

TOPIC: Toys				Year Group: 1				
	1 (2 days)	1	2	3	4	5	6	7
English	Transition	<p>Text Dogger (<i>labels, lists, captions</i>) To be able to talk about our teddies.</p> <p>Writing Skills – focus on initial sounds and building words to create a sentence; saying a word before writing it.</p> <p>Writing opportunity – writing about their own teddies.</p>	<p>This is the bear and the scary night (<i>Rewrite</i>) To be able to write about a lost class mascot.</p> <p>Writing Skills – focus on initial sounds and building words to create a sentence; composing sentences orally before writing it.</p> <p>Writing opportunity – writing about a familiar toy, using a familiar text as a structure.</p>	<p>Traction Man is here (<i>Fiction</i>) To be able to create a new superhero. To be able to talk about their adventures in our school.</p> <p>Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p>Writing opportunity – writing about superheroes, building vocab.</p>	<p>Toys in space (<i>Fiction</i>) To be able to write about the toys in the story.</p> <p>Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p>Writing opportunity – writing about new toys, vocab.</p>	<p>Naughty Bus (<i>Fiction</i>) To be able to write about the adventures of the Naughty Bus around our school.</p> <p>Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it; sequencing sentences to form short narrative.</p> <p>Writing opportunity – writing and experiencing the mischief that the naughty bus creates in our school.</p>	<p>Naughty Bus (<i>Fiction</i>) To be able to write about the adventures of the Good Bus around our school.</p> <p>Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it; sequencing sentences to form short narrative.</p> <p>Writing opportunity – writing and experiencing the good behaviour that the good bus creates in our school.</p>	<p>What do Christian think God is like?</p> <p>Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it; sequencing sentences to form short narrative.</p> <p>Writing opportunity – writing about how Christian feel about God.</p>
Maths	Number Assessment	Counting on and back from 100 Sequencing	Counting on and back from 100 Days of the week	One less Length	Addition Height	Addition Weight	Subtraction 2D Shapes	Number Bonds to 10 2D Shapes
Science			<p>To name the four seasons.</p> <p>Skills</p> <ul style="list-style-type: none"> Identify and classify Gather and record data and findings to help in answering questions Use scientific language and age-appropriate vocabulary. <p>Vocabulary Season, Autumn, Sun, Light, Dark</p>	<p>To describe each season.</p> <p>Skills</p> <ul style="list-style-type: none"> Identify and classify Gather and record data and findings to help in answering questions Use his/her observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocabulary Season, Autumn, Sun, Light, Dark</p>	<p>To describe the weather In Autumn.</p> <p>Skills</p> <ul style="list-style-type: none"> Use simple equipment to observe closely Identify and classify Use his/her observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocabulary Season, Autumn, Sun, Light, Dark</p>	<p>To begin to understand why we have day and night.</p> <p>Skills</p> <ul style="list-style-type: none"> Use simple equipment to observe closely Identify and classify Use his/her observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocabulary Season, Autumn, Sun, Light, Dark</p>	<p>To explain that the Earth orbits the sun.</p> <p>Skills</p> <ul style="list-style-type: none"> Use simple equipment to observe closely Identify and classify Use his/her observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocabulary Season, Autumn, Sun, Light, Dark</p>	<p>To describe shadows as a patch of darkness.</p> <p>Skills</p> <ul style="list-style-type: none"> Use simple equipment to observe closely Identify and classify Use his/her observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocabulary Season, Autumn, Sun, Light, Dark</p>
PSHE		Families and friendships Roles of different people; families	Families and friendships Roles of different people; families	Safe relationships Recognising privacy; staying safe; seeking permission	Safe relationships Recognising privacy; staying safe; seeking permission	Respecting ourselves and others How behaviour affects others; being polite and respectful	Respecting ourselves and others How behaviour affects others; being polite and respectful	
Art and Design		Through continuous provision, we will be providing opportunities for sketching, painting and sculptures.						

		<p>During this half term children will acquire and develop new skills taken from the National Curriculum; such as;</p> <ul style="list-style-type: none"> • Experimenting with different materials, use a variety of tools, • Experimenting with different materials to design and make, explore mark making • Making structures using simple objects and joining techniques <p>Vocabulary Primary colours, light, dark, shade, bright, warm, cold, bend, cut, fold, stick, create, sculpture</p>						
Design and Technology		<p>Through continuous provision, we will be providing opportunities for designing, making and evaluating. Children will be emersed in making their own puppet related to our toys topic.</p> <p>During this half term children will acquire and develop new skills taken from the National Curriculum; such as;</p> <p>-Design purposeful, functional, appealing products for themselves and other users based on design criteria. -Describe their models and drawings of ideas and intentions *Add notes to their drawings *Name the tools they are using *Mark out materials using a template -select from and use a range of tools and equipment to perform practical tasks (cutting, joining, shaping) -Describe their models and drawings of ideas and intentions -Talk about their designs as they develop and identify good and bad points -Talk about changes made during the making process -evaluate their ideas and products against design criteria. *Discuss how closely their finished products meet their design criteria -Discuss the changes made to their design -Discuss how practical and successful their project has been.</p> <p>Vocabulary Puppet, pop-up, toy, design, materials, equipment. cutting, gluing, fastening, evaluate, successful, positive,</p>						
History		<p><u>Knowledge</u></p> <p>To begin to understand the terms old and new. Discuss personal history and create a family timeline.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) • Sort artefacts from 'Then and now' • Place known events and objects in chronological order (chronological understanding) • Use common words and phrases relating to the passing of time (chronological understanding) <p>Vocabulary Now, then, old, new, same, different</p>	<p><u>Knowledge</u></p> <p>To sort old and new toys. What does the term evidence mean? How can we see it is old/new? What is the same/ different about toys now?</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) • Sort artefacts from 'Then and now' • Place known events and objects in chronological order (chronological understanding) • Use common words and phrases relating to the passing of time (chronological understanding) <p>Vocabulary Now, then, old, new, same, different</p>	<p><u>Knowledge</u></p> <p>To be able to express about which toys are good to play with (old and new). Chn to use historical vocabulary and discuss materials.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) • Sort artefacts from 'Then and now' • Place known events and objects in chronological order (chronological understanding) • Use common words and phrases relating to the passing of time (chronological understanding) <p>Vocabulary Now, then, old, new, same, different</p>	<p><u>Knowledge</u></p> <p>To be able to sort dolls onto a timeline. Children to recognise and discuss the similarities and differences and provide simple reasons for opinions.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) • Sort artefacts from 'Then and now' • Place known events and objects in chronological order (chronological understanding) • Use common words and phrases relating to the passing of time (chronological understanding) <p>Vocabulary Now, then, old, new, same, different</p>	<p><u>Knowledge</u></p> <p>Comparing and contrasting a toy children played with as a baby e.g. a rattle to a toy they play with now e.g. transformer/babies. Place this on a timeline.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) • Sort artefacts from 'Then and now' • Place known events and objects in chronological order (chronological understanding) • Use common words and phrases relating to the passing of time (chronological understanding) <p>Vocabulary Now, then, old, new, same, different</p>	<p><u>Knowledge</u></p> <p>Children to add key events to previous timeline e.g. start school, and add future dates e.g. go to secondary school.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes) • Sort artefacts from 'Then and now' • Place known events and objects in chronological order (chronological understanding) • Use common words and phrases relating to the passing of time (chronological understanding) <p>Vocabulary Now, then, old, new, same, different</p>	

Physical Education		<p>Knowledge Recognise how their body feels when still and when exercising</p> <p>Birthday Bike Surprise <i>Skills:</i> Co-ordination and footwork</p> <p>PoS</p> <ul style="list-style-type: none"> <i>I enjoy working on simple tasks with help.</i> <i>I can follow instructions, practise safely and work on simple tasks by myself.</i> <p>Skills Keeping head up Bending knees Working off the balls of feet</p> <p><i>Key Vocabulary</i></p> <ul style="list-style-type: none"> <i>Balance</i> <i>Static</i> <i>Co-ordination</i> <i>Footwork</i> 	<p>Knowledge Recognise how their body feels when still and when exercising</p> <p>Birthday Bike Surprise <i>Skills:</i> Co-ordination and footwork</p> <p>PoS</p> <ul style="list-style-type: none"> <i>I enjoy working on simple tasks with help.</i> <i>I can follow instructions, practise safely and work on simple tasks by myself.</i> <p>Skills Keeping head up Bending knees Working off the balls of feet</p> <p><i>Key Vocabulary</i></p> <ul style="list-style-type: none"> <i>Balance</i> <i>Static</i> <i>Co-ordination</i> <i>Footwork</i> 	<p>Knowledge Recognise how their body feels when still and when exercising</p> <p>Birthday Bike Surprise <i>Skills:</i> Co-ordination and footwork</p> <p>PoS</p> <ul style="list-style-type: none"> <i>I enjoy working on simple tasks with help.</i> <i>I can follow instructions, practise safely and work on simple tasks by myself.</i> <p>Skills Keeping head up Bending knees Working off the balls of feet</p> <p><i>Key Vocabulary</i></p> <ul style="list-style-type: none"> <i>Balance</i> <i>Static</i> <i>Co-ordination</i> <i>Footwork</i> 	<p>Knowledge Recognise how their body feels when still and when exercising</p> <p>Birthday Bike Surprise <i>Skills:</i> Co-ordination and footwork</p> <p>PoS</p> <ul style="list-style-type: none"> <i>I enjoy working on simple tasks with help.</i> <i>I can follow instructions, practise safely and work on simple tasks by myself.</i> <p>Skills Keeping head up Bending knees Working off the balls of feet</p> <p><i>Key Vocabulary</i></p> <ul style="list-style-type: none"> <i>Balance</i> <i>Static</i> <i>Co-ordination</i> <i>Footwork</i> 	<p>Knowledge Recognise how their body feels when still and when exercising To be able to play competitive games with others. To use a variety of footwork. Discuss and review performance.</p> <p>Birthday Pirate Adventure <i>Skills:</i> Co-ordination and footwork</p> <p>PoS</p> <ul style="list-style-type: none"> <i>I enjoy working on simple tasks with help.</i> <i>I can follow instructions, practise safely and work on simple tasks by myself.</i> <p>Skills Keeping head up Bending knees Working off the balls of feet</p> <p><i>Key Vocabulary</i></p> <ul style="list-style-type: none"> <i>Balance</i> <i>Static</i> <i>Co-ordination</i> <i>Footwork</i> 	<p>Knowledge Recognise how their body feels when still and when exercising To be able to play competitive games with others. To use a variety of footwork. Discuss and review performance.</p> <p>Birthday Pirate Adventure <i>Skills:</i> Co-ordination and footwork</p> <p>PoS</p> <ul style="list-style-type: none"> <i>I enjoy working on simple tasks with help.</i> <i>I can follow instructions, practise safely and work on simple tasks by myself.</i> <p>Skills Keeping head up Bending knees Working off the balls of feet</p> <p><i>Key Vocabulary</i></p> <ul style="list-style-type: none"> <i>Balance</i> <i>Static</i> <i>Co-ordination</i> <i>Footwork</i> 	<p>Knowledge Recognise how their body feels when still and when exercising To be able to play competitive games with others. To use a variety of footwork. Discuss and review performance.</p> <p>Birthday Pirate Adventure <i>Skills:</i> Co-ordination and footwork</p> <p>PoS</p> <ul style="list-style-type: none"> <i>I enjoy working on simple tasks with help.</i> <i>I can follow instructions, practise safely and work on simple tasks by myself.</i> <p>Skills Keeping head up Bending knees Working off the balls of feet</p> <p><i>Key Vocabulary</i></p> <ul style="list-style-type: none"> <i>Balance</i> <i>Static</i> <i>Co-ordination</i> <i>Footwork</i>
Religious Education								linked to literacy

TOPIC: Amazing Animals				Year Group: 1			
	1	2	3	4	5	6	7
English	<p>Key text - Goodnight Gorilla</p> <p>Reading Skills – apply phonic knowledge and skills as the route to decode words.</p> <p>Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p>Writing Opportunity – To create our own story Goodnight Gorilla.</p>	<p>Key text - The Tiger Who Came To Tea</p> <p>Reading Skills – apply phonic knowledge and skills as the route to decode words.</p> <p>Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p>Writing Opportunity – To rewrite the story using our own ideas.</p>	<p>Key text - Lost & Found</p> <p>Reading Skills – apply phonic knowledge and skills as the route to decode words.</p> <p>Writing Skills – oral composition; sequencing sentences to form short narrative.</p> <p>Writing Opportunity – To create a penguin fact file.</p>	<p>Penguin Facts</p> <p>Reading Skills – apply phonic knowledge and skills as the route to decode words.</p> <p>Writing Skills – oral composition; sequencing sentences to form short narrative.</p> <p>Writing Opportunity – To create a visually appealing poster of penguin related facts.</p>	<p>Marwell Zoo</p> <p>Reading Skills – apply phonic knowledge and skills as the route to decode words.</p> <p>Writing Skills – oral composition; sequencing sentences to form short narrative.</p> <p>Writing Opportunity – To write a recount of our trip</p>	<p>Solo (Fiction Writing) Using the story Solo, children to take on the character in the story to write their own letter about their own adventures as a penguin.</p>	<p>Why is Christmas important?</p> <p>Writing Skills – saying out loud what they are going to write; composing a sentence orally before writing it; sequencing sentences to form short narrative.</p> <p>Writing opportunity – sequencing and learning about the Christmas story.</p>
Maths	Addition and Subtraction Solving one-step problems. Mass/Weight	Addition and Subtraction Solving one-step problems. Position	Halving – one of two equal parts of an object or shape Position, direction and movement.	Halving – one of two equal parts of an object or shape 2D shapes.	Multiplication 2D shapes	Multiplication/Division 3D shapes	Division 3D Shapes
Science	<p>To identify and name parts of the human body.</p> <p>Skills</p> <ul style="list-style-type: none"> asking simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely Use his/her observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocab Human, body, head, hair, eyes, nose, mouth, ears, shoulder, arm, elbow, wrist, thumb, Finger, hand, leg, knee, toes, foot</p>	<p>To describe and compare the structure of a variety of common animals.</p> <p>Skills</p> <ul style="list-style-type: none"> Use simple equipment to observe closely Identify and classify Gather and record data and findings to help in answering questions Use his/her observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocab Animal, human, fish, amphibians, reptiles, birds, mammals, pets body parts, whiskers, tail, paw, hoof, fur</p>	<p>To identify similarities and differences between humans.</p> <p>Skills</p> <ul style="list-style-type: none"> Use simple equipment to observe closely Identify and classify <p>Vocab Animal, human, fish, amphibians, reptiles, birds, mammals, pets body parts, whiskers, tail, paw, hoof, fur</p>	<p>To identify our five senses and state which part of our body is associated with each sense.</p> <p>Skills</p> <ul style="list-style-type: none"> asking simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely Gather and record data and findings to help in answering questions Use his/her observations and ideas to suggest answers to questions <p>Vocab Senses, see, hear, smell, feel, taste, brain messages</p>	<p>To name a variety of common pets and consider their needs in order to be happy, safe and healthy.</p> <p>Skills</p> <ul style="list-style-type: none"> Identify and classify observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocab dogs, cats, hamsters, guinea pigs, stick insects, snakes, ponies, tropical fish, rabbits, budgerigars, animals including fish, amphibians, reptiles, birds and mammals food, water, warmth</p>	<p>To group a variety of animals according to what they eat.</p> <p>To begin to use the words 'carnivore', 'herbivore' and 'omnivore' as we talk about animals.</p> <p>Skills</p> <ul style="list-style-type: none"> Identify and classify Gather and record data and findings to help in answering questions Use his/her observations and ideas to suggest answers to questions Use scientific language and age-appropriate vocabulary. <p>Vocab Carnivore, herbivore, omnivore, meat, plants, fish, diet</p>	
PSHE	What rules are; caring for others' needs; looking after the environment.	What rules are; caring for others' needs; looking after the environment.	What rules are; caring for others' needs; looking after the environment	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Using the internet and digital devices; communicating online	
Art and Design	Knowledge To be able to understand difference in colour and shade.	Knowledge To use collaging to create an animal from our class story.	Knowledge To develop a wide range of art and design techniques colour, paint, texture.	Knowledge To develop a wide range of art and design techniques colour, paint, texture.	Knowledge To develop a wide range of art and design techniques colour, paint, texture.	Knowledge To develop a wide range of art and design techniques colour, paint, texture.	

	<p>Skills Colour mixing.</p> <p>Vocab Colour, shade, primary, secondary</p>	<p>Skills Using different techniques to create an animal from the story 'Brown Bear, Brown Bear'</p> <p>Vocab Sketch, artist, animals, paint, collage, draw, pencil.</p>	<p>Skills Experiment with different shades of colour to create a painting of an animal, for our class animal books.</p> <p>Vocab Artist, art, painting, sketching, paintbrush.</p>	<p>Skills Experiment with different materials to create a textured picture of an animal, for our class animal books.</p> <p>Vocab Artist, materials, texture, collage.</p>	<p>Skills Experiment with different techniques (watercolour or pastels) to create a picture of an animal, for our class animal books.</p> <p>Vocab Artist, sketching, wash, paintbrush.</p>	<p>Skills To create a front cover for our class animal books. Discussing the different artistic techniques that we have explored.</p> <p>Vocab Artist, painting, collage, colour wash, pastel, sketching.</p>	
Computing							
Design and Technology							
Geography	<p>Knowledge To knowledge the 7 continents and 5 oceans.</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment.</p>	<p>Knowledge To knowledge the 7 continents and 5 oceans. Africa</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment, savannah, grasslands.</p>	<p>Knowledge To knowledge the 7 continents and 5 oceans. Asia</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment, jungle, rainforest, city.</p>	<p>Knowledge To knowledge the 7 continents and 5 oceans. Antarctica</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment, cold, ice, snow, iceberg, snow caps.</p>	<p>Knowledge To knowledge the 7 continents and 5 oceans. Australia</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment, outback, dry.</p>	<p>Knowledge To knowledge the 7 continents and 5 oceans. North and South America</p> <p>Skill Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Vocab Globe, atlas, map, ocean, land, environment, city, rainforest.</p>	
History							
Music							
Physical Education	<p>Real P.E (Social) Journey to the Blue Planet Monkey Business</p> <p>PoS</p> <ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. <p>Skills: Dynamic Balance, Jumping and landing</p> <p>Key Vocabulary</p>	<p>Real P.E (Social) Journey to the Blue Planet Monkey Business</p> <p>PoS</p> <ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. <p>Skills: Dynamic Balance, Jumping and landing</p> <p>Key Vocabulary</p>	<p>Real P.E (Social) Journey to the Blue Planet Monkey Business</p> <p>PoS</p> <ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. <p>Skills: Dynamic Balance, Jumping and landing</p> <p>Key Vocabulary</p>	<p>Real P.E (Social) Journey to the Blue Planet Monkey Business</p> <p>PoS</p> <ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. <p>Skills: Dynamic Balance, Jumping and landing</p> <p>Key Vocabulary</p>	<p>Real P.E (Social) Journey to the Blue Planet Monkey Business</p> <p>PoS</p> <ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. <p>Skills: Dynamic Balance, Jumping and landing</p> <p>Key Vocabulary</p>	<p>Real P.E (Social) Journey to the Blue Planet Monkey Business</p> <p>PoS</p> <ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. <p>Skills: Dynamic Balance, Jumping and landing</p> <p>Key Vocabulary</p>	<p>Real P.E (Social) Journey to the Blue Planet Monkey Business</p> <p>PoS</p> <ul style="list-style-type: none"> I can play with others and take turns and share with help. I can work sensibly with others, taking turns and sharing. <p>Skills: Dynamic Balance, Jumping and landing</p> <p>Key Vocabulary</p>

	<ul style="list-style-type: none">• Dynamic• Balance• Landing	<ul style="list-style-type: none">• Dynamic• Balance• Landing	<ul style="list-style-type: none">• Dynamic• Balance• Landing	<ul style="list-style-type: none">• Dynamic• Balance• Landing	<ul style="list-style-type: none">• Dynamic• Balance• Landing	<ul style="list-style-type: none">• Dynamic• Balance• Landing	<ul style="list-style-type: none">• Dynamic• Balance• Landing
Religious Education							Literacy