

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>Families God's love and care for every family</p> <p>Judaism Stories including those about Abraham and Moses. Abraham and Moses are leaders of the Jewish people</p>	<p>Belonging Baptism: an invitation to belong to God's family</p> <p>Waiting Advent: a time to look forward to Christmas</p>	<p>Special People People in the parish family</p> <p>Meals Mass, Jesus' special meal</p>	<p>Changes Lent: a time for change</p>	<p>Holy Days and Holidays Pentecost: feast of the Holy Spirit</p> <p>Islam To listen to special stories about Muhammad. To know that Muhammad is important for Muslim faith.</p>	<p>Neighbours Neighbours share God's world.</p> <p>Being Sorry God helps us choose well.</p>
Reading	<p>Julia Donaldson</p> <p>Discussing word meanings</p> <p>Applying phonics knowledge to decode words</p>	<p>Julia Donaldson</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Making inferences on the basis of what is being said and done</p>	<p>Traditional Tales</p> <p>Becoming familiar with key stories</p> <p>Read common exception words</p>	<p>Traditional Tales</p> <p>Discussing the significance of the title and events</p> <p>Read accurately by blending sounds in unfamiliar words</p>	<p>The Gingerbread Man</p> <p>Recognising and joining in with predictable phrases</p> <p>Read words with contractions</p>	<p>The Gingerbread Man</p> <p>Learning to appreciate rhymes and poems</p> <p>Read words containing taught GPC's and endings</p>
Writing	<p>Julia Donaldson Narrative</p> <p>Saying out loud what you are going to write about.</p> <p>Sit correctly at a table.</p>	<p>Harvey Slumfenburger Narrative and Poetry</p> <p>Begin to form lowercase letters.</p> <p>Composing a</p>	<p>Fairy Tales Narrative Writing</p> <p>Sequencing sentences to form short narratives.</p> <p>Days of the week</p>	<p>Instructions</p> <p>Using the spelling rule adding s or es</p> <p>Re-reading what you have written to ensure it makes sense</p>	<p>The Gingerbread Man Narrative</p> <p>Using ing, ed, er and est</p> <p>Spelling common exception words</p>	<p>Non-chronological Reports</p> <p>Write from memory simple sentences dictated by the the teacher.</p>

		sentence orally before writing.				Discuss what they have written with the teacher.
Maths	<p>Number and Shape</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Recognise and name common 2-D and 3-D shapes, including:</p> <p>2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p>	<p>Money, Fractions, Addition and subtraction</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Pupils should be taught to:</p> <p>recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and</p>	<p>2D, 3D shape, More than, Less than</p> <p>Recognise and name common 2-D and 3-D shapes, including:</p> <p>2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p> <p>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</p>	<p>Time, repeated addition, length</p> <p>Measure and begin to record the following: time (hours, minutes, seconds)</p> <p>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</p> <p>Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p>	<p>Capacity, multiplication and place value</p> <p>Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>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</p> <p>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,</p>	<p>Place value, Four operations, position and direction</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the</p>

		<p>equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p>			least	<p>teacher</p> <p>Pupils should be taught to: describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>
Science	<p>Animals including humans</p> <p><i>To observe</i> closely using simple equipment gathering and recording data to help in answering questions.</p>	<p>Everyday Materials</p> <p>To ask simple questions and recognising that they can be answered in different ways.</p>	<p>Animals including humans</p> <p><i>Animal Focus</i></p> <p><i>To observe</i> closely, using simple equipment gathering and recording data to help in answering questions.</p>	<p>Seasonal Changes</p> <p>To use observations and ideas to suggest answers <i>to questions.</i></p>	<p>Plants</p> <p>To identify and classify.</p>	<p>Plants Pupil investigation</p> <p>To use observations and ideas to suggest answers to questions.</p>
Computing	<p>Walking With Dinosaurs</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise</p>	<p>Pictures tell a 1000 words</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or</p>	<p>We are all connected</p> <p>Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate and retrieve digital</p>	<p>Young Investigation</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or</p>	<p>• Crazy Creatures</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and</p>	<p>Our local area</p> <p>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</p>

	and unambiguous instructions - Create and debug simple programs	contact on the internet or other online technologies	content	contact on the internet or other online technologies Use technology purposefully to create, organise, store, manipulate and retrieve digital content	unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	internet or other online technologies Use technology purposefully to create, organise, store, manipulate and retrieve digital content
PE	Movement Skills <u>Aim</u> - master basic movements including running, jumping, throwing and catching.	Gymnastics <u>Aim</u> - developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Dance (performance) <u>Aims</u> - perform dances using simple movement patterns.	Games <u>Aim</u> - participate in team games, developing simple tactics for attacking and defending.	Competitive games <u>Aim</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Circuit <u>Aim</u> - master basic movements including running, jumping, throwing and catching.
History and Geography	I Belong Local Community Children should understand some of the ways in which we find out about the past and identify different ways in which it is	The Mighty United Kingdom To use simple compass directions (North, South, East and West) and locational and directional language [for	Who made it? Children should learn the key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	Toys, Toys, Toys Children should learn about the changes within living memory. Where appropriate, these should be used to reveal	We all live in a yellow submarine. They should ask and answer questions, choosing and using parts of stories and other sources to show that they	Marvellous Maps Children should use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and

	represented.	example, near and far; left and right], to describe the location of features and routes on a map	season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port etc	aspects of change in national life. Significant historical events, people and places in their own locality.	know and understand key features of events.	physical features of its surrounding environment.
Creative Learning	<p>Vincent Van Gogh Drawing Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p> <p>DT- Make a fruit Kebab Key Milestones: To understand simple food processing skills e.g. washing, cutting, slicing, grating and peeling. To understand the importance of hygiene when handling food – washing hands, hair tied back, wearing</p>	<p>Christmas Market Craft I can use PVA, sticky tape, masking tape etc. to join materials.</p>	<p>Painting David Hockney Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels.</p>	<p>Baking a Gingerbread Man Key Milestones: To understand simple food processing skills e.g. washing, cutting, slicing, grating and peeling. To understand the importance of hygiene when handling food – washing hands, hair tied back, wearing an apron.</p>	<p>Making a Kite To use scissors safely to cut paper and thin card. I can use materials to practice drilling, screwing, gluing and nailing materials to make and strengthen products. I am beginning to understand how wheels and axles work. I am beginning to shape, assemble, join and combine materials in a variety of ways. I can use simple levers and sliding mechanisms to create movement.</p>	<p>Sculpture Anthony Gormley Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving</p>

	an apron.					
Music	Key Milestone: to perform Take part in singing, accurately following the melody.	Key Milestone: to compose Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low)	Key Milestone: to transcribe Use symbols to represent a composition.	Key Milestone: to describe music Identify the beat of a tune.	Key Milestone: to perform Follow instructions on how and when to sing or play an instrument.	Key Milestone: to describe music Recognise changes in timbre, dynamics and pitch.
PSHE	New Beginnings To recognise and identify different emotions. To begin to understand that feelings have different levels of intensity. To appreciate and celebrate differences and similarities. To understand that each of us contributes to the whole community.	Getting on and falling out To be aware of the importance of playing together and the role of play in making and keeping friends. To consider the skills we need to play together well (sharing, waiting our turn, etc). To consider ways of making up when things go wrong or we fall out.	Say no to bullying To recognise name-calling, exclusion because of disability and physical bullying, and how those who experience these forms of bullying may feel. To recognise and empathise with other people's feelings and situations. To understand the importance of friendships and kind behaviour.	Good to be me To reflect on what makes us unique and special. To learn how to relax as a way of managing feelings.	Going for Goals To think about the consequences of goals for other people. To recognise the intermediate steps needed to reach a goal. To understand the concept of persistence. To set, plan and evaluate a goal.	Relationships To recognise and empathise with feelings associated with loss. To support and help others when they are feeling a loss.
MFL	Basic Greetings Read aloud everyday words and phrases	Basic Greetings Read aloud everyday words and phrases	Basic Greetings Write or copy everyday words correctly	Basic Greetings Write or copy everyday words correctly	Basic Greetings Understand a range of spoken phrases.	Basic Greetings Understand a range of spoken phrases.

AUTUMN TERM YEAR 1					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (SRE - bodies and hygiene)</p>	<p>Know that they can explore the world through their senses. Learn how to make simple choices which improve their health and well being. Learn how to maintain personal hygiene. Be aware of the process of growing from young to old and the changing needs that brings.</p> <p>Science Links</p> <p>Animals, including humans.</p> <p>Pupils should be taught to identify, name draw and label the basic parts of the body is associated with each sense.</p>	<p>Domestic church Family Families God's love and care for every family</p> <p>Baptism/confirmation belonging Belonging Baptism an invitation to belong to God's family</p> <p>Advent/Christmas loving Waiting Advent a time to look forward to Christmas</p> <p>Other Faiths Judaism</p>	<p>Know that humans move, eat grow and reproduce (JIL). Name the main parts of the body (JIL). Recognise themselves as male and female (JIL). Learn how to improve personal hygiene (JIL). Know that there are different types of families (JIL). Recognise the roles of individuals within the family (JIL). Know that secure loving relationships within the family are important (JIL). Recognise they are created by God (JIL). Recognise that babies have special needs (JIL). Know about rituals that mark and celebrate birth and belonging to a community.</p>	<p>New beginnings Recognise that they are created by God. Agree to and follow rules for their group and classroom and understand how rules help them.</p> <p>Say no to bullying Recognise that God cares for each person individually Recognise that families and friends care for each other. Realise that people and other living things have needs, and that they have responsibilities to meet them.</p> <p>Getting on and Falling out Know that they are valued within the family group Recognise the roles of individual, within the family. Recognise that families and friends care for each other. Appreciate relationships and know that they belong to various groups and communities, such as family and school. Share their opinions on things that matter to them and explain their views.</p>	<p>Fairground: 26– Special Places 18—We are all special 21—Caring for the Forest 29—Let's Celebrate Difference</p> <p>Story of the Rainbow</p> <p>Fairground: 22– Fair Price for Coffee</p> <p>Fair Trade quiz—buying and selling</p> <p>Global Connections</p> <p>Banana Game</p> <p>Story of the Rainbow</p> <p>Fairground: 19—Mani's Healthy Journey 23—Where is my home? 25—Water for Life</p> <p>Themed Week/Days Anti-Bullying Week Healthy Living Universal Children's Day International Day of Peace Childline/nspcc Road Safety Week Mental Health Week</p>

SPRING TERM YEAR 1					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (Drugs Education - safety and wellbeing)</p>	<p>Learn about rules that are made to keep us safe. How to make simple choices which improve their health and well-being.</p>	<p>Local church community Special people People in the parish family</p> <p>Eucharist relating Meals Mass; Jesus' special Meal</p> <p>Lent/Easter giving Change Lent a time for change</p>	<p>Recognise that families and friends care for each other (JIL).</p>	<p>Going for Goals Set simple personal goals. Recognise, name and deal with their feelings in a positive way. Recognise choices they can make and recognise the different between right and wrong.</p> <p>Relationships Begin to act considerately. Recognise, name and deal with their feelings in a positive way. Become aware of what makes them feel uncomfortable. Develop simple strategies for dealing with uncomfortable situations . Reflect on the family experience of loss and change. Know that family and friends should care for each other. Be aware that loss and change are part of life Explore ways people can express their feelings about loss and change.</p>	<p>Child's Guide to CAFOD</p> <ul style="list-style-type: none"> • Journey Through Bolivia. • Video: 'One Day, One World' <p>CAFOD Primary CD ROM (September 2004)</p> <p>Fairground: 21 - Caring for the Forest 27 - Being a Peace maker</p> <p>Fast Day Stories: www.cafod.org.uk</p> <p>Child's Guide to CAFOD: • Story of Sori</p> <p>Fairground: 23 - Where is my home - Story of Sitara 25 - Water for Life.</p> <p><u>Themed Week/Day</u> Fairtrade Online Safety Week Safer Sleep Day</p>

SUMMER TERM YEAR 1					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (Difference and Diversity)</p>	<p>Identify ways in which they can enhance their family lives. Listen to, work and play co-operatively with others. Recognise what makes something fair or unfair. Become aware of the rich variety of different cultures in our society. Respect the similarities and differences between people Hear about different forms of communication media .</p>	<p>Pentecost serving Holidays & holydays Pentecost: feast of the Holy Spirit</p> <p>Reconciliation Inter-relating Being sorry God helps us to choose well Sacrament of Reconciliation</p> <p>Universal Church world Neighbours Neighbours share God's world</p> <p>Other Faiths Islam</p>	<p>Recognise that family and friends care for each other (JIL).</p>	<p>Good to be me Recognise the importance of telling the truth. Recognise ways in which their behaviour affects others. Become aware of taking responsibility for words and actions. Learn how to say sorry and experience forgiveness Hear about God's unconditional love. Recognise, value and appreciate the work of others. Recognise their likes, dislikes and preferences and to express and justify a personal opinion. Changes Think about themselves and their experiences and learn from them.</p>	<p>A Day in the Life of a Child in Columbia: (Child's Guide to CAFOD) www.cafod.org.uk/schools</p> <p>Fairground: 29 - Millennium Development Goals—Making the world a fairer place. CAFOD Primary CD ROM www.cafod.org.uk/schools</p> <p>Fairground: 27 - Being a Peacemaker</p> <p>Fairground: 18 - We are all Special 21 - Caring for the Forest 26 - Special Places 29 - Let's Celebrate Difference</p> <p>We work together poster and Lesson Plan</p> <p>Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video Primary CDROM Rainbow Story</p> <p>Themed Week/Day Day of Many Colours International Day of Friendship Healthy Living Week National Sport Week</p>
<p>Environment</p>	<p>What improves and harms their local environment and some of the different ways people look after it.</p>				