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| **Year 1** | | | | | | | | | | |
|  | Term 1 | | | | Term 2 | | Term 3 | | | |
| **Theme** | **My friends & I** | | **Fairytales** | | **Different families & homes** | **Adventure stories** | **Significant people** | | **Environmental Issues** | |
| **Literacy-Book** | **Beegu**  **Poetry-Rhyming** | | **The Jolly Postman**  **Non-fiction: Postman** | | **Grace**  **Non-fiction; Africa, Amazing Africa**  **Poetry-Out and about by Shirley Hughes** | **Claude in the City** | **The King Who Banned the Dark** | | **The Secret Sky Garden**  **Non-Fiction: Plants**  **Poetry-The Puffin book of Fantastic First Poems** | |
| **Writing** | Simple sentences with capital letters and full stops  Ordering events – Summary of story  Recount on Summer  Poetry - Acrostic | | Fairy tale stories set in familiar settings.  Letter  Instruction on postmen | | Setting Descriptions - adjectives  Story writing – writing more than one sentence about an idea using character and setting  Write about ourselves and our families  Poetry – shape  Leaflet on African animals | End to adventure story  London landmarks- Non-Chronological reports (Non-fiction) or fact files  Sequencing events - Postcards  Newspaper report | Stories by the same author.  Story Writing – beginning, middle and end  Labels, captions, lists  Newspaper report | | Sentence starters  Recounts: Fiction and Non- fiction  Poetry, riddles  Instruction on planting | |
| **FBV** | Black History  Individual liberty  Gratitude-Remembrance Day | | | | Respect and tolerance | The Rule of Law (Houses of Parliament) | The environment | | Democracy | |
| **Reading** | Phonic knowledge and skills to decode words.  Re-telling stories  Recognises and joins in with predictable phrases. | | Reads books accurately and fluently that are consistent with developing phonic knowledge. Understand text.  Enjoy/understand stories, poems and non-fiction texts by hearing them read and discussing them with others. Can recite some by heart. | | Reads words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.  Makes inferences on the basis of what is being said and done.  Reads common exception words. | Read words with contractions and know that the apostrophe means missing letters.  Discusses the significance of the title and events.  Reads with expression and fluency | Identify and explain key aspects of fiction and non-fiction texts.  Enjoys stories or texts.1  Predicts what might happen on the basis of what has been read so far. | | Checks that the text makes sense as reads and corrects inaccurate reading and self-correct mistakes. | |
| **Phonics** | Following Little Wandle Letters and Sounds program of study – See Little Wandle Progression Overview | | | | | | | | | |
| **Spelling** | Sound ‘f’, ‘l’, ‘s’, ‘z’ and ‘k’ spelt ff,ll,ss,zz,ck  Vowel digraphs – ai, oi, ee, igh, of, oo (soon), **oo (book),** ar, or, ow (brown) ow (blow), er | | | Vowel digraphs – ay, oy, ea (head), ea (sea), ir, ur,  -nk words,  The, a do, to, today, of, said, says, are, were, was | Vowel digraphs – ou (mouth), oe, ue, ew, ie (lie), ie (chief)  Adding endings -s and -es  Is, his, has, I, you,, your, they, be, he, me, she, we, no, go, so, by | Vowel digraphs – ore, aw, au, air, ear (dear) ear (bear), are  Adding -er and -est to adjectives  Adding endings -ing, -ed, -er  Common exception words  My, here, there, where, love, come, some, one, once, ask, friend | | Vowel digraphs and trigraphs – a-e, e-e, i-e, o-e, u-e  ‘v’ sound at end of words (have)  School, put, push, pull, full, house, our. | | Words ending in ‘y’  Ph and wh words  Using k for the sound  Tch sound  Compound words |
| **SPaG** | Punctuation  Spaces between words.  How words combine to make a sentence.  Letters of alphabet in order.  First person. | | Capital letter, finger space and full stops  Sequencing of sentences.  Capital **I** for personal pronoun.  Past tense  First Person  Third person  Prefix: Un (unkind characters in fairytale) | | Use **and** to join two sentences.  Adjectives  Past tense  Suffixes -s and -es | Suffixes -ing, -ed,-er and –est where root word remains the same.  Capital letter for proper nouns  First person  Labels and captions  Spell days of the week. | Begin to use . ? !  Ext: Compound sentences using ‘and’, ‘but’, ‘or’ and ‘so’.  Sentence openers | | Use capital letters for names and places.  Greater range of punctuation  Spell days of the week.  Plurals and verb suffixes | |
| **History** | Black History Month-one famous person  Guy Fawkes/ Remembrance Day | | | |  | Significant individuals and historical events within living memory:  Wright brothers, George Stevenson. History of travel. | Events beyond living memory:  Kings and Queens | | Identify similarities and differences between ways  of life in different periods.  Understand some of the ways in which we find out about the past and identify different  ways in which it is represented:  Toys | |
| **Geography** | Name, describe and compare familiar places and link home with other places in the local community.  Name and locate a local town.  Use basic Geographical vocabulary to refer to physical features of the school and its grounds and of the surrounding environment.  Use locational and directional language and describe the location of features and routes on maps.  Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps and use simple fieldwork and observational skills to study the geography of school and its grounds. | | | | Identify seasons and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the equator – comparison of hot and cold country. The Gambia and Greenland.  Use maps, atlases and globes to identify the continents and oceans studied at this key stage. (3D map) |  |  | |  | |
| **Maths** | **Number**  Part – whole  Composition of number up to 10  Comparisons using < > and = | | **Number**  Additive structures  Addition and subtraction strategies (within 10) | | **Number - Addition and Subtraction – two digit composition**  Two-digit number composition 20-100 then 11-19  Multiples of 10 up to 100 | **Number - Multiplication and Division -teen numbers and coins**  Unitising and coins.  Grouping and counting in groups (2,5,10,20) | **Shape**  Recognise, name and sort 2-D and 3-D shapes  **Measure**  Height, Length, Weight and Volume | | **Measure**  Time  **Geometry**  Position and Direction  **Consolidation** | |
| **Science** | Seasons – Summer/Autumn Plants | | Animals including humans | | Seasonal Changes - Winter | Everyday Materials | Seasonal Changes – Spring and Summer | | Plants | |
| **Art** | Use rolling, cutting, carving and moulding to create a friend for Beegu using play dough.  Describe their work and use ideas from Kandinsky, Esther Mahlangu to create own work (link to The Dot and Black History). | | | | Begin to use a range of materials that are cut, torn and glued to create a shape collage based on Kandinsky. (link to shapes-maths)  Use pencil to create a self-portrait and add details using a photograph. Details and colour added appropriately. | | Develop ability to control paint and brush. Use thick and thin brushes.Mix, use and apply secondary colours in work. Explore adding white/black tints and shades. Children to ask questions about the work of artists. Colour Chaos – Using primary colours (Mondrian), Secondary colours (Rothko), Tints (Klee) | | | |
| **Design and Technology** | Design, make and evaluate a friend for Beegu/puppets – glue felt pieces. | | Design, make and evaluate a model (rocket/postbox) – junk model with boxes.  Baking for Chanuka – where vegetables come from | | Make a healthy meal selecting healthy fruits.  Begin to explore and use mechanisms (pulleys and levers) – follow instructions for a rope pulley  Bake African Bread - Tapalapa | Build structure exploring how it can be made stronger, more stable, stiffer (Tower Bridge) – mark and cut out cardboard | Begin to use a range of tools and equipment to perform practical tasks – rulers, scissors, stick glue  Begin to select from and use a wide range of materials – cardboard, cotton fabric, tissue paper. | | | |
| **Music** |  |  | | |  |  |  | |  | |
| **PE** | Dance, Gymnastics, invasion games, striking and fielding games, athletics, Net and wall games, fitness and healthy lifestyle. These are ongoing throughout the year | | | | | | | | | |
| **Computing** | Computing systems and networks-technology around us | | Creating media-digital painting | | Creating media-digital writing | Data and information-grouping data | Programming | | Programming | |
| **RHE** | Self-identity  Things I like  Speaking up sharing opinions  Where we live  Together we can achieve more  Dealing with bullying | | Understanding feelings  Being special  Standing up for yourself and taking turns | | My Body my business  Sleep  Healthy Food  Keeping clean  Safety  Exercising Bodies | Making friends, what friendship is  Breaking friendships/ falling out  Being a good friend  Differences/ similarities  Respecting others  Changes | How to call the emergency services  Going for goals  Jobs | | School community  My community  Being neighbours  Being British and living in Britain | |
| **Experiential Learning**  **Cycle 1:** | Walk around the local area-human and natural features  Trip to the Park-Autumn | | Posting a letter | |  | Shopping for ingredients | Highgate Woods | | Freshwater Theatre Company  Toy museum | |
| **Cycle 2:** | Science Museum/London Aquarium | | African market inside | Visit to Central London on a boat | The London Aquarium | |