

YEAR 1	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
English	Introduction to the Curious Quest, characters, Professor Klunk etc - Finger spaces - Capital letter at the beginning of a sentence. - Full stop at the end of a sentence. - Capital letter for 'I' - Say it, write it, and check it. - Write a short narrative.	- Recap capital letters and full stops. - Use the joining word 'and'. - Capital letter for names. - Form lower case letters correctly.	Introduction to 'The Faithful Friends' - Recap capital letters, full stops and fingers spaces. - Capital letters for places. - Use the suffix 'ed'. - Use a question mark. - Use the suffix 'ing'	- Use the joining word 'but'. - Use an exclamation mark. - Add the prefix 'un' to a word. - Plan a short narrative. - Write a short narrative.	- Write a letter. - Recap using 'and' to join sentences. - Contractions - Plan a short narrative. - Write a short narrative.	- Adding 's' or 'es' - Join sentences using 'and, but or because'. - Plan a short narrative - Write a short narrative. CURIOUS QUEST COMPLETE!!!
Phonics	Review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s –es Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Phase 5 lr/bird le/pie ue / blue rescue u/unicorn o/go i/tiger a/paper e/he a-e/shake i-e/time o-e/home u-e/rude cute e-e/these ew/chew new ie/shield aw/claw	Phase 5 y/funny ea/head wh/wheel oe ou/toe shoulder y/fly ow/snow g/giant ph/phone le al/apple metal c/ice ve/give o-e, o, ou/ some mother, young se/cheese se ce/mouse fence ey/donkey	Phase 5 or/word u oul/awful would are/share au aur oor al/ author dinosaur floor walk tch/match ture/adventure al/half* a/father* a/water a/want ear ere/bear there ear/learn wr wrist st/sc whistle science ch school ch/chef	Review phase 5	Review phase 5

Maths	Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects	Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles). Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres). Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words.	Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens. Measurement: Length and Height Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for	Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].	Describe position, direction and movement, including whole, half, quarter and three quarter turns. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise
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	and pictorial representations and missing number problems.	Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	Count in multiples of twos, fives and tens.	mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].		and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. Measure and begin to record time (hours, minutes, seconds).
Science	Humans – our bodies Senses: Explore the 5 senses – touch, taste, smell, sight, sound Seasons- Autumn Miller Hutchinson	Materials: Explore what everyday objects are made from and describe their properties. Materials investigation (working scientifically) We will explore which materials would be suitable for our wild things.	Animals including humans to look at classifying animals (birds, reptiles, amphibians etc...) Seasons- Winter David Attenborough	Animals – Use the animals on our school ground to look at their structure and compare this to humans. Identify and name a variety of common animals and group them according to what they eat. Plants- seed sewing	Plants: Look at plant structure of a tree (consider if it is deciduous or evergreen). Plant a variety of vegetables in our school grounds. Seasons- Spring	Plants: Identify and name a variety of common plants. Planting vegetable patch. Seasons- Summer

History	Toys from past and present. Placing toys in chronological order. Comparing our toys with parents/grandparents/ great grandparents Richard Steiff		The Great Fire of London Samuel Pepyes			Significant explorers from the past. Neil Armstrong Christopher Columbus
Geography		Locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	
Art	Carousel Group 2 Painting (6 lessons) Primary and secondary colours Tinting and shading Texture and brush strokes	Carousel Group 3 Painting (6 lessons) Primary and secondary colours Tinting and shading Texture and brush strokes	Carousel Group 1 Painting (6 lessons) Primary and secondary colours Tinting and shading Texture and brush strokes			Sculpture Anthony Gormley Andy Goldsworthy

	Artist- Van Gogh Drawing (6 lessons)	Artist- Van Gogh Drawing (6 lessons)	Artist- Van Gogh Drawing (6 lessons)			
	Artist- Quentin Blake	Artist- Quentin Blake	Artist- Quentin Blake			
Music	Rhythm and pulse	Rhythm and pulse	Pitch	Pitch	Singing games	Instrumental
D T	Carousel Group 3 Making a fruit salad (6 lessons) Mechanisms Levers and sliders Pop up card (6 lessons)	Carousel Group 1 Making a fruit salad (6 lessons) Mechanisms Levers and sliders Pop up card (6 lessons)	Carousel Group 2 Making a fruit salad (6 lessons) Mechanisms Levers and sliders Pop up card (6 lessons)			Structures Blackpool Tower
World Beliefs	What do Christians believe God is like?	Who do Christians say made the world? Visit to St John's Church	Who is Muslim and how do they live? Visit to Zakariyya Jame Masjid Mosque	Who is Muslim and how do they live?	What does it mean to belong to a faith community?	What is the 'good news' Christians believe Jesus brings?
Computing	Online Safety, logging on and exploring Purple Mash	Grouping and sorting using a variety of criteria. Represent data in pictograms.	Lego Builders – follow and create simple instructions	Maze Explorers – using directions and algorithms	Animated Story books – create own e book	Coding – designing a simple program
PSHE	Being me in my world. Who am I and how do I fit?	Celebrating difference. Respect for similarity and difference. Anti- bullying and being unique.	Dreams and goals. Aspirations, how to achieve goals and understanding emotions that go with it.	Being healthy. Being and keeping safe and healthy	Relationships. Building positive, healthy relationships.	Changing me. Coping positively with change.

Forest School	Use lashings to join 3 sticks together to make a triangle. Use a timber hitch to make a den with tarps.	Collecting spiders webs. Make your own scent using a pestle and mortar.	Use senses (touch and hearing) to play bat and moth and find a tree. Bug hunting.	Importance of forests. Parts of a tree. Make a picture of a tree using natural materials.	Identify the trees in our forest.	Any Goldsworthy pictures. Animal pictures using natural materials.

- Class tree to observe Seasonal Changes