

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>All about me!</b>	<b>Once upon a time</b>	<b>The Great Fire of London</b>	<b>Stone Girl Bone Girl</b>	<b>Let's Explore Scarborough</b>	<b>Safari Surprise</b>
<b>WOW Question/Stimulus /Visits</b>	How do we look after ourselves? How do we keep ourselves healthy? Are we all the same?  <b>Dentist or school nurse</b>	What makes a good story? Does a good story need a villain? Is there always a happy ending?  <b>Pantomine</b>	Where is London? How does modern London compare to London in Tudor times? How did the Great Fire start?  <b>Visit to the Firestation</b>	What is a fossil? Where did the dinosaurs go? What is a museum? Has a dinosaur walked on Scarborough beach? Who was Mary Anning?  <b>Hidden Horizons Fossil Hunt</b>	Changing RNLI How do the rescue of the Forfashire and the Rohilla compare and why was the motorised lifeboat introduced because of it? How has the RNLI building and our seafront changed over the years?  <b>Visit to the Lifeboat Station</b>	Where in the world do Animals live? What makes animals different? Could a lion survive in the arctic? Can all animals be pets?  <b>Visit to Flamingoland Whitby falconers</b>
<b>English taught writing</b>	Fantasy Narrative, Settings and Characters Seasons Poetry, Letters (to Santa) <b>Friarage 15 – Write it, Stamp it, Send it</b>		Poetry Historic Narrative, Diary, Instruction for <b>baking bread (make it too)</b>		Recount Information Texts	
<b>English taught reading</b>	Read Write Inc. Phonics					
<b>Class story</b>	Funny Bones Oliver's Vegetables	Jack and the Beanstalk 3 Little Pigs	Tom Porter's Diary Toby and the Great Fire	Stone Girl Bone Girl Monster Stones Mary Anning	Lighthouse Keepers Lunch Lighthouse Keepers Rescue	Handa's Surprise Tinga Tales
<b>Maths taught</b>	Number Addition & Subtraction within 10	Numbers to 20 Addition & Subtraction within 20	Position Shapes & Patterns	Length & Height Numbers to 40 Addition & Subtraction	Multiplication & Division Fractions	Time and Money Volume & Capacity Mass & Space
<b>PSHCE</b>	All about me	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships  <b>How do we call the emergency services?</b>	Changing Me
<b>British Values</b>						
<b>Science</b>	<b>Humans</b> -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Materials</b> distinguish between an object and the material from which it is made identify and name a variety of	<b>Wow science</b> We are scientists – Wow Science.	<b>Plants</b> -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,	<b>Wow science</b> We are scientists – Wow Science. <a href="http://www.sciencekids.co.nz/experiments.html">http://www.sciencekids.co.nz/experiments.html</a>	<b>Animals</b> -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

		<p>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 on the basis of their simple physical properties.</p>		<p>including trees.</p> <p><b>What is Whitby Jet made from?</b></p> <p><b>Friarage 15</b> <b>Plant it, Grow it, Eat it</b></p>		<p>-identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>
	<p>Geography Link – ongoing display</p> <ul style="list-style-type: none"> <li>- observe changes across the four seasons</li> <li>- observe and describe weather associated with the seasons and how day length varies.</li> </ul>					
	<p>asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> <li>-observing closely, using simple equipment</li> <li>-performing simple tests</li> <li>-identifying and classifying</li> <li>-using their observations and ideas to suggest answers to questions</li> <li>-gathering and recording data to help in answering questions.</li> </ul>					
<b>Computing taught</b>	<p><b>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies</b></p> <p><i>Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good</i></p>	<p><b>recognise common uses of information technology beyond school</b></p> <p><i>Pupils learn about some of the uses of the internet</i></p> <p><i>Link to theatre topic –</i></p> <p><i>How do theatres use the www to advertise their productions or sell tickets?</i></p> <p><i>How can we find out what a production is</i></p>	<p>understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</p> <p><i>create and debug simple programs</i></p> <p><i>use logical reasoning to predict the behaviour of simple programs</i></p> <p><i>Pupils learn to program an onscreen app such as BeeBot or Kodable to</i></p>	<p><b>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies</b></p> <p><i>Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a</i></p>	<p><b>use technology purposefully to create, organise, store, manipulate and retrieve digital content</b></p> <p><i>Graphics: Pupils learn to create a simple digital painting</i></p> <p>Link to Scarborough topic – children could try to draw a picture that represents Scarborough in ‘paint program’</p>	<p><b>use technology purposefully to create, organise, store, manipulate and retrieve digital content</b></p> <p><i>Modelling: Pupils explore online simulations such as Charlie Chimp</i></p> <p><i>Link to map work/co-ordinates in maths and geography</i></p>

	<p><i>for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information</i></p> <p><i>Pupils are introduced to the basics of online searching</i></p> <p>Complete during Getting to know you topic.</p>	<p><i>about and whether we will like it – reviews?</i></p>	<p><i>complete a set task and are able to debug their instructions when the turtle does not reach the intended destination</i></p> <p><i>Barefoot website – no equipment needed lessons</i></p> <p><i>Extension - Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen</i></p> <p>Use of blu bots</p>	<p><i>trusted adult before sharing private information</i></p>		
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<b>Geography</b>	<p>Ongoing</p> <p>Identify seasonal and daily weather patterns in the United Kingdom: Autumn, Winter, Spring, Summer (display changes throughout the year with key vocabulary to aid understanding)</p>					
	<p>Using maps</p> <p>Use a simple picture map to move around the school</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Map knowledge</p> <p>Making maps</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p><b>Children create simple maps of classroom</b></p>	<p>Set up seasonal display with the children to start ongoing learning about the seasons and the effects they have on the things we do/wear etc</p> <p><b>Link to autumnal colour work in art?</b></p> <p><b>Mondrian/Paul Klee</b></p>	<p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p><b>Fieldwork – line of enquiry –</b></p> <p><b>What is the weather like in our local area? Is it different in London?</b></p>			<p>Use photographs and maps to identify features of different places around the world</p> <p><b>Fieldwork – line of enquiry –</b></p> <p><b>Which are the hot and cold places around the world?</b></p>

<p><b>History</b></p>	<p>Communicate understanding of the past in a variety of ways – discuss understanding of generations in getting to know you topic</p>		<p>-events beyond living memory that are significant nationally or globally [the Great Fire of London]</p> <p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved? <i>Identify similarities and differences between ways of life in different periods, including their own lives</i></p>	<p>-the lives of significant individuals in the past who have contributed to national and international achievements (Mary Anning) <a href="https://www.bbc.com/bitesize/articles/zf6vb82">https://www.bbc.com/bitesize/articles/zf6vb82</a></p> <p>Develop, the use of a wide vocabulary of historical terms, such as: a long time ago, recently, when my .. were younger, years, decades, centuries Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events</p>	<p>Identify similarities and differences between ways of life in different periods, including their own lives – compare Scarborough through time with pictures past to present and discuss differences e.g. bathing booths, mackerel filleters etc RNLI development (Grace Darling - Forfasire compared to Scarborough heros of the sea- Rohilla)</p> <p><a href="http://www.scarboroughlifeboat.org.uk/">http://www.scarboroughlifeboat.org.uk/</a></p> <p><i>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</i> <i>Recognise what happened as a result of people's actions or events</i> Changing RNLI How do the rescue of the Forfashire and the Rohilla compare and why was the motorised lifeboat introduced because of it? How has the RNLI building and our seafront changed over the years?</p>	
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<p><b>Art</b></p>	<p>Use imagination to form simple images from given starting points or a description YR1 Work with different materials YR1 Begin to control lines to create simple drawings from observations YR1 Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel YR1</p> <p>Children could create portraits of themselves or Could use Richard Long's mud hands work as a stimulus to create a life size hand/feet collage of all the children in our new class</p>	<p>Mondrian/Paul Klee or (primary colours) Describe the work of artists such as Mondrian to help work on basic drawing skills ie using a ruler to draw straight lines etc or Paul Klee to introduce blocks of colour to represent a story setting that could be used in a theatre production (primary colours) Recognise and name primary and secondary colours YR1 Mix primary colours to make secondary colours</p>	<p>Create pictures of Great Fire of London</p> <p>Develop collages, based on a simple drawing, using papers and materials</p> <p>Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures Investigate a range of different materials and experiment with how they can be connected together to form simple structures YR1</p> <p>Children could make models Tudor buildings</p>	<p>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)</p> <p>Children make a sculpture/collage in the style of James Brunt</p>		<p>Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control YR1</p> <p>Children could create a representation of hot and cold from collected magazine cuttings of appropriate colours</p>
<p>Design and Tech.</p>	<p>-use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from.</p> <p>Harvest produce, 5 a day, keeping healthy. <b>Friarage 15</b> <b>Making fruit kebabs.</b> <b>Tasting 4 different things from around the world</b></p> <p>To begin to understand where some of my food</p>	<p><b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where</p>	<p><b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,</p>		<p><b>Design</b> -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <b>Make</b></p>	

comes from.  
To prepare simple healthy dishes.

appropriate,  
information and  
communication  
technology

**Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting and joining.

-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate**

-explore and evaluate a range of existing products

-evaluate their ideas and products against design criteria

-explore and use mechanisms [for example, levers, sliders, in their products.

**Children to create sliders/levers in story books)**

information and  
communication  
technology

**Make**

-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate**

-explore and evaluate a range of existing products  
-evaluate their ideas and products against design criteria

Technical knowledge

-build structures, exploring how they can be made stronger, stiffer and more stable

**Children to make Tudor houses**

To make my models

-select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  
-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate**

-explore and evaluate a range of existing products  
-evaluate their ideas and products against design criteria

-use the basic principles of a healthy and varied diet to prepare dishes

**Design sandwiches (The lighthouse keepers lunch)**

**F15 – eating different foods**

To use own ideas to design something.

To talk about what I have designed and how it works.

To prepare simple healthy dishes.

To explain what went well with my design.

		<p>To use own ideas to design something. To talk about what I have designed and how it works.</p> <p>To join materials To choose appropriate tools and equipment for cutting and joining.</p> <p>To explain what went well with my design.</p> <p>To use levers and sliders.</p>	<p>stronger.</p> <p>To use own ideas to design something. To talk about what I have designed and how it works.</p> <p>To join materials To choose appropriate tools and equipment for cutting and joining.</p> <p>To explain what went well with my design.</p>			
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Music		<p>-use their voices expressively and creatively by singing songs and speaking chants and Rhymes</p> <p><b>Children learn nativity songs for christmas</b></p>			<p>-listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Children listen to and compare sea shanties</p>	<p>-play tuned and untuned instruments musically</p> <p>-experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Children make own percussion instruments eg rainmakers etc and perform animal songs with them</p>

PE

-use simple compass  
directions (North, South, East  
and West)