

Class 1 Year A



Subject	Autumn 1 How are you?	Autumn 2 Space	Spring 1 Active Planet	Spring 2 Pirates	Summer 1 The Great Fire of London	Summer 2 Mystery Topic
Literacy	<p>Traditional Tales Plan and write own stories based on the classic tale.</p> <p>How to ask and write questions to interview a character and will learn how to write a simple letter to a character.</p> <p>Reading Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Writing Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Rereading what they have written to check it makes</p>	<p>Whatever Next! Retell, plan, write and edit own stories about a journey to space.</p> <p>Develop interviewing skills by conducting own interviews with story characters, along with writing shape poems about space for performance.</p> <p>Reading Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Discussing word meanings, linking meanings to those already known.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Writing Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p>	<p>Dear Zoo Read and retell the text 'Dear Zoo' by Rod Campbell to introduce the topic, then plan, write and edit stories with repeating parts.</p> <p>Acrostic poems about animals</p> <p>Read and write fact sheets</p> <p>Reading Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Being encouraged to link what they read or hear read, to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Discussing word meanings</p>	<p>Explorers Learn and retell a story with repeating parts plan and write own versions, with a few unexpected twists!</p> <p>Write letters and plan an exploration.</p> <p>Reading Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Being encouraged to link what they read or hear read, to their own experiences.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Writing Saying out loud what they</p>	<p>Time Travel Retell and write own version of the story</p> <p>Write a diary entry</p> <p>Features of newspaper reports and write own report about The Great Fire</p> <p>Reading Listening to and discussing a wide range of poems, stories and non-fiction, at a level beyond which they can read independently.</p> <p>Discussing word meanings, linking meanings to those already known.</p> <p>Checking the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Writing Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Rereading what they have</p>	

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	<p>sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>SPaG Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Sequencing sentences to form short narratives.</p> <p>Rereading what they have written to check it makes sense.</p> <p>SPaG Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Spoken Language Participating in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>and linking meanings to those already known.</p> <p>Writing Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Rereading what they have written to check it makes sense.</p> <p>SPaG Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>are going to write about.</p> <p>Sequencing sentences to form short narratives.</p> <p>Discussing what they have written with the teacher or other pupils.</p> <p>Reading aloud their writing, clearly enough to be heard by their peers and the teacher.</p> <p>Rereading what they have written to check it makes sense.</p> <p>SPaG Beginning to punctuate sentences using a capital letter and a full stop, question or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</p> <p>Knowing how words can combine to make sentences.</p>	<p>written to check it makes sense.</p> <p>SPaG Rereading what they have written to check it makes sense.</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question or exclamation mark.</p>	
Numeracy	<p>Number</p> <p>Place Value</p> <p>Addition and Subtraction</p> <p>Geometry: Shape</p>	<p>Number</p> <p>Place Value</p> <p>Addition and Subtraction</p>	<p>Time</p> <p>Place Value</p> <p>Addition and Subtraction</p> <p>Measures: Length and Height</p>	<p>Number: Multiplication and Division</p> <p>Fractions</p>	<p>Number: Place Value</p> <p>Number: Four operations</p>	<p>Measurement: Money</p> <p>Measurement: Weight and Volume</p>

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<p>Science / Forest School</p>	<p>Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Forest School Skills</p> <p>Gathering and recording data to help in answering questions</p> <p>Asking simple questions and recognising that they can be answered in different ways</p>	<p>Animals 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> <p>Performing simple tests Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Plants 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</p>	<p>Miniature Gardens Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Everyday materials Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Forest School Skills</p>
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Seasonal Changes Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length varies (Geography) Identify seasonal and daily weather patterns in the United Kingdom						
Computing	Computer Skills Recognise common uses of information technology beyond school	Painting Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Word processing skills Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Using and Applying Use logical reasoning to predict the behaviour of simple programs	Programming with Scratch Junior Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs	ESafety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Neil Armstrong)			Events beyond living memory that are significant nationally or globally (The Great Fire of London)	
Geography	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop					
	Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	

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			Kingdom, and of a small area in a contrasting non-European country	locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map		
Art	Range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space work.					
	Portraits	Colour Chaos			Landscapes and Cityscapes	
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Listen with concentration and understanding to a range of high-quality live and recorded music	Play tuned and untuned instruments musically		Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
PSHCE / SEAL	New Beginnings	Becoming an active citizen	Going for goals	My Healthy lifestyle	Relationships	Moving on
Design Technology	(DT) Structures Build structures, exploring how they can be made stronger, stiffer and more stable Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]			Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.	
PE	Real PE - Social	Real PE – Personal Journey to the Blue Planet	Real PE - Health and Fitness	Real PE – Cognitive Pirate Pranks	Real PE - Creative	Real PE - Physical
RE	1.8 Who am I? What does it mean to belong?	F2 Why do Christians perform nativity plays?	F1 Why is the word of God so important to Christians?	F3 Why do Christians put a cross in an Easter garden?	1.2 Who made the world?	1.7 Who is a Muslim and what do they believe?