



KS1	Autumn Term		Spring		Summer	
	1 7 weeks On Our Doorstep	2 7 weeks On Our Doorstep	1 6 weeks Great Britain	2 6 weeks Great Britain	1 6 weeks Pirates	2 7 weeks Madagascar
Events	KS1 Harvest festival	KS1 production	RE day - Judaism	Educational Visit to Doncaster Zoo	Science Week	The Deep Residential Visit
Literacy	2 weeks of fiction texts by the author Eric Carle. For example The very busy spider and The bad tempered ladybird. 2 weeks of mini-beast non-fiction texts. 1 week of mini-beast poetry.	2 weeks of poetry exploring patterns and rhymes. 2 weeks of animal non-fiction texts. 2 weeks of fiction texts by the author Julia Sykes. For example Hurry Santa.	3 weeks of Traditional Tales. For example The three little pigs. 2 weeks of non-fiction texts about Florence Nightingale.	2 weeks of fiction texts about teddy bears. For example Can't you sleep little bear? 2 weeks of non-fiction texts about toys. 2 weeks of poetry about the changing seasons.	2 weeks of non-fiction texts about Pirates. For example How to be a pirate in 10 easy steps. 2 weeks of fiction texts about Pirates. For example A new home for a pirate. 1 week of poetry about pirates.	2 weeks of non-fiction texts about Madagascar. 3 weeks of fiction texts about rainforest animals. For example How to lose a lemur. 2 weeks of rainforest poetry.
Grammar	<p>During Year 1 the children will be taught to:</p> <ul style="list-style-type: none"> -develop their understanding of suffixes and prefixes -leave spaces between words -use joining words and joining clauses using and, so, but, or (conjunctions) -begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -learn the grammar terms of subject, predicate, punctuation, conjunction and adjective to discuss their work. 					

<p>Numeracy</p>	<p>Number and Place Value -count reliably up to 20 objects. -Make teen numbers by adding more to 10. Addition -partition 5 into pairs. -add a small number by counting on. Money -know the value of each coin up to 50p. -add 1p, 2p and 5p coins to 10p. Measures -order the events of a days. -know the order of the days of the week and months of the year. Addition and Subtraction -begin to count back to subtract.</p>	<p>Number and Place Value -compare 2 numbers less than 20. -Count in 10s from 10. Addition and Subtraction -find one more/one less than numbers to 20 Doubling and Halving -double numbers 1 to 10. -recognise odd and even numbers up to 10. Shape -name and describe common 2D shapes including squares, rectangles, circles and triangles. Addition and Subtraction -find one more/one less than a 2 digit number. -know the number bonds for 10. -add 2,3 or 4 by counting on. Measures -to tell the time to the hour and half past.</p>	<p>Number and Place Value -count in 10s from any number -find 10 more/less than a 2 digit number. Addition and Subtraction -add 3 numbers using the number bonds to 10. -find totals of 2 and 3 coins to 10p. Measures -to tell the time to the hour and half past. -to begin to use standard units of weight for example grams. Doubles, halves and sequences -recognise odd and even numbers. -find half of numbers up to 24.</p>	<p>Number and Place Value -know what each digit means in a 2 digit number. -compare 2 numbers less than 100 saying which is more/ less. Measures -to use standard units of length to measure objects in centimetres. -use the standard unit of capacity to measure the capacity of objects in millilitres. Addition and Subtraction -add and subtract multiples of 10. -find ways to pay amounts up to 50p. -begin to count on to find the change from a given amount.</p>	<p>Number and Fractions- -order 2 digit numbers - -to find halves and quarters of shapes and amounts. Addition and Subtraction -add and subtract 11 to multiples of 10. -to add by bridging through a multiple of 10 for example $35+7=$ Shape and Measures -name common 3D shapes and their properties including cuboid, cube, sphere, cones and cylinders. -read the time to the o'clock and half past on analogue and digital clocks. Multiplication and Division -count in 2's, 5's and 10's. -begin to understand division by sharing into groups.</p>	<p>Money -find totals to 50p. -find the change by counting on. Addition and Subtraction -add 1 digit numbers to 2 digit numbers to 100 using number facts including doubles and number bonds. Measures and Shape -know the days of the week and months of the year in order. -recognise 3D shapes and describe their position using language including above, below, next to. Multiplication -know that multiplication is the same as sets of, for example 4 sets of 5 is 20. -begin to solve simple moneys problems using multiplication. Measures -use standard units of weight for example grams. -estimate and measure the capacity of different containers.</p>
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History		<p>Changes within living memory. For example how the children have changed since they were a baby.</p> <p>Significant national events beyond living memory. For example The Gunpowder Plot.</p> <p>Significant local people from history including Robin Hood.</p>	<p>Significant national events beyond living memory. For example The Great Fire of London.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. For example Florence Nightingale and Isambard Kingdom Brunel.</p>		<p>To use a wide vocabulary of everyday historical terms.</p> <p>To understand how we find out about the past.</p> <p>To place the people and events studied within a chronological framework.</p>	
Geography	<p>Investigate their own surroundings including the classroom and the school grounds.</p> <p>Make observations about where things are, For example within the school or local area and create simple plans and birds eye-views to show this.</p>			<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country such as Madagascar.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> □ key physical features, including: beach, forest, mountain, ocean, river, season and weather □ key human features, including: city, town, village, farm and port.

Computing	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -use technology purposefully to create, organise, and manipulate digital content using Purple Mash. -use technology safely and respectfully, keeping personal information private. 	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -use technology purposefully to create, organise, and manipulate digital content using Purple Mash. -use technology safely and respectfully, keeping personal information private. 	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -understand what algorithms are and create and debug simple programs using a bee-bot. -use logical reasoning to predict the behaviour of simple programs. -use technology purposefully to create, organise, and manipulate digital content using Purple Mash -use technology safely and respectfully, keeping personal information private. 	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -use technology purposefully to create, organise, and manipulate digital content using Purple Mash -use technology safely and respectfully, keeping personal information private. 	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -use technology purposefully to create, organise, and manipulate digital content using Purple Mash. -use technology safely and respectfully, keeping personal information private. 	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -use technology purposefully to create, organise, and manipulate digital content using Purple Mash. -use technology safely and respectfully, keeping personal information private. -understand what algorithms are and create and debug simple programs using a bee-bot. -use logical reasoning to predict the behaviour of simple programs
Science	<p>Animals including Humans</p> <ul style="list-style-type: none"> -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. -identify and name a variety of common animals that are carnivores, herbivores and omnivores. 	<p>Seasonal Changes</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>Materials</p> <ul style="list-style-type: none"> -identify and name a variety of materials, including wood, plastic, glass, metal, water, and fabric -describe the physical properties of a variety of materials -compare and group together a variety of everyday materials on the basis of their physical properties. 	<p>Seasonal Changes</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>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. -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 	<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.

Art/DT	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space through observational drawings. -use a range of materials creatively to design and make products including a hedgehog. 	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space through observational drawings. -use drawing and painting to develop and share their ideas, experiences and imagination. 	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -design, make and evaluate an end product. For example a famous British building. -select from and use a wide range of materials and components, including construction materials, 	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -learn about the work of a range of artists, craft makers and designers and understand the historical and cultural development of their art forms. For example William Morris. -use a range of materials creatively to design and make products including a mother's day card. 	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -use a range of materials creatively to design and make products including a pirate portrait. - use sculpture to develop their ideas and imagination through the medium of clay. 	<p>The children will learn how to;</p> <ul style="list-style-type: none"> -become proficient in design and craft techniques through the medium of collage. -develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space through the medium of paint. -develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space through observational drawings.
PSHE	<p>SEAL theme: New Beginnings. Exploring how to make people feel welcome and developing class rules in line with whole school RESPECT policy.</p>	<p>SEAL theme: Getting on and falling out and Say no to bullying. Explore what it means to be a good friend and how to calm down when you feel angry.</p>	<p>SEAL theme: Going for goals. Exploring personal New Year resolutions and setting a whole class target.</p>	<p>SEAL theme: Good to be me. Exploring things that they are proud of and things they know their friends should be proud of.</p>	<p>SEAL theme: Relationships. To explore feelings of jealousy and loneliness and what it means to be a good friend.</p>	<p>SEAL theme: Changes. Explore things that the children are proud of and think about preparing for the emotional effects of changing year groups.</p>

RE	<p>Stories from the Old Testament. Talk about why the bible is important to Christians and discuss stories from the Old Testament including Moses and the 10 commandments. Talk about what happens in a church and take part in harvest festival at a church.</p>	<p>Judaism. Learn about festivals from the Jewish faith including The Passover. Listen and respond to stories from the Jewish faith including Moses and the 10 plagues. Learn about significant Christian festivals including The Nativity.</p>	<p>Judaism. Learn about festivals from the Jewish faith including Hanukkah and discuss why Jewish people celebrate these events from their history.</p>	<p>Christianity. Learn about the teachings of Jesus and think about why Jesus is important to Christians. Learn about significant Christian festivals including Easter.</p>	<p>Judaism. Learn about the Torah and discuss why it is important to Jewish people and listen to key stories such as David and Goliath and think about their message.</p>	<p>Christianity. Talk about why the bible is important to Christians. Listen to stories from the New Testament including The Good Samaritan and think about their message.</p>
Music	<p>Sounds Interesting Exploring sounds</p> <p>Children will learn:</p> <ul style="list-style-type: none"> -Various warm ups/topic & harvest songs -about different sound sources -about focussing their listening -to explore instruments - to control instruments -to explore expressive use of 	<p>The long and short of it/Christmas Performance Exploring duration and performance skills</p> <p>Children will learn:</p> <ul style="list-style-type: none"> -a variety of Christmas songs. -How to use their voices to make a variety of long and short sounds -To respond to long and short sounds through movement -That music is made 	<p>Feel the pulse Exploring pulse and rhythm</p> <p>Children will learn:</p> <ul style="list-style-type: none"> - what is meant by Steady beat -how to control a Beat - how to recall and copy rhythm patterns -how to create rhythm patterns based on words and phrases 	<p>Taking off Exploring pitch</p> <p>Children will learn:</p> <ul style="list-style-type: none"> -what is meant by Pitch - how to control the pitch of the voice - to respond to changes in pitch -to relate sounds to symbols - that pitch can be used descriptively 	<p>What's the score? Exploring instruments and symbols</p> <p>Children will learn:</p> <ul style="list-style-type: none"> -About volume.(dynamics) (being able to change playing their instrument from loud to quiet) About speed (tempo). (being able to change playing their instrument from fast to slow) -to identify different ways instruments make sounds. 	<p>Rain, rain go away Exploring timbre, tempo & dynamics</p> <p>Children will learn:</p> <ul style="list-style-type: none"> -How sounds can be used descriptively -That music can describe an environment -How words can describe sounds -About sounds made by different sound sources -How sounds can be combined -How sounds can be organised within simple

	<p>sounds</p> <p>-to use sound expressively to illustrate a story</p>	<p>up of long and short sounds and silences</p> <p>-How to make sounds of different duration using voices and instruments</p> <p>-how to use instruments to create sequences of long and short sounds</p>	<p>- to use beat and rhythm to create an accompaniment for a song</p>	<p>-to identify how symbols can represent sounds.</p> <p>-How symbols can be used to describe changing sounds.</p> <p>-To listen carefully and respond to sound using movement</p> <p>-To compose a class composition and make a class score.</p>	<p>structures</p> <p>-How to create a class composition combining layers of sound within simple structures</p>	
PE	<p>Games</p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> • Move fluently, changing direction and speed without collision. • To be able to balance a beanbag, moving into a space using different body parts • Complete simple tasks with a bean bag, including throwing and catching skills. 	<p>Dance</p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> • Follow the leader, with a variety of different movements and travel. Learn choreography for KS1 production. • Practice, rehearse and refine, in preparation for the production. • Perform to live audience. 	<p>Floor Gymnastics</p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> • Explore the space in the area, moving at different, speeds, levels and directions. • To explore and learn basic gymnastics shapes and sequences, including starting and finishing positions. • To complete a mini sequence, working 	<p>Apparatus</p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> • To climb and explore the apparatus in a safe way. • To explore different ways of moving around the apparatus. • To perform a simple sequence on the apparatus, including travel, balance and shapes. 	<p>Games</p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> • Control and move around the space with a tennis ball. • Learn simple throwing and catching techniques. • To progress into throwing the ball with control and accuracy. 	<p>Athletics</p> <p>The children will learn how to;</p> <ul style="list-style-type: none"> • Work as part of a team. • Develop skills for sports day i.e.; balance, travel. • To compete independently in sports day races.

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