

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Collective Worship	Harvest	Christmas	Ephphany, Candlemas	Lent, Easter	Pentecost	
Events/Trips Experiences Festivals	Scholastic Book Fair	Remembrance Day Bonfire Night Christmas Performance		Easter Egg Hunt World Book Day		Hexagon Performance Sports Day Summer Fair
Literacy	Fiction: The Snowman – Raymond Briggs, We're going on a bear hunt – Michael Rosen, The Day the Crayons Came Home – Drew Daywalt, Jack and the Beanstalk (Usbourne Edition), Oliver's Vegetables – Vivienne French Labels and captions, including correct punctuation; instructions; narrative recounts.		Using phonics skills and knowledge of exception words to support reading. Development of reading fluency, speed and accuracy. Answering questions about what has been read, making predictions and summarising. Using phonics skills and knowledge of exception words to support spelling. Clear and correct letter formation. Reading back over writing to check it makes sense. Setting Descriptions, using adjectives, similes and descriptive language. Stories from another culture, including repetition and story language. Diaries, written in the first person. Persuasive writing, with an emotive theme. Recounts, written in first person.		Monkey and Me – Emily Gravett, Elmer – David McKee, The Enormous Turnip, My Grumpy's outing – John Burningham, How to catch a star – Oliver Jeffers, When we were very young – A A Milne, Nursery Rhymes. Develop an appreciation of poetry, including learning poetry, performing poetry and writing poetry. Writing recounts of real and fictional events. Researching and writing information texts. Retelling traditional tales and writing own versions. Letter writing. Storytelling and story writing. Instruction writing.	
Numeracy	Number facts and calculations: Number recognitions, working with the numerals 1-100, using addition and subtraction, counting in 2s, 5s and tens. Geometry and measures: 2D and 3D shape recognition and properties.		Counting and recognising numbers up to and beyond 100. Counting on and back to find more or less than any given number, extending to 10 more or 10 less. Recording addition and subtraction calculations. Finding number bonds. Exploring fractions of amounts (for example ½ and ¼). Related number facts.		Learn the names and properties of a range of 3D shapes, and how they can be used for different purposes. Money: values of coins and notes, adding coin values, finding change. Counting in 2s, 5s and 10s. Measuring height and length using non-standard and standard measures. Measuring weight and volume using non-standard and standard measures. Counting and recognising numbers up to and beyond 100. Recording addition and subtraction calculations. Related number facts.	
Science	Animals including humans: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; identify carnivores, herbivores and omnivores; describe and compare the structure of a variety of common animals; identify, name, draw and label the basic parts of the human body Seasonal changes – observe changes across the seasons and the associated weather		Everyday materials – distinguish between objects and materials; learning names and some properties; group and compare materials		Plants – growing sunflowers: what do they need to grow? Looking at the basic parts of plants; what do they need to grow healthily. Identify and name a variety of common flowering plants, including trees. Plant seeds and observe plants growing.	
French	Numbers 1 - 10, colours, greetings, bonfire night, harvest, nativity.		Epiphany, birthdays, days of the week, months and birthdays. Colours, numbers 1-10, Easter.		Numbers 1 -10, greetings, farewells, name phrases, family members. Colours and shapes.	
Music	Cycle 1 - Pictures and Sounds – Graphic Scores Cycle 2 – Carnival of the animals and The Nutcracker		Cycle 1 - Music of Japan Cycle 2 – Music for celebrations		Cycle 1 – Keyboards Cycle 2 – Nursery Rhymes and Musical Playground games	
Computing	Online Safety – Why do we have usernames, passwords and avatars? How do they keep us safe? Art and Design - Animated Story Books – Exploring and creating e-books, comparing similarities and differences with traditional books (DT – communicate ideas using IT)		Introduction to coding – Begin to understand how computers depend on specific instructions to function and create basic programmes.		Coding and computational thinking. Lego builders begin to think logically about scenarios. Introduction to the term 'algorithm'. This concept is at the core of coding. Data Handling – Pictograms: What is a pictogram? How can it be used to present and interpret data?	
PE	Throwing and Catching. Ball skills with feet		Running skills. Health and Fitness. Multi skills with a partner		Athletic Skills. Racket and Ball skills.	
Dance	Spatial Awareness within a group. Self Awareness. Skipping.		Bounces and jumps. Posture. Musicality.		Balancing. Galloping. Isolation.	
Drama	Personal Communication. Speaking. Awareness of space. Posture		Performance skill;mime. Introduction of the concept of Illusion. Physicality to portray characters		Performance. Story telling. Audience (ourselves). Soundscape	
Outdoor Ed	Ourselves and others/ Senses		Polar Places		Nature/ On the Farm	
Life Skills	Cycle 1 - Individual Liberty; Career and Finance Cycle 2 – Democracy; Diversity		Cycle 1 - Mutual Respect and relationships Cycle 2 – Mutual Respect and relationships		Cycle 1 - The Environment; A healthy, balanced Lifestyle.) Cycle 2 – Career and Finance; Identity; Risk	

Geography*	<p>Cycle 1 – Human and Physical Features in our school and the local area</p> <p>Cycle 2 – The UK and Capital Cities (focus on map work)</p>	<p>Cycle 1 – Simple maps and routes. The UK - Scotland</p> <p>Cycle 2 – Weather around the World (including Equator, North and South Pole)</p>	<p>Cycle 1 – Study of the Arctic (climate, animals, similarities and differences to UK)</p> <p>Cycle 2 - Study of Africa (weather, cultures, wildlife)</p>
History*	<p>Cycle 1 –Toys from the Past – Childhoods of our parents and grandparents</p> <p>Cycle 2 – Change within Living Memory (school, medicine, communication)</p>	<p>Cycle 1 – The Great Fire of London 1666</p> <p>Cycle 2 – Castles – 1066 onwards</p>	<p>Cycle 1 – Explorers – Christopher Columbus, Captain Scott, Neil Armstrong, Amelia Edwards</p> <p>Cycle 2 – Aviation – Holidays abroad travel and transport (Amelia Earhart and the Wright Brothers.)</p>
Art*	<p>Cycle 1 - The Museum of Childhood – Discover how children played and entertained themselves over the last century. Examine materials used in the production of a range of toys. Design, invent and make toys.</p> <p>Cycle 2 – Autumn Adventures - Investigate primary and secondary colours. Explore the texture of natural forms found around the local environment during Autumn. Experiment with mark making</p>	<p>Cycle 1 - Celebrations - Enjoy finding out more about events taking place around the world during this term. We will create work inspired by celebrations including Chinese New Year, the Rio Carnival, Holi and St David's Day.</p> <p>Cycle 2 – Spring is in the Air - Observe seasonal changes in the seasons and investigate how artists and illustrators capture the weather, nature and migration. Use a range of media to create pictures, sculptures and textiles inspired by spring.</p>	<p>Cycle 1 - Extreme Explorers – Examine famous explorers over history and consider what they experienced. Set sail in our lessons to discover new worlds. Recreate moments of history and document them using a range of media and technology</p> <p>Cycle 2 – Sharing a Shell - Explore the seaside and the plants and creatures that exist in this habitat. Explore the texture and shape of seaside forms</p>
DT*	<p>Cycle 1 - The Museum of Childhood – Textiles – design and make a puppet. Food and Nutrition – Gingerbread men</p> <p>Cycle 2 – Autumn Adventures - Textiles - How are warm clothes made? Investigate weaving and felting. Design a warm outfit. Food and Nutrition - Fruity faces – Prepare and make a healthy snack inspired by the work of Arcimboldo.</p>	<p>Cycle 1 - Celebrations - Mechanical systems – moving parts – paper windmill/concertina's. Food & Nutrition – Research make and taste traditional dishes from around the world.</p> <p>Cycle 2 – Spring is in the Air - Structures– Design, make and evaluate a nest – Architects – Herzog and Pierre de Meuron</p> <p>Food and Nutrition – Design, make and decorate Easter biscuits</p>	<p>Cycle 1 - Extreme Explorers – Mechanisms – Design and make a robot.</p> <p>Cycle 2 – Sharing a Shell – Mechanical systems – sliders – Design and make a moving aquarium with sliding fish.</p> <p>Food and Nutrition - Summer snacks inspired by the seaside.</p>
RE*	<p>Cycle 1 What makes us special? (Christianity)</p> <p>Why is Christmas important? (Christianity)</p> <p>Cycle 2 – How does God want Christians to look after the world?</p> <p>Are gifts an important part of Christmas? (Christianity)</p>	<p>Cycle 1 – How do people celebrate? (Hinduism)</p> <p>Why is Easter important (Christianity)</p> <p>Cycle 2 – What can Jesus' stories teach us? (Christianity)</p> <p>Why was Jesus treated like a King? (Christianity)</p>	<p>Cycle 1 – What can we learn from stories? (Christianity, Islam & Hinduism)</p> <p>What makes places special? (Christianity, Islam & Hinduism)</p> <p>Cycle 2 - Is Shabbat important to Jewish children? (Judaism)</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism)</p>

*These subjects are taught on a two-year cycle in their class groups (FS2/YR1)