

| LTP All subjects Year 1 2018-2019 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | <p>Stories in familiar settings (Peace at Last, Where's my Teddy/)</p> <p>Labels, lists and signs (That's not a stick)</p> <p>Songs and repetitive poems.</p> | <p>Stories with repeating patterns (Brown Bear, Brown Bear what do you see?)</p> <p>Information texts (Usborne Book of Big Machines)</p> <p>Poems with pattern and rhyme</p> | <p>Stories in familiar settings (The boy who cried Ninja)</p> <p>Instructions (Link to Chinese New Year)</p> <p>Humourous poems.</p> | <p>Traditional tales Information texts</p> | <p>Stories with repeating patterns. Letters...Dear Zoo</p> | <p>Fairy Stories and traditional tales.</p> <p>Information texts</p> <p>Senses poetry.</p> |
| | Statutory grammar and spelling from English curriculum, RWI phonics | | | | | Phonics Screening Test |

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| <p style="text-align: center;">Maths</p> | <p>Number: Place Value (within 10) Number: Addition and subtraction (within 10)</p> | <p>Geometry: Shape Number: Place value (within 20)</p> | <p>Number: Addition and subtraction (within 20) Number: Place value (within 50) <i>multiples of 2, 5 and 10 to be included.</i> Measurement: Length and height Measurement: Weight and Volume</p> | <p>Number: Multiplication and Division (Reinforce multiples of 2, 5, and 10 to be included) Number: Fractions Geometry: position and direction</p> | <p>Measurement: money Time</p> |
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| Science | <p>Animals including humans (focus on Humans)</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Seasonal changes</p> <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies | <p>Everyday Materials</p> <ul style="list-style-type: none"> • 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>Seasonal Changes</p> <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies | <p>Animals including humans (focus on Animals)</p> <ul style="list-style-type: none"> • 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 • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <p>Seasonal Changes</p> <ul style="list-style-type: none"> • observe changes across the 4 seasons • observe and describe weather associated with the seasons and how day length varies |
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Around the World

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Village Study

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right] to describe the

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| History | | <p>Village Study</p> <ul style="list-style-type: none"> • changes within living memory - where appropriate, these should be used to reveal aspects of change in national life • significant historical events, people and places in their own locality | |
| Computing | <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | | |

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| Art, Design and Technology | <p>Art</p> <ul style="list-style-type: none"> <input type="checkbox"/> to use a range of materials creatively to design and make products <input type="checkbox"/> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <input type="checkbox"/> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <input type="checkbox"/> Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and | <p>Design and Technology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Design purposeful, functional, appealing products for themselves and other users based on a design criterion <input type="checkbox"/> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. <input type="checkbox"/> Make <input type="checkbox"/> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing. <input type="checkbox"/> Evaluate <input type="checkbox"/> Explore and evaluate their ideas and products against design criteria <input type="checkbox"/> Technical knowledge |
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| | <p>Portraits Paul Klee Painting trees in winter Animals and birds in the winter time (Making bird food) Christmas displays Christmas cards and calendars- moving pictures Snowflakes and icicles Cooking Sewing a felt bird Making a moving figure</p> | <p>Drawing village buildings Birds eye views and maps Make model homes and houses to fit the village. Studying the architecture and suitable materials to represent of the village buildings. The colour wheel/spectrum Primary colours Colour mixing Light and shade Collage What is a rainbow? Henri Matisse cut outs Making model Elmers Designing Elmer Sewing Elmer patches Repeating patterns Easter cards and bonnets</p> | <p>Sculpture, using natural materials Clay models in style of Antony Gormley Environmental sculptures modelled on Andy Goldsworthy's' environmental work. Drawing parts of the church Using the church as a stimulus; looking at and designing a stained-glass window. Planning and designing a butterfly. Selecting the appropriate material and equipment. Sewing felt butterflies. Symmetry. Camouflage. Tiger in a tropical storm</p> |
| <p>French</p> | <p>To greet others, respond to classroom instructions, sing songs and recognise animals, counting, members of family and colours. Building confidence in French through repetition.</p> | | |

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| Music | <ul style="list-style-type: none">• Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions• Perform, listen to, review, and evaluate music, including the works of the great composers and musicians• Learn to sing and to use their voices, to create and compose music on their own and with others, and have the opportunity to learn a musical instrument• Understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations• Use their voices expressively and creatively, by singing songs and speaking chants and rhymes• Play tuned and untuned instruments musically• Listen with concentration and understanding to a range of high-quality music• Experiment with, create, select, and combine sounds using the inter-related dimensions of music |
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| <p style="text-align: center;">PSHE</p> | <p>Healthy Lifestyles:</p> <p>Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene.</p> <p>Feelings and emotions: recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt.</p> <p>Healthy Relationships: secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying.</p> | <p>Growing and Changing:</p> <p>Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths.</p> <p>Keeping safe:</p> <p>What goes our bodies; rules for keeping physically and emotionally safe; personal identity: family networks, people who are responsible for keeping us safe.</p> | <p>Rights and Responsibilities:</p> <p>Contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups.</p> <p>Taking care of the environment:</p> <p>Improvements and harm to local environments; ways of looking after local environments</p> <p>Money matters:</p> <p>Sources of money; uses of money; spending and saving; role of money in lives; managing money and keeping it safe; choices about spending; influence on spending choices.</p> |
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