



Attenborough Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me and The Gun Powder Plot	Local Area	Significant People Throughout History	London	Toys	Weather
Enrichment, Trips or Visits		Local Area Walks (rural and urban) Church-Carol Service		Forest School: Spring Life Trip to London	Toy Museum	Paradise Wildlife Park
English Key text • genres • grammar	All About Me – write simple sentences about themselves Develop confidence using capital letters, full stops and finger spaces Use phonic knowledge to support spelling Form letters correctly Sound Collector – Poetry Write a poem about sounds in their environment Being to use rhymes	The Lonely Beast – Friendship Tale Develop confidence using capital letters, full stops and finger spaces Use phonic knowledge to support spelling Form letters correctly Instructions on how to make a fruit feast - Imperative verbs Chronological order Simple sentences	Traditional (Warning Tale) – The Three Little Pigs - Develop confidence using capital letters, full stops and finger spaces Use capital letters for proper nouns and the word I Join sentences using the conjunction and Uplevel work with support Use adjectives for description Information Text about significant person from history	Journey Tale – Katie in London Narrative Sequence sentences to form a narrative Write a narrative based on personal experiences Begin to use ! Use suffixes ing and ed Begin to join my letters Recount of London Trip Use basic sentence punctuation with confidence	Diary of Bunting the Cat Write sentences using capital letters, full stops and finger spaces with confidence Use suffixes ing, ed, er and est Continue to develop confidence with joining letters Up level work with support Non-Chronological Report of Toys from the past	Letters Write in role as Gregory Cool Write in the 1 st person using the pronouns I, we and they Use adjectives to describe experiences Join simple sentences together Use full stops, question mark and exclamation marks Join letters with consistency in formation



			<p>Simple sentences</p> <p>Use ed and ing suffix</p> <p>Features of an information text</p>	<p>Retell events in chronological order</p> <p>Write sentences using and to join clauses</p> <p>Use the ed suffix with confidence when writing in the past tense</p>	<p>Show confidence and consistency with using basic sentence punctuation</p> <p>Used the ed suffix with confidence</p> <p>Use adjectives for description</p> <p>Begin to use ?</p>	<p>Riddles/ Calligrams on endangered animals</p> <p>Choose words for effect</p> <p>Use interest adjectives</p> <p>Include the features of riddles and calligrams</p>
<p>Reading</p>	<p>Using the Read Write Inc scheme children will learn the set1,2, or 3 sounds at their assessed level. This will enable them to develop reading for fluency, using expression and developing confidence with their phonic knowledge. They will develop comprehension skills answering questions based on the RWI text at their appropriate level. When children have completed the RWI programme they will move onto the RWI comprehension scheme. The children will be exposed to a range of genres of stories from our Literature Spine and listen to and learn poems. They will participate in book talk discussions, forming opinions about texts and sharing their likes and dislikes as well as making simple comparisons. This approach ensures that all children leave year 1 with confidence in early reading and a love of books.</p>					



<p>Maths</p> <ul style="list-style-type: none"> • number • concept 	<p>Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Given a number, identify one more and one less</p>	<p>Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p>	<p>Addition and subtraction within 20</p> <p>Choose and use manipulatives with confidence</p> <p>Numbers to 50</p>	<p>Consolidate addition and subtraction within 20</p> <p>Introduction to height and length, weight and volume</p>	<p>Multiplication as repeated addition and arrays</p> <p>Division as repeated subtraction and grouping</p> <p>Fractions: halves and quarters</p>	<p>Numbers to 100</p> <p>Position and direction</p> <p>Money</p>
<p>Science</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Which body parts are linked to our 5 senses?</p> <p>Identify, name and compare parts of our bodies</p> <p>Describe, compare and group different edible materials by using the sense of taste</p>	<p>What are the properties of wood, plastic, glass, metal, water, and rock?</p> <p>Identify and name everyday materials</p> <p>Identify and name paper in a variety of form</p> <p>Identify and name a variety of fabrics</p> <p>Recognise that most objects are made from more than one material</p>	<p>What is the same and what is different about plants and flowers?</p> <p>Identify, name, describe and compare some familiar garden plants in the local environment</p> <p>Compare a variety of familiar flowering plants and group them according to the similarities in their flowers</p>	<p>What do animals need to stay alive?</p> <p>Identify different animals seen around school at different times of the year</p> <p>Describe and identify birds that visit our bird feeders at different times</p>	<p>How do animals differ from one another?</p> <p>Identify and name a variety of common animals</p> <p>Describe and compare the body structures of different kinds of animals</p> <p>Describe and compare different kinds of fish</p>	



	<p>Identify, compare and group the sounds collected during a sound walk</p> <p>Describe how our sense of touch helps us to learn about the world around us.</p> <p>Describe and compare a variety of different smells, identifying which are the most and least liked by the class</p> <p>Describe how our senses help us to find out about the world</p> <p>Seasonal Change:</p> <p>Observe and describe weather associated with the seasons</p>	<p>Describe how the same type of object can be made using different materials</p> <p>Identify and describe the physical properties of a selection of materials</p> <p>Investigate the stretchiness and flexibility of selected materials</p> <p>Explore the properties of absorbency and waterproofing</p> <p>Seasonal Change:</p> <p>Observe and describe how day length varies.</p> <p>What colour are the leaves on the plants?</p> <p>Observe and describe weather associated with the seasons</p>		<p>Describe and compare the root systems of a variety of familiar plants</p> <p>Identify and name, describe and compare a variety of trees in the local environment</p> <p>Seasonal Change:</p> <p>Observe and describe how day length varies.</p> <p>What flowers do we see?</p> <p>What colour are the leaves on the plants?</p>	<p>Describe the needs of snails and what happens as they change and grow.</p> <p>Describe the day to day needs of a pet and how they should be cared for over an extended period of time</p> <p>Seasonal Change:</p> <p>Observe and describe weather associated with the seasons</p>	<p>Observe the main features of birds, including feathers, and to compare these in different kinds of birds</p> <p>Describe and compare how different kinds of animals move</p> <p>Recognise that some animals mainly eat meat (carnivores), some only eat plant materials (herbivores) and some eat both (omnivores)</p> <p>Describe how the lives of nocturnal animals differ from those of animals seen during the daytime</p>
<p>Computing</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>How do we stay safe online?</p> <p>Show awareness of how to safely use the internet</p>	<p>Why do we use computers?</p> <p>Identify ways we use computers in everyday lives</p>	<p>Why do I need to be precise when writing an algorithm?</p>	<p>How do we save images from the internet?</p> <p>Use a search engine safely to find images</p>	<p>How do we create our own e-book online?</p>	<p>How can I create and debug a simple algorithm?</p> <p>Write an algorithm and program a sprite</p>



	<p>Understand how to keep my private information safe online</p> <p>Understand how search engines work</p> <p>Explain the rules for how to communicate effectively with friends and family online.</p>	<p>Recognise ways in which computers make our lives easier</p> <p>Understand that being safe when visiting websites is similar to staying safe in real life.</p> <p>Recognise websites that are safe for us to visit.</p> <p>Identify that we must always tell a trusted adult before visiting a particular website.</p>	<p>Understand that a computer follows precise commands and will respond to those commands consistently</p> <p>Predict the behaviour of simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Plan, test and debug simple programs</p> <p>Plan and combine a sequence of commands to achieve a specific goal</p>	<p>Understand how to create and save work into folders to create my Computing Portfolio</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content sourced from the online world.</p>	<p>Understand how to create and save an illustration</p> <p>Edit an illustration</p> <p>Use technology purposefully to create an eBook</p> <p>Add illustrations to an eBook</p>	<p>Write an algorithm to program a sprite to move</p> <p>Edit my program to change the background</p> <p>Use the repeat function</p> <p>Change a variable such as speech within my program</p> <p>Change a variable such as speech within my program</p>
<p>History</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Guy Fawkes and the Gun Powder Plot</p> <p>Who was Guy Fawkes and what was his involvement with the Gunpowder Plot?</p> <p>Develop an understanding of the past by learning about</p>		<p>Significant People Through History</p> <p>What have these significant people done to help other people?</p> <p>Identify who Rosa Parks was and what difference did she make in the lives of other people</p>		<p>Toys</p> <p>How are our toys different from those in the past?</p> <p>Understand changes within living memory by exploring toys from today</p>	



	<p>the build-up to the Gunpowder plot</p> <p>Explore the life of Guy Fawkes</p> <p>Identify some of the difference in how people such as Guy Fawkes lived, compared with today</p> <p>Recount the main events of the Gunpowder Plot</p>		<p>Understand why Dr. Martin Luther King Jr's speech was so important in history</p> <p>Explore the life of Ruby Bridges and understanding how she made a difference on children's lives today</p> <p>Discuss similarities and differences between these individuals and their impact on the lives of other people</p>		<p>Explore a range of toys from the past</p> <p>Compare similarities and differences between toys from today and in the past</p> <p>Recognize how toys have changed over time</p>	
<p>Geography</p> <ul style="list-style-type: none"> • knowledge • skills 		<p>Local Area</p> <p>What makes my local area unique?</p> <p>Rural and urban areas</p> <p>Features of the school ground and local area</p> <p>Symbols on an ordinance survey map</p>		<p>UK and London</p> <p>What is special about the UK and London?</p> <p>Four countries, seas and capital cities of the UK</p> <p>Use aerial photos to locate human and physical features of London</p> <p>Fieldwork of London landmarks</p>		<p>Weather</p> <p>How does the weather affect different jobs?</p> <p>Seasonal and daily weather patterns in the United Kingdom</p> <p>Effects of weather on jobs and clothes</p> <p>Location of hot and cold areas of the world in relation to the Equator</p>



		Create a map of the local area				and the North and South Poles Geographical similarities and differences between UK and Jamaica
<p>Art</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>How can I recreate Fireworks using my knowledge of colour theory?</p> <p>Explore primary and secondary colours</p> <p>Colour theory and what happens when colours are mixed</p> <p>Making tints and shades</p> <p>Explore different styles of painting techniques to create fireworks</p> <p>Examine "The Rocket" by Edward Middleton Manigault</p>			<p>Artist study: Stephen Wiltshire</p> <p>How can I show tone and texture in my drawings?</p> <p>Learn about the work of an important modern artist: Stephen Wiltshire</p> <p>Use drawings to develop and share ideas, experiences and imagination</p> <p>Explore different textures and tones</p> <p>Observe and draw landscapes</p>		<p>Post-impressionist art: Henri Rousseau 'Surprised' (1891)</p> <p>Landscape</p> <p>Mixed media – combine collage, drawing, painting and chalk pastels</p> <p>Experiment with different techniques to create prints</p>



	Use different materials to create a bonfire at the foreground of the painting					
Design and Technology <ul style="list-style-type: none"> • knowledge • skills 		Food: Preparing fruit and vegetables <p>Product: Fruit feast to be shared with parents</p> <p>Understand where a range of fruit and vegetables come from</p> <p>Use a range of utensils to cut, slice, peel, grate and squeeze</p>	Mechanisms: Sliders and Lever <p>Product: Information book for a Year 1 pupil based on a significant person in history/other relevant theme e.g. traditional tales.</p> <p>Understand that different mechanisms produce different types of movement</p>		Structures: Freestanding structures <p>Product: Toy chair for a teddy bear</p> <p>Know how to make freestanding structures stronger, stiffer and more stable</p> <p>Select from and use a wide range of materials and</p>	



		<p>Understand and use basic principles of a healthy diet</p> <p>Evaluate ideas and final product</p>	<p>Use simple cutting, shaping, joining and fastening skills</p> <p>Understand that different mechanisms produce different types of movement</p> <p>Use simple cutting, shaping, joining and fastening skills</p> <p>Generate ideas based on simple design criteria</p> <p>Evaluate ideas and the finished final product</p>		<p>components according to characteristics and use simple cutting, shaping, joining and fastening skills</p> <p>Generate ideas based on simple design criteria</p> <p>Evaluate ideas and final product</p>	
<p>PE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Bouncing and Catching:</p> <p>Learning through a multi-skills approach with activities based on the ABC fundamentals of movement (agility, balance and co-ordination).</p> <p>Gymnastics:</p> <p>Investigating transferring weight from one part of the body to</p>	<p>Travelling with the Ball:</p> <p>Travel with the ball using different movements and finding space</p> <p>Dance: Using simple movement patterns to develop movement memory.</p>	<p>Sending and receiving:</p> <p>Develop sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.</p> <p>Work with a range of different sized balls.</p> <p>Apply skills individually, in pairs and in small groups and begin to organise and</p>	<p>Yoga:</p> <p>Pupils learn about mindfulness and awareness.</p> <p>Learn poses and techniques that will help them connect their mind and body.</p> <p>Improve wellbeing by building strength, flexibility and balance.</p>	<p>Striking and Fielding:</p> <p>Develop a basic understanding of striking and fielding games such as Rounders and Cricket.</p> <p>Learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.</p>	<p>Athletics:</p> <p>Develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</p> <p>In all athletic based activities, pupils will engage in performing skills and measuring performance, competing</p>



	<p>another. Exploring basic gymnastic actions on the floor and using apparatus.</p>		<p>self-manage their own activities.</p> <p>Understand the importance of abiding by the rules to keep themselves and others safe.</p> <p>Invasion:</p> <p>Develop basic skills required in invasion games such as sending, receiving and dribbling a ball.</p> <p>Develop an understanding of attacking and defending and what being 'in possession' means.</p> <p>Play uneven and even sided games.</p> <p>Learn how to score points in these types of games and how to play to the rules.</p> <p>Work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and</p>	<p>The learning includes postures, breathing and meditation taught through fun and engaging activities.</p> <p>Net and Wall Games:</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games.</p> <p>Learn the importance of the ready position.</p> <p>Develop throwing, catching and racket skills, learning to track and hit a ball.</p> <p>Learn to play against an opponent and over a net.</p> <p>Begin to use rules and simple tactics when playing against a partner.</p> <p>Demonstrate good sportsmanship and show respect towards others.</p>	<p>Play one against one, one against two, and one against three.</p> <p>Learn how to score points and how to use simple tactics.</p> <p>Learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p>Ball Skills:</p> <p>Continue to explore fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p> <p>Have the opportunity to work</p>	<p>to improve on their own score and against others.</p> <p>Given opportunities to work collaboratively as well as independently.</p> <p>Target Games:</p> <p>Develop aim using both underarm and overarm actions.</p> <p>Have opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.</p> <p>Apply skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.</p> <p>Understand the importance of abiding by rules to keep themselves and others safe.</p>
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			kindness towards their teammates and opponents.		independently, in pairs and small groups. Explore their own ideas in response to tasks.	
<p>Music</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Hey You! by Joanna Mangona</p> <p>Sing songs from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Listen to and appraise the songs</p> <p>Learn and create simply rhythms</p> <p>Walk, move and clap a steady beat</p>	<p>Rhythm in the Way We Walk and Banana Rap by Joanna Mangona and Jane Sebba</p> <p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <ul style="list-style-type: none"> • Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. 	<p>In the Groove by Joanna Mangona</p>	<p>Round and Round</p>	<p>Your Imagination by Joanna Mangona and Pete Readman</p>	<p>Reflect, Rewind and Replay</p>
<p>RE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Why is the Harvest Festival important to Christians?</p>	<p>What are the important events leading up to Christmas?</p>	<p>How do children learn about belonging to a Jewish family?</p>	<p>How can I show respect towards other faiths?</p>	<p>What does the story of the Prophet Muhammad teach Muslims?</p>	<p>What does the festival of Holi teach Hindus about forgiveness?</p>



	<p>Develop an awareness of the importance of charity in the Christian faith.</p> <p>Understand about the importance of not wasting food.</p> <p>Consider the importance of sharing with others.</p> <p>Understand that Christians believe that God created the food that is grown and eaten.</p>	<p>Understand that Christians believe that Jesus is God's gift to the world</p> <p>Understand the key events in the Christian narrative of the birth of Jesus</p> <p>Explore how Christian traditions at Advent and Christmas retell the birth of Jesus and teach Christians about God and Jesus Christ</p> <p>Consider how Christians celebrate Advent and Christmas</p>	<p>Explore how Jewish families prepare for and celebrate Shabbat</p> <p>Understand the importance of the Mezuzah</p> <p>Consider how the end of Shabbat is celebrated</p>	<p>Make links between faiths studied this year</p> <p>Consider what respect means and how to show respect</p> <p>Understand why respect is a British Value</p> <p>Reflect on how respect can be shown</p>	<p>Explore how the names of Muslim children are often chosen to express values/beliefs</p> <p>Explore how the Qur-an teaches Muslims that there is one God, Allah</p> <p>Learn about Allah in the Qur-an</p> <p>How Prophet Muhammad (pbuh) is an example to Muslims of how to live.</p>	<p>Explore the importance of Krishna to Hindus</p> <p>Understand the importance of the festival of Holi and how it is celebrated.</p> <p>Consider the importance of the story of Krishna at Holi.</p> <p>Explore how Holi is a happy festival for Hindus</p>
<p>PSHE / Citizenship</p> <ul style="list-style-type: none"> • knowledge • Skills <p>P4C Theme</p> <p>Events</p>	<p>Physical health and wellbeing:</p> <p>Fun times</p> <p>Food associated with special times</p> <p>Global playground games</p>	<p>Keeping safe and managing risk:</p> <p>Feeling safe</p> <p>Staying safe in familiar situations</p>	<p>Identity, society and equality:</p> <p>Me and others</p> <p>Identify people who can help keep us safe</p> <p>Roles and responsibility at home and school</p>	<p>Drug, alcohol and tobacco education:</p> <p>What do we put into and on to bodies?</p> <p>What we put into our bodies and how it makes people feel</p>	<p>Mental health and emotional wellbeing:</p> <p>Feelings</p> <p>Emotions</p>	<p>Careers, financial capability and economic wellbeing:</p> <p>My money</p> <p>Where money comes from</p> <p>Make financial choices</p>



	<p>Sun safety</p> <p>P4C Theme - Fair and unfair</p> <p>Events – Multicultural Week</p>	<p>Personal safety</p> <p>People who help us</p> <p>P4C Theme- Say No to Bullying</p> <p>Events – Anti Bullying Week</p>	<p>Behaviour and how to affect change in a positive way</p> <p>P4C Theme – Growing Up from Young to Old</p> <p>Events – Safer Internet Day</p>	<p>What goes onto our bodies and how it makes people feel</p> <p>Safety Rules</p> <p>P4C Theme – Staying Safe Online</p> <p>Events – Sports Relief</p>	<p>Know when to ask for help</p> <p>Change and loss</p> <p>How to help themselves and others</p> <p>P4C Theme – Winning and Loosing</p>	<p>Saving money</p> <p>Jobs</p> <p>P4C Theme –How Does David Attenborough inspire us to help protect the environment?</p> <p>Events – Crew Week, Sports Day, Values Parliament</p>
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