

## Year 1

	Dinosaurs/Toys/Christmas	Castles and Fairy Tales	Exploring the Outdoors
	Why are animals different? How do we know about toys from the past?	Where did people use to live?	How does our environment change and how can we look after it?
	AUTUMN	SPRING	SUMMER
English	<u>Poetry</u> Using the senses - (themed poems, rhythm and rhyme)	<u>Poetry</u> Pattern and rhyme-pattern in traditional tales and poems. Exploring rhyme-Hairy Tales and Nursery Crimes/ Roahl Dahl Revolt Rhymes etc. Traditional poems	<u>Poetry</u> Plant poems-poems on a theme
	<u>Narrative</u> The Naughty Bus Jan and Jerry Oke –innovate for an animal toy?( stories with a familiar setting)	<u>Narrative</u> Rapunzel	<u>Narrative</u> Christopher Nibble/ Christopher's caterpillars-Charlotte Middleton The Night Pirates-texts with a fantasy setting.
	<u>Non fiction</u> <b>Non-Chronological Report</b> - Toys from the past <b>Instructions</b> -How to wash a woolly mammoth-Michelle Robinson Dino dinners-non fiction	<u>Non fiction –</u> <b>Information</b> -How to attack a castle <b>Recount</b> - of visit to a castle	<u>Non fiction</u> <b>Persuasion</b> -Poster or leaflet to persuade children to look after the school grounds. <b>Explanation</b> -How to dress like a pirate
		<u>Fairy/Traditional/Key story</u> Rapunzel /Tangled	<u>Fairy/Traditional/Key story</u> The Billy Goats Gruff
	Year 1 <ul style="list-style-type: none"> <li>How words can combine to make sentences.</li> <li>Joining words and joining clauses using and.</li> <li>Separation of words with spaces.</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Capital letters for names and for the personal pronoun I.</li> <li>Sequencing sentences to form short narratives.</li> <li></li> </ul>		
Grammar (discrete)	Year 1 <ul style="list-style-type: none"> <li>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</li> <li>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</li> </ul>		

# Year 1

## Maths

### Number and Place Value

read and write numbers from 1 to 20 in numerals

given a number, identify one more and one less

count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

### Addition and Subtraction

read, write and interpret mathematical statements involving **addition** (+), subtraction (–) and equals (=) signs

represent and use number bonds and related subtraction facts within 20

### Geometry Properties of Space

recognise and name common 2-D and 3-D shapes, including:

2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

### Fractions

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

### Measurement

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 and use language relating to dates, including days of the week, weeks, months and years

lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

### Number and Place Value

read and write numbers from 1 to 20 in numerals and words.

count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

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 (fewer), most, least

### Addition and Subtraction

represent and use number bonds and related subtraction facts within 20

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  $7 = \square - 9$ .

### Shape

### Position and Direction

describe position, direction and movement, including whole, half, quarter and three-quarter turns.

### Measurement

recognise and know the value of different denominations of coins and notes

tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Measure and record time.

### Number and Place Value

read and write numbers from 1 to 20 in words.

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, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

### Addition and Subtraction

represent and use number bonds and related subtraction facts within 20

solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

### Multiplication and Division

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

### Measurements

compare, describe and solve practical problems for:

tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Measure and record time.

lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

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]

measure and begin to record the following:

## Year 1

Geography	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Link to where the children were born as well as animals that are found in different parts of the U.K.</p> <p>Identify seasonal weather patterns in the UK. Animals/ birds that we see in different seasons.</p> <p>Use geographical; vocabulary to refer to key physical features Forest, vegetation, season, weather</p> <p>Recognise a photo taken by a teacher as a record of what has been seen. Map to show a record of our trip.</p>	<p>Connect to their locality and the local area. Where do people live now? Why do they live there? Houses and homes in the local area.</p> <p>Use geographical; vocabulary to refer to key physical features Hill, river. Valley</p> <p>Human features: City, town, house, office shop</p> <p>Follow directions, up. Down, left, right, forwards, backwards,</p> <p>Draw picture maps of imaginary places and from stories.</p> <p>Use own symbols on imaginary maps</p> <p>Use a simple map to move around the school.</p> <p>Recognise that its about a place.</p> <p>Use relative vocabulary eg: bigger/smaller, like/dislike etc</p> <p>Draw simple features they observe in their familiar environment.</p> <p>Recognise a photo taken by a teacher as a record of what has been seen.</p> <p>Use everyday language to describe features of measurement eg: smaller than</p>	<p style="text-align: center;"><u>Our Local Environment</u></p> <p>Identify seasonal and daily weather patterns in the UK. How does our environment change across the seasons?</p> <p>Use geographical; vocabulary to refer to key physical features Beach, cliff, coast, sea, ocean, soil, season, weather.</p> <p>Human features: village, farm, port, harbour</p> <p>Connect to their locality and surrounding area.</p> <p>Listen to an adult asking another child or adult about familiar environments or activities.</p> <p>Draw simple features they observe in their familiar environment.</p> <p>Add colour and texture to prepared sketches.</p> <p>Recognise a photo taken by a teacher as a record of what has been seen.</p> <p>Use everyday language to describe features of measurement eg: smaller than</p>
History	<p style="text-align: center;"><u>Changes in toys over time</u></p> <p>Recognise the difference between past and present in their own and others 'lives.</p> <p>Sequencing events in their own lives.</p> <p>Describe memories of key event in their lives.</p> <p>Sequence 3 or 4 toys from different periods of time.</p> <p>Matching objects to people of different ages.</p> <p>Compare adults talking about the past-how reliable are their memories?</p>	<p>Recognise the difference between past and present in their own and others 'lives.</p> <p>Recount episodes from stories about the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Find answers to simple questions about the past from sources of information eg: artefacts</p>	<p>Significant historical events and people and places -The Pilgrim Fathers and Mayflower steps.</p> <p>Recount episodes from stories about the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past-how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information eg: artefacts</p>

## Year 1

<b>Science</b>	<p style="text-align: center;"><u>Animals including humans</u></p> <p style="text-align: center;">Asking simple questions Observing closely, using simple equipment Performing simple tests Identifying and classifying</p> <p>Using observations and ideas to suggest answers to questions. Begin to make records of findings in appropriate forms.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>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> <p>Understand how to look after animals collected and return them to their local habitat.</p> <p>Look at animals in the local habitat in different seasons.</p> <p>Compare and contrast animals first hand and in videos.</p> <p>Describe how they compare and group them. Grouping animals according to what they eat.</p>	<p style="text-align: center;"><u>Materials</u></p> <p style="text-align: center;">Asking simple questions Observing closely, using simple equipment Performing simple tests Identifying and classifying</p> <p>Using observations and ideas to suggest answers to questions. Begin to make records of findings in appropriate forms.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Explore, name, discuss, raise questions about everyday materials so they become familiar with the names of materials and properties.</p> <p>Explore and experiment with a wide range of materials.</p> <p>Work scientifically to provide answers to simple questions- What is the best material for a castle flag etc?</p>	<p style="text-align: center;"><u>Plants and Seasonal Changes</u></p> <p style="text-align: center;">Asking simple questions Observing closely, using simple equipment Performing simple tests Identifying and classifying</p> <p>Using observations and ideas to suggest answers to questions. Begin to make records of findings in appropriate forms.</p> <p>Identify and name a variety of common and wild and garden plants, including deciduous and evergreen trees.</p> <p>Observe growth of plants and vegetables they have planted.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. Leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem.</p> <p>Using magnifying glasses to compare and contrast familiar plants.</p> <p>Keep records of how plants change over time eg: seasonal changes.</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Making tables and charts about the weather and day length as the seasons change etc.</b></p>
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## Year 1

<b>RE</b>	<p style="text-align: center;"><u>Myself</u></p> <p>Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values)</p> <p>(b) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas)</p> <p>(c) What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers)</p> <p>(d) How might stories, prayers and songs help us understand more about ourselves and ideas about God?</p> <p style="text-align: center;"><u>Belonging</u></p> <p>a) Where do I belong? (Feelings, experiences)</p> <p>(b) Where do people belong? (Family, local community, group, club, place, country, faith)</p> <p>(c) What do people do because they belong to a faith or belief community?</p> <p>(d) How might ideas of family and community be reflected in our own lives?</p>	<p style="text-align: center;"><u>Why are some stories special?</u></p> <p>What stories and books are special to me and my family?</p> <p>(b) What stories and books are special to people within religions and beliefs?</p> <p>(c) How are stories told and books used within religions and beliefs?</p> <p>(d) What do some stories and books say about how people should live?</p>	<p style="text-align: center;"><u>Why are some times special?</u></p> <p>(a) What special times and seasons can I remember? Why were these times special?</p> <p>(b) Why are some festivals and celebrations special?</p> <ul style="list-style-type: none"> <li>· When do they happen?</li> <li>· What do they remember?</li> <li>· What do people do and why?</li> </ul> <p>(c) What special objects might be used in festivals and celebrations?</p> <p>(d) How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?</p> <p style="text-align: center;"><u>How do we celebrate our journey through life?</u></p> <p>(a) What special times and seasons can I remember? Why were these times special?</p> <p>(b) Why are some festivals and celebrations special?</p> <ul style="list-style-type: none"> <li>· When do they happen?</li> <li>· What do they remember?</li> <li>· What do people do and why?</li> </ul> <p>(c) What special objects might be used in festivals and celebrations?</p> <p>(d) How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?</p>
<b>Computing</b>	<p style="text-align: center;"><u>Technology around us and beyond school.</u></p> <p>What technology us available to use at school.</p> <p>Logging on, saving, and retrieving. 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.</p>	<p style="text-align: center;"><u>Publish to create an information booklet</u></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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.</p>	<p style="text-align: center;"><u>Roamer/Beetbots to follow and make routes around our local environment.</u></p> <p>Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 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.</p>
<b>D&amp;T</b>	<p style="text-align: center;">Making products with a purpose in mind</p> <p style="text-align: center;">Making moving pictures</p> <p style="text-align: center;">Making products to meet a consumer need</p> <p style="text-align: center;">Undertaking tasks safely</p> <p>Looking at and discussing existing products and discussing designs.</p> <p>Design, make and evaluate their own products.</p> <p>Peer assess each others work</p>	<p style="text-align: center;">Ingredients</p> <p style="text-align: center;">Making a strong structure</p> <p style="text-align: center;">Using a range of tools and equipment</p> <p style="text-align: center;">Selecting from a range of materials</p> <p style="text-align: center;">Making a product with wheels and axles</p> <p>Design, make and evaluate their own products.</p> <p>Peer assess each others work</p>	<p style="text-align: center;">Devon County Show/Royal Cornwall show</p> <p style="text-align: center;">Textiles</p> <p style="text-align: center;">Containers for plants</p> <p>Design, make and evaluate their own products.</p> <p>Peer assess each others work</p>

## Year 1

	<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p><u>Look at a balanced diet and what food we need to keep healthy so we can design a healthy lunch box.</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p><u>What would we have eaten in medieval times? How was it prepared?</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Making medieval potage using a selection of vegetables.</p>	<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p><u>Food from our local environment.</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. Grow own food and design and make healthy snacks.</p>
Art & Design	<p>Using form and shape. Using textures</p> <p>Using a variety of materials in 2D and 3D to make collaborative and individual pieces.</p> <p>Discussing their work and the work of other artists. Creating pieces based on their own experiences. Primary and secondary colours. Using ICT</p>	<p>Different painting techniques Looking at texture. Line and shape. Looking at a range of artists.</p> <p>Work on their own pieces and collaborative pieces. Record and explore ideas from first hand observation.</p>	<p>Devon County Show/Royal Cornwall show Printing techniques Pattern Clay</p> <p>Looking at artists, crafts people and designers. Observational drawing</p>
Music	<p>Use their voices expressively and creatively Play tuned and untuned instruments musically. Listen with concentration and understanding. Experiment with, create, select and combine sounds.</p>	<p>Use their voices expressively and creatively Play tuned and untuned instruments musically. Listen with concentration and understanding. Experiment with, create, select and combine sounds.</p>	<p>Use their voices expressively and creatively Play tuned and untuned instruments musically. Listen with concentration and understanding. Experiment with, create, select and combine sounds.</p>
PE	<p>Manipulative movement Aesthetic movement Functional movement Movement and concepts</p>	<p>Manipulative movement Aesthetic movement Functional movement Movement and concepts</p>	<p>Manipulative movement Aesthetic movement Functional movement Movement and concepts</p>
PSHE	<p><b>SEAL topics</b> New beginnings Bullying Getting on and falling out</p>	<p><b>SEAL topics</b> Going for goals Good to be me</p>	<p><b>SEAL topics</b> Relationships Changes</p>