



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Stories with Repeating Patterns Labels, lists and signs Funny Rhymes Stories in Familiar Settings Information Texts Poems with Pattern and Rhyme Stories about friendship Commands Songs and Repetitive Poems		Traditional Tales Instructions Poems about the Senses Stories with Repeating Patterns Humorous Poems Funny Stories Letters and Description		Fairy stories and Traditional Tales Letters Poems to say aloud	Fantasy Information Text Traditional Poems
Science	Biology: Animals, including humans (Yr1) Focus: animals	Chemistry: Everyday materials (Yr1)	Review and Investigate	Biology: Plants (Yr1)	Biology: Animals, including humans (Yr1) Focus: humans	Review and Investigate
Computing	Media Balance and Wellbeing: CSM How technology makes you feel (<i>Know what to do when you don't have a good feeling when using technology</i>) Recognise common uses of information technology beyond school. Use technology to create digital content (<i>Imagery-J2E Paint</i>)	Cyberbullying: Digiduck's Big Decision (<i>Understand that messages sent online can upset people in real life</i>) Use logical reasoning to predict the behaviour of simple programs (<i>Beebots and Bluebot app</i>)	Digital Footprint and Identity: SID resources This is Me 5-7 (<i>Explain what is meant by the term 'identity' in an online and offline context</i>) Use technology to create, organise, store, manipulate and retrieve digital content (<i>Publishing</i>)	Privacy and Security: Jessie and Friends Sharing Pictures (<i>Understand the importance of consent when sharing pictures online</i>) Understand that programs execute by following precise and unambiguous instructions (<i>Beebots/Probots and ALEX app</i>)	Relationships and Communication: Jessie and Friends Playing Games (<i>Understanding the importance of only talking to people they know in real life and telling a trusted adult if others talk to them</i>) Use technology to create, organise and manipulate digital content (<i>J2E data</i>)	News and Media Literacy: CSM Internet Traffic Light (<i>Identify websites and apps that are right/not right for them</i>) Create and debug a simple program (Scratch Junior)
History		I'm making History! NC ref: changes within living memory Focus: Chronology (sequence), knowledge		History detectives – spot the differences! NC Ref: changes within and beyond living memory, objects/features/ events		Who has helped make History? NC ref: Significant individuals in the past in their own locality, local significant individuals

		<p>of very recent past, use of common words. Asking and answering simple questions.</p> <p>Suggestion: My timeline, family history, artefacts, investigating a feature or event eg Christmas now and in the past.</p>		<p>Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.</p> <p>Suggestion: local history enquiry focused on village centre, object based enquiry such as toys, kitchens, telephones, transport, buildings. HA</p>		<p>Focus: use of historical interpretations, chronology over a longer period, thinking about historical significance.</p> <p>Suggestion: Grace Darling, Timothy Hackworth, Norman Cornish</p>
Geography	<p>What is my place like? My Geography</p> <p>Home and School – Location and description.</p> <p>Focus: Fieldwork and observational skills. Basic maps.</p> <p><i>Builds on: Early Years Geography</i> <i>Prepares for: What can I find/Why is the NE special??Where shall we go?</i></p>		<p>What is my country like?</p> <p>UK countries, capitals and seas and landmarks</p> <p>Focus: locations, map skills, basic atlas introduction/development</p> <p><i>Builds on: What is my place like/map skills</i> <i>Prepares for: Why is my world wonderful/What can we discover about the UK?</i></p>		<p>Why is my world wonderful?</p> <p>Simple world Maps and features, Equator, Poles</p> <p>Focus: continent, oceans, mountains, rivers. Direction from UK.</p> <p>Use of GIS, simple world maps, atlases</p> <p><i>Builds on: What is my place/country like</i> <i>Prepares for: Discovery units UK/Europe/World</i></p>	
Art	<p>Mixed Media <u>Weather and Seasons</u></p>		<p>Sculpture <u>Seashore Sculptpers</u></p>		<p>Mixed Media <u>Norman Cornish</u></p>	

	<p>Drawing, painting, printing, collage, textiles of Autumn leaves and natural forms, weather patterns.</p> <p>Look at artists that represent weather Constable, Monet</p>		<p>Inspired by the Seashore Sculptors: Andy Goldsworthy, Barbara Hepworth</p>		<p>https://normancornish.com/education/educational-resources</p>	
DT		<p>Structures Focus: Freestanding Structures</p>		<p>Food Focus: Preparing Fruit and Vegetables</p>		<p>Mechanisms Focus: Wheels and Axles</p>
Music		<p>Hey You! Pulse, Rhythm and Pitch</p>		<p>In the Groove Different Styles of Music</p>		<p>Your Imagination Composition</p>
RE	<p>What do Christians believe God is like? <i>God (1.1)</i></p>	<p>Why does Christmas matter to Christians? <i>Incarnation (1.3C)</i></p>	<p>Who am I? What does it mean to belong? <i>Diocese (1.8)</i></p>	<p>Why does Easter matter to Christians? <i>Salvation (1.5C)</i></p>	<p>What makes some places sacred to believers? <i>Diocese (1.9)</i></p>	<p>How should we care for the world and for others, and why does it matter? <i>Diocese (1.10)</i></p>
PE	<p>REAL PE – Y1 Unit 1 (Personal) FUNS: 10 – Co-ordination – Floor Movement Patterns 1 – Static Balance – One Leg Standing</p> <p>Invasion Games - Football</p>	<p>Gymnastics Social – Can I help praise and encourage others? Skill - Balance and co-ordination</p> <p>Gymnastics</p>	<p>REAL PE – Y1 Unit 3 (Cognitive) FUNS: 5 – Dynamic Balance 4 – Static balance – small base</p> <p>Dance</p>	<p>REAL PE – Y1 Unit 4 (Creative) FUNS: 9 – Co-ordination – Balls Skills 7 – Counter Balance in Pairs</p> <p>Gymnastics</p>	<p>REAL PE – Y1 Unit 5 (Applying Physical Skills) FUNS: 8 – Co-ordination with Equipment 12 – Agility – Reaction/Response</p> <p>Striking and Fielding Games - Rounders</p>	<p>REAL PE – Y1 Unit 6 (Health & Fitness) FUNS: 11 – Agility – Ball chasing 3 – Static Balance – Floor work</p> <p>Athletics</p>

	<p>Personal- Can I try several times if at first at first I don't succeed?</p> <p>Skill - Sending and receiving</p>	<p>Social – Can I help praise and encourage others?</p> <p>Skill - Balance and co-ordination</p>	<p>Cognitive – Can I recognise similarities and differences?</p> <p>Skill - Simple movements and dance steps</p>	<p>Creative – Can I compare my skills with others?</p> <p>Skill – Different ways of travelling</p>	<p>Applying Physical Skills – Can I apply a range of skills with control and consistency?</p> <p>Skill – To follow the rules of a game</p>	<p>Health and Fitness – Can I discuss how my body feels after exercise?</p> <p>Skills -Run, jump and throw</p>
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