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| **Year 1** |
|  | Term 1 | Term 2 | Term 3 |
| **Literacy-Cycle 1** | **The Lion inside** | **The Man on the Moon****Poetry** | **The Lighthouse Keeper’s lunch**  | **Dougal deep sea diver** | **The Story Tree** | **The Great Fire of London** |
| **Literacy-Cycle 2** | **Beegu** | **The Jolly Postman****Poetry** | **Grace /The Tunnel** | **Claude in the City** | **Snail and the Whale and another Julia Donaldson text** | **Florence Nightingale** |
| **Writing** | Simple sentences with capital letters and full stopsOrdering events – Summary of storyForming lettersSpeech bubblesPostcardsRecounts - Diary writing Recount – Rosh Hashanah | Fairy tale stories set in familiar settings.Home addressLabels, captions, lists LettersAdvertsPoetry and Rhythm | Descriptions - adjectivesSettingsStory writing – writing more than one sentence about an ideaWrite about ourselves and our familiesExplanation texts – how things work | Diary writing – story form London landmarks- Non-Chronological reports (Non-fiction) or fact filesSequencing events - Postcards PoetryInstructions - Science | Stories by the same author.Poetry, riddlesStory Writing – beginning, middle and endCharacter descriptions/fact fileInstruction writing | Sentence starters Recounts: Fiction and Non- fictionCharacter descriptionLetter writing- writing for different purposes and different audiences |
| **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 (ELS)** | Assess and ReviewRevise:/ai/ /ow/ /igh/ /ee/ Revise: /oi/ /ur/ /(y)oo/ /or /w/ /f/ /(y)oo/ /oa/To spell Tricky words…ongoing. | Revise: /or/ /ee/ /ai/ /ee/ Revise: /igh/ /oa/ /(y)oo/ /s/ /ee/ /or/ (walk) and all phase 5 sounds. | ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ *(find) /igh/ (by)* oa/ (go) /o/ (was) /oo/ (push) /y/+/oo/ (music) /c/ (school) /sh/ (chef) /e/ (head) ur/ (world) /ur/ (learn) /oo/ (soup) /oa/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym) air/ (care) /air/ (there) /air/ (pear) /ch/  | u/ (brother) /j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen) /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here) /sh/ (patient) /sh/ –tion (station) /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ –tious (scrumptious) /sh/ (delicious) –ous, –ion, –ian | Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs./s/ science /t/ doubt /i/ crystal /i/ busy /n/ gone /m/ column /g/ ghastly guard /o/ cough /u/ tough flood /h/ whole /f/ rough /w/ penguin /ai/ straight /ee/ ceiling *police /igh/ eyelash island buy /oa/ dough plateau /ar/ heart /ur/ colour centre /oo/ move group /oo/ juice shoe /yoo/ beautiful /or/ warm roar floor more /ow/ plough /air/ scary*July: Phonics Screening Check |
| **SPaG** | PunctuationSpaces between words. How words combine to make a sentence.Letters of alphabet in order. | Capital letter, finger space and full stops Capital **I** for personal pronoun.  | Use **and** to join two sentences.Adjectives  | Suffixes-(-ing, -ed,-er and –est)where root word remains the same.Capital letter for proper nouns | Begin to use . ? !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 – 1. Rosa Parks and 2. Mary Seacole/ Henry Box BrownGuy Fawkes/ Remembrance Day |  | Significant individuals and historical events within living memory: Wright brothers, George Stevenson. History of travel. | 1.Events beyond living memory: GFOL(King Charles 2/Samuel Peyps) 2. Lives of significant individuals: Florence Nightingale and the Crimean War | Changes within living memory-1.Homes 2.Toys |
| **Geography** | Physical and human features of the locality. Create map with Key for the locality. 4 compass directions and locational /directional language to describe location of features and routes on a map.Map skills: Devise simple maps, 4-point compass, locational and directional language.  | Understand geographical similarities and differences by studying a small area of the UK and a contrasting non-European country-Gambia. |  | 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 and North/South Pole. |  |
| **Maths** | Number: Place Value (within 10)Number: Addition and Subtraction | Number: Addition and SubtractionGeometry: ShapeNumber: Place Value (within 20) | Number: Addition and SubtractionNumber: Place Value (within 50) | Number: Place Value (Within 50)Measurement: Length and HeightWeight and Volume | Number: Multiplication and DivisionFractions | Geometry: Position and DirectionNumber: Place Value (Within 100)Measurement: Money and Time |
| **Science** | Seasons – Summer/Autumn Plants | Animals including humans | Seasons – Winter 1 Week | Plants | Seasons – Spring 1 week | Everyday Materials |
| **Art** | Begin to use a range of materials creatively to design and make products e.g. collage with pre-cut shapes.Self portrait using a photograph. | Begin to use drawing, painting and sculpture to develop and share ideas, experiences and imagination – using pencil, poster paint and plasticine. | Learn about a range of artists and designers. Make links to own work. Henri Matisse ‘The Snail’. | Begin to use colour, pattern. texture,shape form and space e.g silhouette – use light to draw around specific shapes |
| **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 | 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** | Sing a variety of songs.Begin to play tuned and untuned instruments. Begin to listen with concentration to a range of music. Begin to create, select and combine sounds using different dimensions of 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 friendshipisBreaking 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 |