  The Bad Tempered ladybird  The Rainbow Fish |

Table

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