



| | Autumn Poles Apart | Spring Toys | Summer 1 Get Out Of My Swamp! |
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| Y1 |  (Geography) |  (History) |  (Geography) |
| Deep Question | Where do we see God in the world? How do we see God in ourselves? How do we see God in others? | How and why do things change? Why do we share our memories? What memories do you have and why are they precious to you? How do memories help us to learn about the past? | Who cares for God's garden? Why do we need things to grow? |
| Catholic Social Teaching | Dignity of the Human Person – Theme 1 <i>God loves us equally as His children</i> (CIA pg 23) Retell the story of God creating the world from the first book in the Bible, Genesis. | Option for the Poor and Vulnerable – Theme 5 <i>Some of God's family have plenty of food, toys and clothes. Some don't.</i> (CIA– page 167) Discuss the meaning of the work rich. Exploring the feeling of those who have plenty and those who have little. (CIA– page 167) How do you think it feels to have plenty? | Stewardship – Theme 7 <i>God's gardeners</i> (CIA pg 230) Invite the school caretaker in to talk to the class about all the things he does to make the environment safe, healthy and beautiful for the school. Talk together about what they can do to help the caretaker with their work of caring for God's world. |
| Core Text | Polar Bear, Polar Bear, What Do You Hear?' by Bill Martin. Over in the Arctic: Where the Cold Winds Blow by Marianne Berkes Lost and Found by Oliver Jeffers. Up and Down by Oliver Jeffers | Dogger by Shirley Hughes Old Bear? By Jane Hissey Grandma's Bill by Martin Waddell (Big Book) From Me to You by Paul Rogers What's in the Box? by Trevor Millum The Toys' Playtime by Tony Mitton | The Little Gingerbread Man The Three Little Pigs The Three Billy Goats Gruff The Ugly Duckling Cinderella |
| Launch | Children receive a parcel from Caroline Mikkelsen with a letter, DVD (Happy Feet) and a small penguin. Children will read the letter and watch the DVD. | Bring parents in and discuss what type of toys they played with as a child (toys around the world). | Children to dress up as their favorite fairytale character. |
| Celebrate | Celebrate Harvest festival. | Teddy Bears Picnic | Cinderella ball. |

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| <p>English</p> | <p>Stories with Repeated Patterns Poems on a Theme Non-Chronological Reports Stories by the Same Author Range of Non-Fiction Texts – Fact files, life styles of animals, food chains (What will happen to the food chain if the bee is removed?).</p> | <p>Stories with familiar settings Recounts Poems for learning by heart Fantasy stories Leaflets List poems</p> | <p>Traditional tales Instructions- How to make a gingerbread man. Traditional rhymes</p> |
| <p>Maths</p> | <p>Number and place value - numbers to 20 and beyond. Count, read and write numbers to 100 in numerals, begin to recognise the place value of numbers beyond 20, identify and represent use the language of: equal to, more than, less than (fewer), most, least and given a number, identify one more and one less. Measurement (length and mass/weight)– Compare and describe lengths and heights, measure and begin to record lengths and heights, compare and describe mass/weight (for example, heavy/light, heavier than, lighter than), measure and begin to record mass/weight Addition and subtraction and statistics – number bonds 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. Shape –Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles. Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres. Sequencing and sorting <i>Recognise and create repeating patterns with numbers, objects and shapes. Identify odd and even numbers linked to counting in twos from 0 and 1. Sort objects, numbers and shapes to a given criterion and their own.</i> Fractions –<i>Understand that a fraction can describe part of a whole. Understand that a fraction represents one equal part of a whole.</i> Recognise, find and name a half as one of two equal parts of an object, shape or quantity (<i>including measure</i>). Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Measurement (capacity and volume) –Compare and describe capacity/volume and measure and begin to record capacity and volume Money - recognise and know the value of different denominations of coins and notes. Time – sequence events in chronological order, dates, days of the week, months of the year, measure and begin to record time</p> | <p>Number, place value and measures - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Read and write numbers from 1 to 20 in numerals and words. <i>Begin to recognise the place value of numbers beyond 20 (tens and ones).</i> Identify and represent numbers, <i>identify ten more and ten less and Order numbers to 50.</i> Measurement (mass) – Compare and describe mass/weight, measure and begin to record mass/weight, solve practical problems for masses/weights. Shape - recognise and name 2D and 3D shapes Counting and money – count in multiples of twos, fives and tens Recognise and know the value of different denominations of coins and notes. Multiplication and division– Add one-digit and two-digit numbers to 20, including zero. <i>Recall and use doubles of all numbers to 10 and corresponding halves.</i> Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with support. Subtract one-digit and two-digit numbers to 20, including zero. Recall and use doubles of all numbers to 10 and corresponding halves. Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with support. Measurement (length and height, mass/weight) Measure using non-standard and then manageable standard units (m and cm and g/kg) within children’s range of counting competence. Solve practical problems. Mental addition and subtraction facts – represent and use number bonds and related subtraction facts within 20. Fractions - recognise, find and name halves and quarters Position and direction and time - Describe position, directions and movements, including half, quarter and three-quarter turns. Time - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> | <p>Number and place value – count, read and write numbers to 100. Solve problems and practical problems. Addition and subtraction and statistics – solve simple one step problems that involve addition and subtraction, present and interpret data in block diagrams. Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$. Measurement (capacity and volume) Compare, describe and solve practical problems capacity/volume. Measure and begin to record capacity and volume Fractions - recognise, find and name halves and quarters Position, direction and time - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Shape - recognise and name 2D and 3D shapes Time - Compare, describe and solve practical problems for time. Multiplication and division - Solve one-step problems involving multiplication and division by calculating the answer using concrete objects. Subtraction (difference in context of measurements or statistics) - subtract one-digit and two-digit numbers to 20 using ‘difference’ as finding how many more to make Measurement - Solve practical problems for lengths, heights and masses/weights. Sorting - Identify odd and even numbers linked to counting in twos from 0 and 1.</p> |
| <p>Science</p> | <p>Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Animals Including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> | <p>Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> | <p>Plants 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, including trees.</p> |

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| | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | |
| Art | Children to use a range of painting techniques to create a collaborative display of the Northern Lights. Self-portrait King/Queen in felt tips. Producing a wide range of patterns from imagination. Lines: playdough using rolling and shaping. Wax crayon and watercolours. Understanding how the 2 mediums react together. Creating a variety of lines and known geometric shapes. Mixing primary colours. | Paper sculptures 3D Using paper to create 3D shapes. Improving fine motor skills and scissor skills. Weaving and shaping paper strips to create an imaginary paper playground. Klee: castle and sun geometrical collage. Cutting a variety of shapes to make a castle. Using paint to create a background to the collage. Learning about the work and life of Paul Klee. | Create a castle picture in the style of Jan Pienkowski Miro: watercolour and felt tips. Looking at Miro's graphic language to create a composition. Learning about the work and life of Joan Miro Kandinsky: tree collage. Using paint to create a background. Using wax crayons Improving on scissors skills and collage. Learning about the work and life of Wassily Kandinsky. |
| Computing | We are Treasure Hunters Programming (Using Programmable Toys) This unit will enable the children to: <ul style="list-style-type: none"> • Understand that a programmable toy can be controlled by inputting a sequence of instructions. • Develop and record sequences of instructions as an algorithm. • Program the toy to follow their algorithm. • Debug their programs. • Predict how their programs will work. We are Celebrating Productivity (Creating a Card Digitally) This unit will enable the children to: <ul style="list-style-type: none"> • Develop basic keyboard skills, through typing and formatting text. • Develop basic mouse skills. • Use the web to find and select images. • Develop skills in storing and retrieving files. • Develop skills in combining text and images. • Discuss their work and think about whether it could be improved. | We Are Collectors Computer Networks (Finding Images Using the Web) This unit will enable the children to: <ul style="list-style-type: none"> • Know what to do if they encounter pictures that cause concern. • Group images on the basis of a binary (yes/no) question. • Organise images into more than two groups according to clear rules. • Sort (order) images according to some criteria. • Ask and answer binary (yes/no) questions about their images. • Find and use pictures on the web. We Are Storytellers Communication / Collaboration (Producing a Talking Book) This unit will enable the children to: <ul style="list-style-type: none"> • Use sound recording equipment to record sounds. • Develop skills in saving and storing sounds on the computer. • Develop collaboration skills as they work together in a group. • Understand how a talking book differs from a paper-based book. • Talk about and reflect on their use of ICT. • Share recordings with an audience. | We Are Painters Creativity (Illustrating an eBook) This unit will enable the children to: <ul style="list-style-type: none"> • Use the web safely to find ideas for an illustration. • Select and use appropriate painting tools to create and change images on the computer. • Understand how this use of ICT differs from using paint and paper. • Create an illustration for a particular purpose. • Know how to save, retrieve and change their work. • Reflect on their work and act on feedback received. We are TV Chefs Computational thinking (Filming the Steps of a Recipe) This unit will enable the children to: <ul style="list-style-type: none"> • Break down a process into simple, clear steps, as in an algorithm. • Use different features of a video camera. • Use a video camera to capture moving images. • Develop collaboration skills. • Discuss their work and think about how it could be improved. |
| DT | How can we make useful equipment/objects from recycled materials? Create an instrument out of recycled materials. | Design and make a toy-peg doll/sock toy. | Design and make gingerbread people. |
| Geography | Continents on the map Study of the Inuit People- who they were, where they live and how they survive? What is happening in the world today? What can we do to be eco-friendly? How can we look after our school environment? What can we do as a local school to help the environment? | Compare toys from around the world. | Create visual map and journey Compare settings Geographical language: near, beside, far, under, over |

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| History | History Gerald Durrell- who he was and what he did for endangered animals and what he did to preserve them. | | Recognise the difference between toys of the past and those today. Timeline of toys – use time language. Ask and answer questions about the past to their parents. | Researching and comparing castles | |
| Music | Children to show an understanding of African music and create their own musical instrument to accompany the song. Hey You! Rhythm in the way we walk and banana rap. | | In the groove Round and round | Your imagination Reflect, rewind and replay. | |
| MFL | French Counting to 6 People Body Parts | | French Please and thank you Actions Body parts Counting to 10 | French Animals Colours Counting to 16 | |
| PE | Running 1 Jumping 1 | Gymnastics | Bishop Challoner Provision Gymnastics: Body Parts Wide, Narrow, Curled Bishop Challoner Provision Ball Skills: Feet 1 Hands 1 Hands 2 | Team building Health and Wellbeing | Rounders Athletics |
| RE | A. Creation B. Families and celebrations C. Prayer D. Advent | | E. Christmas M. Following Jesus Today G. Forgiveness H. Lent I Holy Week | J. Easter L. Sharing Jesus' life K. Pentecost F. Jesus: Teacher & Healer | |
| RSHE | <u>Created and Loved by God</u> Religious Understanding Story Sessions: Let the Children Come Me, My Body, My Health Session 1: I am Unique Session 2: Girls and Boys Session 3: Clean & Healthy Emotional Well-Being Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Out Session 3: Super Susie Gets Angry Life Cycles Session 1: The Cycle of Life | | <u>Created to Love Others</u> Religious Understanding Session 1: God Loves You Personal Relationships Session 1: Special People Session 2: Treat Others Well... Session 3: ...and Say Sorry Keeping Safe Session 1: Being Safe Session 2: Good Secrets & Bad Secrets Session 3: Physical Contact Session 4: Harmful Substances Session 5: Can You Help Me? | <u>Created to Live in Community</u> Religious Understanding Session 1: Three in One Session 2: Who is my Neighbour? Living in the Wider World Session 1: The Communities We Live In | |
| Additional learning | | | | | |

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| <p>Additional Learning</p> <p>National Railway Project (STEM)- TBC</p> | <p><u>Autumn</u></p> <p>Mental Health Week Anti-Bullying Week National Poetry Day Roald Dahl Day Inspire Workshop</p> | <p><u>Spring</u></p> <p>National Geography Music Week E-Safety Day</p> | <p><u>Summer</u></p> <p>Health and Fitness Week Money Week</p> |
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