

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Sumer 2
English	<p><b>Focus Text : Naughty Bus</b></p> <p>A naughty bus causing chaos in the school! The children will be sharing information on their experiences of buses and creating their own naughty toy adventures.</p>	<p><b>Focus Text: Send for a superhero</b></p> <p>Children will create their own superheroes and use them to defeat baddies set to destroy their school. The children will write letters and emails asking for help, create wanted posters, generate character descriptions for their invented superheroes and the create their own version of the story.</p>	<p><b>Focus Text: Beegu</b></p> <p>A mysterious UFO crash and an alien on the loose. Getting the children to ask questions and discover information about the scene.</p> <p><b>(Non-fiction Unit)</b></p>	<p><b>Focus Text: Stanley's Stick</b></p> <p>The children will make predictions about what is going to happen in the story before publishing their own stories based on the sequence of Stanley's Stick, but using their own objects.</p>	<p><b>Focus Text: Lost and Found</b></p> <p>A penguin appears in the classroom with a sign hanging around his neck, saying 'I am lost'. The children learn to write a sequence of instructions using consistent tense, detailed diagrams and numbers or words indicating chronological order.</p> <p><b>(Non-fiction Unit)</b></p>	<p><b>Focus Text: Iggy Peck Architect</b></p> <p>A story all about Iggy Peck who loves to build and is faced with the challenge of persuading his teacher to love building too. The children will learn about different types of apostrophes and will create a fact file.</p> <p><b>(Non-fiction Unit)</b></p>
	<p><b>Focus Text: Sidney, Stella and the Moon</b></p> <p>The moon is missing! Oh no! To help the characters of the story children research and learn facts all about the moon before creating a</p>	<p><b>Focus text: I Want my Hat Back</b></p> <p>A text to encourage children to ask questions and make predictions. The children then role play</p>	<p><b>Focus Text: Odd Egg</b></p> <p>Children begin by identifying different types of eggs and predicting who they might belong to, before exploring the text</p>	<p><b>Focus Text: Dinosaurs and all that rubbish</b></p> <p>Children explore the themes and ideas in the story creating a variety of written outcomes including reports, setting</p>	<p><b>Focus Text: Yeti and the Bird</b></p> <p>A story all about friendship. The story focuses all about two seemingly different characters and</p>	<p><b>Focus Text: The Magic Bed</b></p> <p>Story all about fantasy and imaginary worlds. Children create a shared plan before writing their own</p>

	<p>non-fictional shared write of their facts.</p> <p><b>(Non -fiction Unit)</b></p>	<p>conversations between the characters before writing their own dialogue. The children then write their own sequel based on conversation called 'I want my friend back'.</p>	<p>and its many PSHE and Scientific links. The final outcome is for children to make a non-fiction 'Egg Spotter's Guide' after researching different types of eggs from the book.</p>	<p>descriptions, letters, instructions, retellings and eventually a class pamphlet about how to look after the planet.</p>	<p>their friendship. The children learn about writing in past tense and using conjunctions in their sentences.</p>	<p>zig zag book based on The magic bed.</p>
<b>Maths</b>	<p><b>Place Value</b></p> <p>Children will build on their place value knowledge of numbers to 10. Children will do lots of work around counting, ordering, and comparing.</p> <p><b>Addition and Subtraction</b></p> <p>Children will use their knowledge and understanding of addition and subtraction from Reception. They will work on numbers to 10 using different resources to support them.</p>	<p><b>Shape</b></p> <p>Children will develop their understanding of 2D and 3D shapes. Recognising and naming different shapes.</p> <p><b>Place value</b></p> <p>Children will build on their place value knowledge and consolidate their understanding introducing partitioning numbers by tens and ones up to 20.</p>	<p><b>Addition and Subtraction</b></p> <p>Children will use the knowledge and understanding of addition and subtraction. They will learn about adding and taking away to 20. Introducing and using number bonds to 20.</p> <p><b>Place Value</b></p> <p>Children will build on their place value knowledge and build on their understanding of</p>	<p><b>Measurement: Length and Height</b></p> <p>Children will develop what they have learnt in reception. They will begin to compare, describe and solve practical problems. Using terms longer/shorter/ tall/short/ double/half</p> <p><b>Measurement: Weight/Volume</b></p> <p>Children will develop what they have learnt in reception. They will</p>	<p><b>Multiplication and division</b></p> <p>The multiplication and division focus in Year 1 is on the 2s, 5s, and 10 times table. Children will explore these using practical objects, pictorial representations and begin to create arrays.</p> <p><b>Fractions</b></p> <p>Children will be introduced to fractions to learning to recognise, finding</p>	<p><b>Place value</b></p> <p>Children will build on their place value knowledge and understanding of partitioning tens and ones up to 100.</p> <p><b>Geometry: Position and Direction</b></p> <p>Children will begin to describe, position, direction and movement including whole, half, quarter and three quarter turns.</p>

	Introducing and using number bonds to 10.		partitioning tens and ones up to 50.	begin to compare, describe and solve practical problems. Using terms heavy/light/heavier/lighter than	and naming a half and quarter of an object, shape and an amount.	<p><b>Money</b></p> <p>Children will learn to recognise the value of different denominations of coins and notes.</p> <p><b>Time</b></p> <p>Children will be introduced to time, learning to tell the time to O'clock and half past. Also measuring and beginning to record time in hours, minutes and seconds.</p>
Science	<p><b>Seasons: Autumn</b></p> <p>Observe and described weather associated with Autumn and how day length varies. Observational drawing of tree. Record weather</p>	<p><b>Materials</b></p> <p>Children will begin to name, describe and compare different materials. They will begin to distinguish between an object and the material it</p>	<p><b>Seasons: Winter</b></p> <p>Observe and described weather associated with Winter and how day length varies. Observational drawing of tree. Record weather</p>	<p><b>Animals</b></p> <p>Identify name and group animals based on what they eat and their physical structure.</p> <p><b>Seasons: Spring</b></p>	<p><b>Plants</b></p> <p>Children will begin to name and identify a variety of common wild and garden plants including trees. They will describe and identify the</p>	<p><b>Seasonal changes: Summer</b></p> <p>Observe and described weather associated with Summer and how day length varies. Observational</p>

		is made from. Describing simple physical properties of materials.	<b>Human body</b>  Identify name, draw and label basic parts of the human body. Talk about the different senses and the parts of the body they use.	Observe and described weather associated with Spring and how day length varies. Observational drawing of tree. Record weather	basic structure of common flowering plants.	drawing of tree. Record weather
Computing	<b>Online Safety (PSHE link)</b>  Children will use technology safely, respectfully and responsibly beginning to recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.	<b>Online Safety (PSHE link)</b>  Children will continue to learn about the importance of staying safe online.  <b>Digital literacy and ICT</b>  Children will use technology purposefully. They will begin to learn to turn the laptops on and off, logging in, creating and saving work.	<b>Online Safety (PSHE link)</b>  Children will continue to learn about the importance of staying safe online. Coding  Children will learn about what algorithms are; how they are implemented as programs on digital devices. Children will begin to program instruction, creating and debugging simple	<b>Online Safety (PSHE link)</b>  Children will continue to learn about the importance of staying safe online.  <b>Digital literacy and ICT</b>  Children will continue to use technology purposefully. They will practise typing on computers, opening and closing apps.	<b>Online Safety (PSHE link)</b>  Children will continue to learn about the importance of staying safe online.  <b>Digital literacy and ICT</b>  Children will practise using technology purposefully to research different topics by beginning to open and close websites. The children will then begin to filter results to appropriate content and images to use.	

			program. They will use logical reasoning to predict the behaviour of simple program.		
History	<b>Toys from the past</b>  Children will develop their use of historical language and questioning, developing intrigue and encouraging curiosity.			<b>Famous people</b>  Children will develop their use of historical language and questioning, developing intrigue and encouraging curiosity.	
Geography		<b>Toys from around the world</b>  Children will develop their map and atlas skills and use these to locate different countries around the world. They will then link this to the toys and where in the world they originated from.	<b>Local Area: Shillington</b>  Children will ask the simple geographical question: What is it like to live in this place? The children will observe local area, describing how places are linked, buildings in and changes in the local community. Children will learn about maps of the local area and begin to make their own simple maps.		
RE	<b>Christianity</b>  Children will learn about the Christian faith and what they believe God is like. They will learn	<b>Christianity: Christmas</b>  Children will be learning about how Christians	<b>Judaism</b>  Children will learn about the Judaism faith and what they believe. They will	<b>Christianity: Easter</b>  Children will be learning about how Christians celebrate Easter. They will talk	<b>Sacred places</b>  Children will learn about places of worship linking this with Christian

	about how some Christian parables and begin to ask questions about the Christian faith.	celebrate Christmas. They will make connections between the Christmas story, advent and what they themselves should be thankful for.	learn about how Jews practice their faith, where they worship and what festivals they celebrate.	about the idea of new life, the story of holy week and the different ways Easter is celebrated by Christians.	and Jewish beliefs and their practices. During this time ask question, look at artefacts and listen to different religious stories.	
PE	<p><b>Team Building</b> Children work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome</p> <p><b>Fitness</b> In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work</p>	<p><b>Yoga</b> Children will have chance to learn yoga poses. They will practise balancing and holding the poses before then have the opportunity to create and perform their own yoga stories.</p> <p><b>Fundamentals</b> Children will develop their balance and movement. Learn different part of their body and how they can move in different</p>	<p><b>Ball skills</b> Children will develop their ball skills including throwing, catching, kicking, dribbling the ball and moving in different directions with the ball.</p> <p><b>Dance</b> Children will develop their ability to move in time to music. They will vary the skills and actions that they use to fit appropriately to a theme and music</p>	<p><b>Gymnastics</b> Children will be introduced to basic gymnastic shapes and use these on different equipment as well as sequencing to perform to others.</p> <p><b>Sending and Receiving</b> Children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Children will be</p>	<p><b>Sports day-athletics</b> Children will develop their balance and practice throwing, catching, running and changing direction.</p> <p><b>Invasion</b> Children develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and</p>	<p><b>Swimming</b> Children will have opportunity to develop their confidence in the water. They will work on moving in different ways in the water, changing direction and learning simple strokes</p> <p><b>Striking and Fielding</b> Children will learn the basic skills for cricket including practising throwing specifically underarm,</p>

	independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.	ways and directions. Practise simple skills such as jumping, hopping, catching and balancing.	style and evaluate their own and others' performances.	given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.	what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules.	catching the ball and batting.
PSHE	<p align="center"><b>Relationships (Personal and social PE link)</b></p> <p>Children will identify different emotions and consider times they may have felt like this. They will begin to compare emotional feelings with physical feelings and explore the difference between them. They will be think about the topics of:</p> <ul style="list-style-type: none"> <li>• Feelings – theirs and those of others and how these impact each other</li> <li>• Friendships and families</li> <li>• Actions, behaviour and consequences</li> <li>• Listening and working together collaboratively</li> </ul>		<p align="center"><b>Health and Wellbeing (PE link – Healthy Mind, Science link – Diet and hygiene Computing link)</b></p> <p>Children will develop their understanding of what it means to be healthy, not only their bodies but their minds too. They will think about the topics of:</p> <ul style="list-style-type: none"> <li>• Mental wellbeing and how to share worries and concerns</li> <li>• Healthy bodies – balanced diets and hygiene</li> <li>• Achievements, aspirations and goal</li> <li>• Online safety</li> <li>• Road Safety</li> </ul>		<p align="center"><b>Living in the Wider World</b></p> <p>Children will develop their idea of their role as a citizen within their own community and the UK as a wider community. They will think about the topics of:</p> <ul style="list-style-type: none"> <li>• British Values</li> <li>• Difference and diversity and how this is celebrated</li> <li>• Rights, rules and laws</li> <li>• Sustainability and the environment</li> </ul>	
Music	<p><b>Cheranga: Hey You!</b></p> <p>The music is written in an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch</p>		<p><b>Cheranga: In The Groove</b></p> <p>A song to teach children about different styles of music. This is a very easy song to learn and has been arranged in six</p>		<p><b>Cheranga: Reflect, Rewind and Replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around</p>	

	<p>and to learn how to rap and enjoy it in its original form.</p> <p><b>Christmas Play Performance</b></p> <p>Children will perform songs with increasing confidence, singing songs in multiple parts.</p>		<p>different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove. The children will experiment with different musical instruments as well as their own bodies to keep the pulse and rhythm with the music.</p> <p><b>Round and Round</b></p> <p>All the learning is focused around one song: Round and Round, a Bossa Nova Latin style.</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>		<p>revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><b>Cheranga: Imaginary Worlds</b></p> <p>Children will explore music all about using their imagination. This will help link together all the skills learnt through the year.</p>	
<b>Art</b>	<p><b>Colours</b></p> <p>Exploring primary and secondary colours. Then using secondary colours to create a Kandinsky style painting.</p> <p><b>Shading</b></p> <p>Exploring shapes using light and shade with charcoal.</p>	<p><b>Sketching</b></p> <p>Using shape and shading knowledge to create an accurate sketch of Tower Bridge.</p> <p><b>Weaving</b></p> <p>Weaving repeating patterns exploring different tools and techniques.</p>	<p><b>Sketch a self-portrait.</b></p> <p>Explore the works of Henri Matisse and Pablo Picasso. Create a portrait using paints in the style of Henri Matisse, concentrating on shape and position of features.</p>	<p><b>Natural sculpture</b></p> <p>Exploring and using different materials based around Andy Goldsworthy work.</p> <p><b>Tye Dye</b></p> <p>Using marbling technique and different materials.</p>	<p><b>Tools</b></p> <p>Exploring different tools and techniques including crayon, oil pastels, charcoal and chalk to represent objects. Artist including Seurat (Pointillism) And Sir John Everett Millais</p>	<p><b>Imaginary worlds</b></p> <p>Collages based around Salvador Dali and Dante Gabriel Rossetti's Dantis Amor 1860. The children will explore and create images using different media.</p>



					Dew Drenched Furze: 1890.	
DT	<b>Food</b>  Children will talk about the different types of food, where it comes from and what are healthy choices. Children prepare food using simple tools.	<b>Joints</b> Made a teddy bear with moving parts.  <b>Clay modelling</b> Using clay and a range of tools create a Christmas decoration.	<b>Junk modelling (Geography link)</b> The children will design before building, use a range of tools to cut, join explore and combine materials to create a simple model of the local area.	<b>Food</b> Children prepare food using simple tools. Children to discuss where food comes from and how/ where it grows and the packaging it comes in.		

Trip ideas – Woburn safari park,