

Year group: 1 2021-2022

	Autumn 1 – 7 weeks Continuous Provision	Autumn 2 – 7 weeks Nativity rehearsals Continuous Provision	Spring 1 – 7 weeks	Spring 2 – 6 weeks	Summer 1 – 5 weeks	Summer 2 – 7 weeks
Maths – White Rose	<p>Number - Place Value within 10 (4 weeks) Number – addition and subtraction within 10 (4 weeks) Geometry – Shape (1 week) Number – place value within 20 (2 weeks)</p>		<p>Number - addition and subtraction within 20 (4 weeks) Number – place value within 50 (3 weeks) Measurement – length and height (2 weeks) Measurement – weight and volume (2 weeks)</p>		<p>Number – multiplication and division (3 weeks) Number - Fractions (2 weeks) Geometry – position and direction (1 week) Number – place value within 100 (2 weeks) Measurement – money (1 week) Measurement – Time (2 weeks)</p>	
English (Text type, text, teaching sequences etc. Big picture)	<p>Out and About: A First Book of Poems – poetry collection (PoR) Writing: poetry writing on a theme (1 wk), poetry writing – pattern and rhyme (1 wk) Writing: setting descriptions moderated (1 wk) SPaG: spacing between words, alphabetical order, lower and upper case letters (brief look) Handwriting: pencil control practice and focus on incorrect formation – small gps Phonics: Phase 4 – learn to read and spell words containing adjacent consonants Revise and recall all Phase 2 and 3 phonemes within Phase 4 To read and spell CVCC and CCVC words.</p>	<p>Claude in the City – picture book (PoR) Writing: setting descriptions moderated (1 wk), recount from personal experience (2 wks), own adventure for Claude Instructions linked to DT project (2 wks) SPaG: punctuating sentences with capital letters and full stops Handwriting: i, l, t, u, j, y, c, o, a, d, q, g Phonics: Phase 5 - broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. Weeks 1 – 5 Digraphs for reading: ay, oy, wh, ou, a-e, ir, ph, ea, ie, ue, aw, e-e, zh, ew, oe, i-e, au, o-e, u-e Weeks 6 and 7 Alternative pronunciations:</p>	<p>Traction Man is here – picture book with comic book conventions (PoR) Writing: stories with familiar settings (3 wks), setting descriptions (1 wk) Poetry – pattern and rhyme (1 wk) SPaG: punctuating sentences with capital letters and full stops Handwriting: e, s, f, r, n, m, h, b, k, p, v, w, x, z Phonics: Phase 5 – Alternative pronunciations: Week 8 - ch – chin, school, ow – cow, bow; er – farmer, her, ou – out, shoulder Week 9 - ou – could; y – very, ie – tie, field Week 10 - ch – chef, ou – you; ea – eat, bread. Alternative spellings for: Week 11 - ai spelt ay, a-e c spelt sck, k</p>	<p>The secret sky garden – picture book (PoR) Writing: setting descriptions (1 wk), informal letters (2 wks) Shape poems (1 wk) SPaG: punctuating sentences with capital letters and full stops, nouns, adjectives and verbs Handwriting: i/l and l/L, t/T and u/U, j/J and y/Y, c/C and o/O, a/A and d/D, q/Q and g/G. Phonics: Phase 5 – Alternative spellings: Week 15 - igh spelt i-e oo spelt ew, ue Week 16 - oi spelt oy or spelt aw Week 17 – ar spelt a v spelt ve Week 18 – ear spelt ere w spelt wh Week 19 – air spelt are Or spelt au Week 20 – ear spelt ear air spelt ear</p>	<p>How to find gold (PoR) Writing: instructions moderated (2 wks) informal letters (2 wks), shape poems (1 wk) SPaG: punctuating sentences with capital letters and full stops, nouns, adjectives and verbs Handwriting: e/E and s/S, f/F and r/R, n/N and m/M, h/H and b/B, k/K and p/P Phonics: Phase 5 - Alternative spellings: Week 21 – or spelt ore ur spelt ir Week 22 - ch spelt tch e spelt ea Week 23 – ur spelt er ng spelt kn Week 24 – ow spelt ou ng spelt gn Week 25 - Adding prefixes and suffixes</p>	<p>The snail and the whale – contemporary fiction (PoR) Writing: stories with familiar settings (3 wks) recount from personal experience (2 wks), poetry on a theme (seasons 1 wk), SPaG: punctuating sentences with capital letters and full stops, nouns, adjectives and verbs Handwriting: v/V and w/W, x/X and z/Z. Continue with any that are causing problems Phonics: Phase 5 - Week 26 – 30+ Adding prefixes and suffixes, apostrophes to contractions</p>

		Week 6 - i – fin, find, o – hot, cold, u – but, put, a – hat Week 7 - what, c – cat, cent, g – got, giant, y – yes, by	Week 12 - ee spelt ea, e-e, y f spelt ph Week 13 - ee spelt ie oa spelt ow, oe Week 14 igh spelt ie oa spelt o-e			
Art (painting, collage etc.) Kapow scheme			Art & Design skills (lessons 2, 3, 5, 6)	Formal Elements of Art (5 lessons)		Collage using different media linked to the seaside (5 lessons) Sculptures and Collages (lessons 1-3) linked to animals
Design Technology (food, textiles, etc.) Kapow scheme	Structures: Constructing a windmill (lessons 1-3) – linked to seasons and weather (science/geog)	Mechanisms – making a moving story book – linked to Christmas cards – Santa’s travels (lessons 1-3)	Structures – Wheels and axles (4 lessons)		Food – fruit and veg (4 lessons)	
Computing Purple Mash scheme	Unit 1.1: Online safety & Exploring Purple Mash (4 weeks) Unit 1.2: Grouping & sorting (2 weeks)	Unit 1.3: Pictograms (3 weeks) Unit 1.4: Lego builders (3 weeks)	Unit 1.5: Maze explorers (3 weeks) Unit 1.6: Animated story books (5 weeks)	Unit 1.6: Animated story books (cont.- 5 weeks) Unit 1.7: Coding (6 weeks)	Unit 1.7: Coding (cont.- 6 weeks) Unit 1.8: Spreadsheets (3 weeks)	Unit 1.9: Technology outside school (2 weeks) (additional focus on Online Safety from Education in a Connected World)
Geography Collins scheme	How weather affects our lives – <i>linked loosely to Seasons</i>			What is the geography where I live? Links loosely to <i>The Secret Sky Garden</i>		Why do we love being by the seaside? Links loosely to <i>The Snail and the Whale</i>
History Collins scheme		History Makers – Guy Fawkes and Edith Cavell and Mary Seacole	1960s toys <i>links loosely to Traction Man</i>		Local history focusing on Boudicca? – may change	
PSHE / RSE TenTen resources and PSHE Association	RSE - TenTen – Module 1: Created and Loved by God Unit 1: Religious Understanding – <i>This is me</i> – we belong to God (baseline task) <i>Let the children come</i> (short session over 5 days/lessons)	Healthy lifestyles – PSHE Association Getting enough sleep (3 lessons) Looking after your teeth (1 lesson) RSE TenTen – Module 2: Created to love others	RSE TenTen – Module 2: Created to love others Unit 2: Personal Relationships – Session 1: <i>Special People</i> Session 2: <i>Treat others well</i> Session 3: <i>Say sorry</i>	RSE TenTen – Module 2: Unit 3: Keeping safe Session 4: <i>Harmful substances</i> Session 5: <i>Can you help me?</i> (2 sessions) Costing the earth (PSHE Association link)	RSE – TenTen – Module 3: Created to live in community Unit 1: Religious Understanding Session 1: <i>Three in one</i> Session 2: <i>Who is my neighbour</i>	Money: linked to PSHE Association Finders Keepers: Session 1: <i>Dale and Kyle's dilemma</i> Session 2: <i>You decide</i> Session 3: <i>Good neighbours</i>

	Online safety – <i>linked to Purple Mash</i>	Unit 1: Religious Understanding – Friends (baseline assessment) Session 1: <i>God loves you</i>	Module 2 Unit 3: Keeping safe Session 1: <i>Being safe</i> Session 2: <i>Good secrets and bad secrets</i> Session 3: <i>Physical contact</i>	– links to the environment https://www.valuesmoneyandme.co.uk/teachers/costing-the-earth-ks1-ks2 Session 1: <i>Wasting energy</i> Session 2: <i>Pledge to save energy</i> Session 3: <i>distinction between energy saving and energy wasting</i>	Unit 2: Living in the wider world Session 1: <i>The communities we live in</i>	Session 4: <i>Bert's shopping challenge calculator</i> I want it: Session 1: <i>Sharing the chores/Jobs at home</i> Session 2: <i>Exploring needs and wants</i> Session 3: <i>Needs and Wants</i>
RE	God's Great Plan (WTL) Families (Come and See)	Families (Come and See) cont. Mary, Mother of God (WTL)	Judaism Families and Celebrations (WTL) Prayer – intro (WTL)	Prayer – intro (WTL) Giving: Change-Lent (Come and See)	The Resurrection (WTL)	Serving: Holidays and Holydays – Pentecost (Come and See) Sikhism
PE (dance, netball etc.)	Endurance Run Ball Skills – catching/throwing IMoves Dance – Weather (links to Geog and Science) (Cambridgeshire scheme)	Endurance Run Ball Skills – dribbling/passing/receiving using feet IMoves Gymnastics – Jumping Jacks Cambridgeshire scheme	Endurance Run Ball skills – sending/rolling ball over opponents line 1v1 IMoves Dance – Toys (links to History) (Cambridgeshire scheme – Reception)	Endurance Run Throwing and catching games – using bean bags, balls and hoops IMoves Gymnastics – Rock and Roll Cambridgeshire Scheme	Endurance Run Throwing and retrieving games 1v1, 1v2, 1v3 IMoves Athletics – throwing/obstacle course/jumping/sprinting	Endurance Run Ball skills – Tennis (Tennis Association) Athletics - throwing/obstacle course/jumping/sprinting – ready for Sports Day
Music (take the termly themes from the Charanga scheme)	Hey You! Differences between pulse, rhythm and pitch and learn to rap	Rhythm in the way we walk and The Banana rap – listen and appraise other styles of music and continue to embed the interrelated dimensions of music	In the Groove – learn about different styles of music	Round and Round: pulse, rhythm and pitch, singing and playing instruments	Your imagination	Reflect, Rewind and Replay – consolidate learning throughout the year
Science	Main topic - Seasonal changes -observe changes across the 4 seasons -observe & identify weather associated to seasons and how day length varies	Seasonal changes (Autumn – quick observation/photo weekly) -observe changes across the 4 seasons -observe & identify weather associated to seasons and how day length varies	Main topic - Everyday Materials -identify & name everyday materials (wood, plastic, glass, metal, water & rock) -describe simple physical properties -compare & group materials based on properties Seasonal changes (Winter – quick observation/photo weekly)	Seasonal changes (Spring – quick observation/photo weekly) -observe changes across the 4 seasons -observe & identify weather associated to seasons and how day length varies	Main topic - Plants -Identify & name common wild & garden plants -identify & describe basic structure of common flowering plants Seasonal changes (Spring/Summer– quick observation/photo weekly) -observe changes across the 4 seasons -observe & identify weather associated to	Main topic - Animals including humans -identify & name common animals (fish, amphibians, reptiles, birds & mammals) -identify & name carnivores, herbivores & omnivores -describe & compare structure of animals -identify, draw, name & label body parts including senses

			<ul style="list-style-type: none">-observe changes across the 4 seasons-observe & identify weather associated to seasons and how day length varies		seasons and how day length varies	<p>Seasonal changes (Summer– quick observation/photo weekly)</p> <ul style="list-style-type: none">-observe changes across the 4 seasons-observe & identify weather associated to seasons and how day length varies
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