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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 stopsOrdering events – Summary of storyRecount on SummerPoetry - Acrostic | Fairy tale stories set in familiar settings.LetterInstruction on postmen | Setting Descriptions - adjectivesStory writing – writing more than one sentence about an idea using character and settingWrite about ourselves and our familiesPoetry – shapeLeaflet on African animals | End to adventure storyLondon landmarks- Non-Chronological reports (Non-fiction) or fact filesSequencing events - Postcards Newspaper report | Stories by the same author.Story Writing – beginning, middle and endLabels, captions, lists Newspaper report | Sentence starters Recounts: Fiction and Non- fictionPoetry, riddlesInstruction on planting |
| **FBV** | Black HistoryIndividual libertyGratitude-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 storiesRecognises 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.1Predicts 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,ckVowel 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 -esIs, 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), areAdding -er and -est to adjectivesAdding endings -ing, -ed, -erCommon exception wordsMy, 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 wordsUsing k for the soundTch soundCompound words |
| **SPaG** | PunctuationSpaces 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 tenseFirst PersonThird personPrefix: Un (unkind characters in fairytale) | Use **and** to join two sentences.Adjectives Past tenseSuffixes -s and -es | Suffixes -ing, -ed,-er and –est where root word remains the same.Capital letter for proper nounsFirst personLabels and captionsSpell 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 punctuationSpell days of the week. Plurals and verb suffixes  |
| **History** | Black History Month-one famous personGuy 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 waysof life in different periods.Understand some of the ways in which we find out about the past and identify differentways 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 – wholeComposition of number up to 10Comparisons using < > and = | **Number**Additive structuresAddition and subtraction strategies (within 10)  | **Number - Addition and Subtraction – two digit composition**Two-digit number composition 20-100 then 11-19Multiples 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 pulleyBake 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 glueBegin 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-identityThings I likeSpeaking up sharing opinionsWhere we liveTogether we can achieve moreDealing with bullying | Understanding feelingsBeing specialStanding up for yourself and taking turns | My Body my businessSleepHealthy FoodKeeping cleanSafetyExercising Bodies | Making friends, what friendship isBreaking friendships/ falling outBeing a good friendDifferences/ similarities Respecting othersChanges | How to call the emergency servicesGoing for goalsJobs | School communityMy communityBeing neighboursBeing British and living in Britain |
| **Experiential Learning****Cycle 1:** | Walk around the local area-human and natural featuresTrip to the Park-Autumn | Posting a letter |  | Shopping for ingredients | Highgate Woods | Freshwater Theatre CompanyToy museum |
| **Cycle 2:** |  Science Museum/London Aquarium | African market inside | Visit to Central London on a boat | The London Aquarium |