

Topic/ Question Year One	Dr Xargle What can we see in the world around us?		Traditional tales How is Lydiard house different and similar to my house?		Christopher Columbus How was Christopher Columbus so important for the world?	Pirates Where in the world is Pirate Pete? What are the similarities and differences between the different places that Pirate Pete visited?
Specific Focus	Weather changes, plants, environment		Changes in dwellings and jobs		Atlas work	Imagination and placing my country in world geography
Question	What can we see in the world around us? How does the weather affect the way we live, how the world looks and what nature can observe?		How is Lydiard house different and similar to my house? What would my house and gardens look like from the air? Why have houses changed?		What was Christopher Columbus' most significant impact on the world? Why was Christopher Columbus so important for the world?	Where in the world is Pirate Pete? What are the similarities and differences between the different places that Pirate Pete visited?
English						
Maths New curriculum LgFL each bullet point signifies a week.	<ul style="list-style-type: none"> Number and Place value Number and Place value Length and Mass/weight Addition and Subtraction Addition and Subtraction 2-D and 3-D shape 	<ul style="list-style-type: none"> Sequencing and Sorting Fractions Fractions Capacity and Volume Money Time Assess and review week 	<ul style="list-style-type: none"> Number and Place value Mass/weight 2-D and 3-D Shape Counting and Money Multiplication Division 	<ul style="list-style-type: none"> Length and Mass/weight Addition and Subtraction Fractions Position and Direction-through GEI 1.4b Time Assess and review week 	<ul style="list-style-type: none"> Number and Place value Addition and Subtraction Capacity and Volume Fractions Position and Direction Time 2-D and 3-D shape 	<ul style="list-style-type: none"> Time Multiplication and Division Subtraction – difference Measurement Sorting Assess and review week
Science	<p>Sc1/1 Working Scientifically Sc1/1.1 asking simple questions and recognising that they can be answered in different ways Sc1/1.2 observing closely, using simple equipment Sc1/1.3 performing simple tests Sc1/1.4 identifying and classifying Sc1/1.5 using their observations and ideas to suggest answers to questions Sc1/1.6 gathering and recording data to help in answering questions</p>					
	<p>Sc 1/ 2.1 Plants</p> <p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Sc1/4.1 Seasonal Changes</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p> <p>(Sc1/2.2d 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>Sc1/3.1 Everyday materials</p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p>		<p>Animals</p> <p>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets</p> <p>Sc1/2.2d 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>	
Computing	<p>I am safe</p> <p>Co 2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>	<p>I am a weather man</p> <p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Co2/1.5 recognise common uses of information technology beyond school</p>	<p>I am a Traveller</p> <p>Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Co2/1.2 create and debug simple programs</p>	<p>I am a collector</p> <p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Co2/1.5 recognise common uses of information technology beyond school</p>	<p>I am a route planner</p> <p>Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Co2/1.2 create and debug simple programs</p>	<p>I am sharing</p> <p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Co2/1.5 recognise common uses of information technology beyond school</p>

RE	What do Christians believe about God? What do I believe?	Why is Jesus special to Christians? Who is important to me?	Why is the church a special place for Christians? What places are special to me?	Why is Easter a time of celebration for Christians? What/how do I celebrate?	What do Muslims believe about God? What do I find interesting/puzzling?	Why do Christians pray? What do I think about prayer?
History	Hi1/1.3 significant historical events, people and places in their own locality.		Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Hi1/1.3 significant historical events, people and places in their own locality.	Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods)	
Geography Ge1/1.4a and b	Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom					
	<p>Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Ge1/1.4a 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</p>					
	Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Ge1/1.3b use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> i. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map	Ge1/1.3b use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	
Art	Observational drawings of Plants. Printing with Leaves, Van Gogh Sunflowers and Guiseppe Arcimboldo (Fruit and Veg Portrait) Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Masked Ball, Rubbings and Collage of fairy tale scenes. Natural sculpture using the outside environment Take one picture project form the National Gallery Ar1/1.1 to use a range of materials creatively to design and make products (masked ball)		Sculptures of Figureheads (Animals) for their new boats. Different techniques of different textures of animals. Rosseau Ken white- local Swindon artist/ Joanna May- perhaps contact the Swindon Arts Centre Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
Music	Hey You! Hip hop.	Christmas performance with instruments.	Rhythm in the way we walk + banana rap. Action songs with links the foundations of music.	In the groove- Blues, latin, folk. Link to other cultures.	Reflect, rewind and replay. Western classical music and history of music.	Glockenspiel 1
	Please work through each unit as prescribed and pick 3 cross-curricular extension activities to complete alongside each term. Please also print off and use the activity manual for warm up activities each session (the rhythm grid in the toolkit on the website are fab for this too!).					
	Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Carol concert performance.		Mu1/1.2 play tuned and untuned instruments musically		Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music	

PE	Outdoor activities as part of outdoor learning time. FUNDamentals PEI/1.1a 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	Outdoor activities as part of outdoor learning time. PEI/1.1a 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 Dance PEI/1.1c perform dances using simple movement patterns.	Outdoor activities as part of outdoor learning time. PE I/1.1a Gym PEI/1.1a 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		Pe I/1.1a Sports Day/Athletics Dance PEI/1.1c PEI/1.1c perform dances using simple movement patterns.	PE I/1.1b Athletics Games PEI/1.1a 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 PEI/1.1b participate in team games, developing simple tactics for attacking and defending
DT	Creating a healthy lunchbox? Why do we eat the food we do at Christmas? DTI/2.1a use the basic principles of a healthy and varied diet to prepare dishes DTI/2.1b understand where food comes from. DTI/1.1 Design DTI/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria		Designing and making our own homes using a range of materials DTI/1.4a build structures, exploring how they can be made stronger, stiffer and more stable (boats/survival dens) DTI/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology DTI/1.2 Make DTI/1.2a select from and use a range of tools and equipment to perform practical tasks DTI/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		Pop up/sliders for animals moving in different ways eg frogs hopping, snakes slithering etc DTI/1.4b explore and use mechanisms, in their products (pop up sliders levers etc...) DTI/1.3 Evaluate DTI/1.3a explore and evaluate a range of existing products DTI/1.3b evaluate their ideas and products against design criteria	
French	Welcome greetings Bonjour Salut Bonsoir Au revoir A bientôt Je m'appelle	Colours Rouge Bleu Jaune Vert Noir Blanc/Blanche	Numbers 0-10 Zero Un six Deux sept Trois huit Quatre neuf Cinq dix	Days of the week Lundi Mardi Mercredi Jeudi Vendredi Samedi Dimanche	Counting 11-20 Onze dix-Sept Douze dix-huit Trieze dix-neuf Quatorze vingt Quinze Seize	Revision of language
PSHE	New Beginnings/ Relationships	Value/Friendship Fortnight	Getting On and Falling Out/ Going For Goals	Value/ Sex & Relationships Education	Good to be Me/ Changes	Value/ Drugs, Alcohol and Tobacco
Spirituality	How can I be a good friend? Is it important?	What can I hear, see, smell etc in the local area? How would I feel if these things were not there?	What contribution do I make to the world?	What's important to me about Easter?	What questions might a Muslim ask God?	What would God say to my prayer?
Outside	Sci/1.4.1 Seasonal Changes. Weather /seasons/day length Sci/2.1a deciduous/ evergreen Weather station/ sundials Outdoor weather map Describing the environment – Dr Xargle Plant Survey		100 square use Natural sculpture using the outside environment Stories in the woods-Goldilocks		Outdoor explorers- bug hunts, birds- what do we find in our outside area? What makes our areas special for the people and animals who live there etc	
Creativity/ Trips/ Visits	Homebase trip to look at a variety of plants	Post Office Mini Post Office Experience	Trip to Lydiard house Dyson	Swindon Museum of Computing	Weston-Super-Mare or	Westonbirt Making pirate ships

Characteristics of Learning	Problem Solving	Patience	Developing independence Curiosity	Empathy	Perseverance	Creativity Teamwork
Gifted and talented opportunities	<ul style="list-style-type: none"> • Team problem solving in maths • Open ended project reading about plants to deliver a poster to the class. • Extension activities to enhance perseverance and recording skills. 		<ul style="list-style-type: none"> • Reading higher level of fairy tales and book reviews comparing similarities and differences. • Imaginary budget to buy things for fairy tale characters • ENRICH problems • Creating Thesaurus 		<ul style="list-style-type: none"> • Research Christopher Columbus and create a biography/information booklet on him. 	<ul style="list-style-type: none"> • Reading a higher level Pirate Book • Create a pirate diary. • Pirate problem solving • Solving Pirate codes