

Context	Autumn 1 What's on your plate?	Autumn 2 The Terrific Toybox!	Spring 1 Who lives in a house like this? (Homes)	Spring 2 Who lives in a house like this? (Castles)	Summer 1 Voyage across the oceans	Summer 2 Voyage across the oceans
English Texts	Spelling, punctuation, grammar and handwriting					
	Jasper's Beanstalk Oliver's Vegetables Tasty Poems Little Red Hen-T4W Instructions Lists Labelling Recipes Poetry Letter writing Writing in role of character Creating story maps	Albert Le Blanc Recount Writing in role of character Letter writing	Goldilocks and the three bears Hansel and Gretel The three little pigs Features of Fiction and Non-Fiction Traditional Tales Character Description Creating story maps	Jack and the beanstalk Rapunzel Sequencing Retelling stories Character descriptions Recount	We're Sailing to Galapagos Little Boat Sequencing Adventure stories Creating story maps Recount	The Lighthouse Keepers Lunch Splash Jacks Fantastic Voyage Night Pirates Adventure stories Setting descriptions Fact files
English	<p>Reading</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading. <p>Comprehension</p>					

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experience
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Writing

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un-
- using -ing, -ed, -er and -est where no change is needed in the spelling of root words
- apply simple spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting and Presentation

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters

	<ul style="list-style-type: none"> • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these <p>Composition write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud clearly enough to be heard by their peers and the teacher. <p>Vocabulary, grammar & punctuation</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Reading	A range of texts designed to complement the curriculum and topics covered during the term
Phonics	<p style="text-align: center;">Phase 2 sets 1 - 5</p> <p style="text-align: center;">Phase 3 - set 6 & 7, constant diagraphs, vowel diagraphs</p> <p style="text-align: center;">Phase 5 - spilt diagraphs, alternative diagraphs, alternative pronunciation</p>
Maths	<p>Number & Place Value</p> <ul style="list-style-type: none"> * Count to / across 100, forwards, backwards, beginning with 0 or 1, or from any given number * Count, read & write numbers to 100 in numerals; Count in 1s, 2s, 5s and 10s * Given a number Identify 'one more' and 'one less' * Identify & represent numbers using objects & pictorial representations including the number line & use the language of: equal to, more than, less than, (fewer), most, least. * Read & write numbers to 20 in numerals & words. <p>Addition & Subtraction</p> <ul style="list-style-type: none"> * Read, write & interpret mathematical statements involving +, - & = * represent & use number bonds & related subtraction facts within 20 * add & subtract one-digit & two-digit numbers to 20, including zero

	<p>* Solve one step problems involving addition & subtraction, using concrete objects & pictorial representations, & missing number problems such as $7 = _ - 9$</p> <p>Multiplication & division</p> <p>* Solve one-step problems involving multiplication & division, by calculating the answer using concrete objects, pictorial representations & arrays with the support of the teacher</p> <p>Fractions</p>					
Maths	<p>Number: Place Value (within 10)</p> <p>Number: Addition and Subtraction (within 10)</p>	<p>Number: Addition and Subtraction (within 10)</p> <p>Geometry: Shape</p> <p>Number: Place Value (within 20)</p>	<p>Number: Addition and Subtraction (within 20)</p> <p>Number: Place Value (within 50)</p> <p>Multiples of 2, 5 and 10</p>	<p>Measurement: Length and Height</p> <p>Measurement: Weight and Volume</p>	<p>Number: Multiplication and Division (Reinforce multiples of 2, 5, and 10)</p> <p>Number: Fractions</p> <p>Geometry: Position and Direction</p>	<p>Number: Place Value (within 100)</p> <p>Measurement: Money</p> <p>Time</p>
Science	<p>Plants</p> <p>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>-identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Seasonal change (autumn/winter)</p> <p>-observe changes across the four</p>		<p>Materials</p> <p>-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</p> <p>- describe the simple physical properties of a variety of everyday materials</p> <p>- compare and group together a variety of everyday materials</p>	<p>Materials</p> <p>-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</p> <p>- describe the simple physical properties of a variety of everyday materials</p> <p>-compare and group together a variety of everyday materials</p>		

Year 1

Yearly Planner 2018 - 2020

	<p>seasons -observe and describe weather associated with the seasons and how day length varies.</p> <p>Animals 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>on the basis of their simple physical properties.</p>	<p>on the basis of their simple physical properties.</p>		
<p>ICT</p>	<p>Online Safety & Exploring Purple Mash</p>	<p>Grouping & Sorting</p>	<p>Pictograms To understand that data can be represented in picture format</p> <p>To use a pictogram to record the results of an experiment.</p>	<p>Lego Builders To emphasise the importance of following instructions.</p>	<p>Maze Explorers To understand the functionality of the basic direction keys in Challenges 1 and 2.</p>	<p>Animated Story Books To be introduced to e-books and to 2Create a Story.</p> <p>To continue a previously saved story. To add animation to a story.</p> <p>To add sound to a story including voice recording and music the children have created</p>

Year 1

Yearly Planner 2018 - 2020

PSHCE/SEAL	New Beginnings	Getting on and Falling out - Relationships	Going for Goals	Say no to bullying	Good to be me	Changes
R.E School follows the Locally Agreed Statutory RE Curriculum, revised for September 2013	WHAT DOES IT MEAN TO BELONG TO CHRISTIANITY?	PRAYER: WHO? WHAT? WHERE? WHY? Use RE-online banquet CHRISTMAS: Focus on Giving & Receiving. Use Cumbria Christmas document	WHO IS JESUS? WHY IS HE INSPIRING FOR SOME PEOPLE? Use Cumbria SACRE unit	SIGNS & SYMBOLS: WHAT DO THEY MEAN TO A BELIEVER? Use RE-online banquet WHY DO CHRISTIANS CELEBRATE EASTER? Use Cumbria Easter doc	WHAT ARE SOME SPECIAL PLACES & WHY ARE SOME HOLY FOR SOME PEOPLE? Use some of 2007 QCA unit & Cumbria Places of Worship doc	WHAT DO PEOPLE BELIEVE ABOUT GOD? Use 2007 QCA unit
Art/Design	Giuseppe Arcimboldo Pupils can describe what they can see and like in the work of another artist Pupils can ask sensible questions about a piece of art Pupils can create a piece of work in response to another artist's work		Pupils are given the chance to extend the variety of drawings tools they can use and explore different textures they can make using them Pupils will observe anatomy and record with increasing accuracy (faces, limbs) Pupils can use simple IT mark -making tools, e.g. brush and pen tools		Pupils can name all of the primary and secondary colours Pupils experiment the mixing of colours Pupils can experiment applying colour with a range of tools such as paint, crayons and felt pens	
History		Toys - changes within living memory.	Homes from the past	Castles		What were seaside holidays like in the

Year 1

Yearly Planner 2018 - 2020

		Where appropriate, these should be used to reveal aspects of change in national life				past?
Geography	Human and Physical Identify seasonal and daily weather patterns in the United Kingdom		Use maps/atlas's to identify the UK and its countries	Use maps/atlas's to identify the UK and its countries	Human and Physical 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	Locational Knowledge Name and locate the world's 7 continents and 5 oceans
P.E	Games Gymnastics	Games Dance	Games - cricket Dance	Games - Football Gymnastics	Games - cricket Athletics	Games - Football Athletics
D.T	Understand that food comes from plants or animals Understand that	Create pockets/ bag/ purses using fabric glue/ staples to attach pieces of fabric together	Design and make a house Building structures including a range of features- skill focus-cutting, making holes	Design and make Castles Building structures including a range of features- skill focus-cutting, making holes		

	<p>food has to be farmed, caught, or grown</p> <p>Sort foods into the 5 groups using The Eatwell Plate</p> <p>Identify that people should eat at least 5 portions of fruit and vegetables a day</p> <p>Prepare simple dishes hygienically and safely without a heat source</p> <p>Use cooking techniques such as: cutting, peeling and grating</p> <p>Choose suitable tools for making Follow safety and food hygiene procedures</p>		<p>and threading to create hinges</p> <p>Measure, mark, cut and shape materials and components</p> <p>Join, assemble and combine materials and components</p>	<p>and threading to create hinges</p> <p>Measure, mark, cut and shape materials and components</p> <p>Join, assemble and combine materials and components</p>		
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<p>Music</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 					
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<p>Trips/Visits</p>	<p>Low Stanger Farm</p>	<p>Tullie House - Toys</p>		<p>Hall Park</p>	<p>Keswick Launch</p>	<p>Maryport Aquarium</p>
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Year 1

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