

Class 1 Year B



Subject	Autumn 1 All about me	Autumn 2 Guy Fawkes	Spring 1 What a wonderful World (Travel and Transport)	Spring 2 Rainforests	Summer 1 Artists and Craft Makers	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>Time Travel Write a diary entry</p> <p>Features of newspaper reports</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 written to check it makes sense.</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 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>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>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>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</p>	

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	<p>Rereading what they have written to check it makes 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>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>	<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>Writing Saying out loud what they 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>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>	
Numeracy	<p>Number Place Value Addition and Subtraction Geometry: Shape</p>	<p>Number Place Value Addition and Subtraction</p>	<p>Time Place Value Addition and Subtraction Measures: Length and Height</p>	<p>Number: Multiplication and Division Fractions</p>	<p>Number: Place Value Number: Four operations</p>	<p>Measurement: Money Measurement: Weight and Volume</p>

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Science / Forest Schools	Forest School Skills 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	Gathering and recording data to help in answering questions Asking simple questions and recognising that they can be answered in different ways	Forest School Skills Everyday materials Distinguish between an object and the material from which it is made 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	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 Performing simple tests Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Forest School Skills	Forest School Skills
	Seasonal Changes Observe changes across the 4 seasons					
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	Events beyond living memory that are significant nationally or	The lives of significant individuals in the past who have contributed to	The lives of significant individuals in the past who have contributed to		

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	be used to reveal aspects of change in national life	globally (Guy Fawkes) Significant historical events, people and places in their own locality	national and international achievements. Some should be used to compare aspects of life in different periods	national and international achievements. Some should be used to compare aspects of life in different periods		
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. 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		Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	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 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 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		
Art	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 To use drawing, painting			Colour Chaos To use drawing, painting	To use a range of materials creatively to design and make products	

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	<p>and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space work.</p>			<p>and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space work.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	
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	Good to be me	Keeping myself safe	Getting on	Me and my relationships	Changes	Me and my future
Design Technology		Use the basic principles of a healthy and varied diet to prepare dishes	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			
PE	Real PE - Social	Real PE – Personal	Real PE - Health and Fitness	Real PE – Cognitive	Real PE - Creative	Real PE - Physical
RE	1.9 What makes some places sacred to believers?	1.3 Why does Christmas matter to Christians?	1.10 How should we care for the world and others, and why does it matter?	F3 Why do Christians put a cross in an Easter garden	1.1 What do Christians believe God is like?	1.7 Who is a Muslim and what do they believe?

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Our RE plans follow the Diocesan Guidelines

