

Topic/ Question Year One	No Place Like Home What can we see in the world around us?	Seasons Come, Seasons Go What different types of weather are there? How are animals and humans affected by weather?	Traditional tales How has life changed from medieval times to today?	The Trouble with Dragons How has life changed from medieval times to today?	How does your Garden Grow? What plants can we see around our school and in our gardens?	Pirates! What are the similarities and differences between the different places that Pirates visited?
Specific Focus	Animals, Weather changes, environment, seasons		Changes in dwellings and jobs, Materials		Plants and Animals	Imagination and placing my country in world geography, Atlas Work
Question	What can we see in the world around us? Where do we live in the UK? How does the weather affect the way we live, how the world looks and what nature can observe?		How have homes changed? How is a castle different to my house? What would my house and gardens look like from the air? Why have houses changed?		How do plants grow? What plants can we see around us? What can we use plants for?	What was life like as a pirate? Where did pirates travel? How has the world changed?
English	Meerkat Mail	The Wish Tree	Jack and the Beanstalk	The Dragon Machine	Wendel's Workshop	The Night Pirates
Maths (Maths No Problem!)	Numbers to 10 Number Bonds	Addition & Subtraction within 10 Positions Numbers to 20	Shapes Length & Height	Numbers to 40 Word Problems Multiplication	Division Fractions Numbers to 100	Time Money Volume & Capacity Space
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>					
	Animals Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets 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.)	Sc1/4.1 Seasonal Changes Sc1/4.1a observe changes across the 4 seasons Sc1/4.1b observe and describe weather associated with the seasons and how day length varies. (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.)	Sc1/3.1 Everyday materials Sc1/3.1a distinguish between an object and the material from which it is made Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc1/3.1c describe the simple physical properties of a variety of everyday materials Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties		Sc 1/ 2.1 Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees Animals Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores	
Computing	I am safe 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	I am a weather man Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content Co2/1.5 recognise common uses of information technology beyond school	I am a Traveller 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 Co2/1.2 create and debug simple programs	I am a collector Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content Co2/1.5 recognise common uses of information technology beyond school	I am a route planner 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 Co2/1.2 create and debug simple programs	I am sharing Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content Co2/1.5 recognise common uses of information technology beyond school
RE	What does it mean to belong to a Faith Community? (1.7)	Who is a Christian and what do they believe? (1.1)	Who is a Christian and what do they believe? (1.1)	How and why do we celebrate special and sacred times? (1.6)	What makes some places sacred? (1.5)	What makes some places sacred? (1.5)

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	<p>Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom</p> <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 ii. 	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	<p>Different techniques of different textures of animals.</p> <p>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.</p>		<p>Masked Ball, Rubbings and Collage of fairy tale scenes.</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products (masked ball)</p>		<p>Observational drawings of Plants. Printing with Leaves, Van Gogh Sunflowers and Guiseppe Arcimboldo (Fruit and Veg Portrait)</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	
Music (3 music days per year)		Vivaldi Four Seasons Christmas Carols to Parents		Year 1 Fairy Tale Performance	Pirates of the Caribbean	
	<p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>					
PE	Outdoor activities as part of outdoor learning time. FUNdamentals PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as	Outdoor activities as part of outdoor learning time. PE1/1.1a 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	<p>Outdoor activities as part of outdoor learning time.</p> <p>PE 1/1.1a Gym PE1/1.1a 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</p>		<p>Pe 1/1.1a Sports Day/Athletics Dance PE1/1.1c PE1/1.1c perform dances using simple movement patterns.</p>	<p>PE 1/1.1b Athletics Games PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance,</p>

	developing balance, agility and co-ordination, and begin to apply these in a range of activities	Dance PE1/1.1c perform dances using simple movement patterns.			agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b participate in team games, developing simple tactics for attacking and defending	
DT	Pop up/sliders for story characters moving in different ways eg Jack climbing up the beanstalk, a dragon's tongue popping out. DT1/1.4b explore and use mechanisms, in their products (pop up sliders levers etc...) DT1/1.3 Evaluate DT1/1.3a explore and evaluate a range of existing products DT1/1.3b evaluate their ideas and products against design criteria	Designing and making our own homes using a range of materials DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable (boats/survival dens) DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology DT1/1.2 Make DT1/1.2a select from and use a range of tools and equipment to perform practical tasks DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		Helping Pirates to be healthier! - Creating a healthy lunch for a Pirate. cDT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes DT1/2.1b understand where food comes from. DT1/1.1 Design DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria		
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me!	Relationships	Changing Me
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	Sc1/1.4.1 Seasonal Changes. Weather /seasons/day length Sc1/2.1a deciduous/ evergreen Weather station/ sundials Outdoor weather map Describing the environment Observing seasonal changes		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	Studley Farm – animals.	Christmas Outing	Fairytale Production	Castle Trip – Oxford Castle	Church Visit – RE (places of Worship)	
Characteristics of Learning	Problem Solving	Patience	Developing independence Curiosity	Empathy	Perseverance	Creativity Teamwork