

Attenborough Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
Enrichment, Trips or Visits		St Pauls Church		Forest School: Spring Life Trip to London	Toy Museum	
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 Simple sentences	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 Show confidence and consistency with using basic sentence punctuation	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>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>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>
Reading	<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>					
Maths	<p>Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the</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,</p>	<p>Addition and subtraction within 20</p>	<p>Consolidate addition and subtraction within 20</p>	<p>Multiplication as repeated addition and arrays</p>	<p>Numbers to 100</p> <p>Position and direction</p>

	<p>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>more than, less than (fewer), most, least</p>	<p>Choose and use manipulatives with confidence</p> <p>Numbers to 50</p>	<p>Introduction to height and length, weight and volume</p>	<p>Division as repeated subtraction and grouping</p> <p>Fractions: halves and quarters</p>	<p>Money</p>
<p>Science</p> <p>.knowledge</p> <p>• skills</p>	<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>Identify, compare and group the sounds collected during a sound walk</p> <p>Describe how our sense of touch helps us to</p>	<p>What are the properties of wood, plastic, glass, metal, water, and rock?</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>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,</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>Describe and compare the root systems of a variety of familiar plants</p> <p>Identify and name, describe and compare a variety of</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>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>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>Observe the main features of birds, including feathers,</p>

	<p>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>Observe and describe weather associated with the seasons</p>	<p>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>Observe and describe how day length varies.</p> <p>What colour are the leaves on the plants?</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>Observe and describe weather associated with the seasons</p>	<p>trees in the local environment</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>Observe and describe weather associated with the seasons</p>	<p>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>Understand how to keep my private information safe online</p>	<p>Why do we use computers?</p> <p>Identify ways we use computers in everyday lives</p> <p>Recognise ways in which computers make our lives easier</p>	<p>Why do I need to be precise when writing an algorithm?</p> <p>Understand that a computer follows precise commands and will respond to those commands consistently</p>	<p>How do we save images from the internet?</p> <p>Use a search engine safely to find images</p> <p>Understand how to create and save work into folders to create my Computing Portfolio</p>	<p>How do we create our own e-book online?</p> <p>Understand how to create and save an illustration</p> <p>Edit an illustration</p>	<p>How can I create and debug a simple algorithm?</p> <p>Write an algorithm and program a sprite</p>

	<p>Understand how search engines work</p> <p>Explain the rules for how to communicate effectively with friends and family online.</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>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>Use technology purposefully to create, organise, store, manipulate and retrieve digital content sourced from the online world.</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 the build-up to the Gunpowder plot</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>Understand why Dr. Martin Luther King Jr's speech was so important in history</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>Explore a range of toys from the past</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>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>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>Create a map of the local area</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 and the North and South Poles</p>

						Geographical similarities and differences between UK and Jamaica
Art <ul style="list-style-type: none"> • knowledge • skills 	How can I recreate Fireworks using my knowledge of colour theory? <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>Use different materials to create a bonfire at the foreground of the painting</p>				Artist study: Stephen Wiltshire <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>	Post-impressionist art: Henri Rousseau 'Surprised' (1891) <p>Landscape</p> <p>Mixed media – combine collage, drawing, painting and chalk pastels</p> <p>Experiment with different techniques to create prints</p>

<p>Design and Technology</p> <ul style="list-style-type: none"> • knowledge • skills 		<p>Mechanisms: Sliders and Lever</p> <p>Product: Information book for a Year 1 pupil based on a significant person in history.</p> <p>Understand that different mechanisms produce different types of movement</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 final product</p>	<p>Structures: Freestanding structures</p> <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 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>Food: Preparing fruit and vegetables</p> <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> <p>Understand and use basic principles of a healthy diet</p> <p>Evaluate ideas and final product</p>		
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<p>PE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Bouncing and Catching - Learning through a multi-skills approach with activities based on the ABC fundamentals of movement (agility, balance and co-ordination).</p> <p>Gymnastics- Investigating transferring weight from one part of the body to another. Exploring basic gymnastic actions on the floor and using apparatus.</p>	<p>Travelling with the Ball – 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 – Children learn to throw and catch the ball using a range of passes.</p> <p>Dance - Exploring gesture and formations as the basis for creating short dance sequences.</p>	<p>Developing hand eye coordination - Children develop their skills in balance and co-ordination when using a racket or bat.The</p> <p>Gymnastics – Taking weight</p>	<p>Healthy ABC's - Children develop their Fundamental skills in agility, balance and co-ordination using a range of equipment and techniques</p> <p>Dance - Exploring pattern and pathways to develop simple dances.</p>	<p>Athletics – Children learn different athletic techniques to develop sprinting, jumping and throwing skills</p> <p>Dance - Creating a dance from a story book</p>
<p>Music</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Hey You! by Joanna Mangona</p>	<p>Rhythm in the Way We Walk and Banana Rap by Joanna Mangona and Jane Sebba</p>	<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>Develop an awareness of the importance of charity in the Christian faith.</p> <p>Understand about the importance of not wasting food.</p>	<p>What are the important events leading up to Christmas?</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>How do children learn about belonging to a Jewish family?</p> <p>Explore how Jewish families prepare for and celebrate Shabbat</p> <p>Understand the importance of the Mezuzah</p>	<p>How can I show respect towards other faiths?</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>What does the story of the Prophet Muhammad teach Muslims?</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>What does the festival of Holi teach Hindus about forgiveness?</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 sharing with others.</p> <p>Understand that Christians believe that God created the food that is grown and eaten.</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>Consider how the end of Shabbat is celebrated</p>	<p>Reflect on how respect can be shown</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>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>Sun safety</p> <p>P4C Theme - Fair and unfair</p> <p>Events – Multicultural Week</p>	<p>Keeping safe and managing risk:</p> <p>Feeling safe</p> <p>Staying safe in familiar situations</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>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>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>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>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>Mental health and emotional wellbeing:</p> <p>Feelings</p> <p>Emotions</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>Careers, financial capability and economic wellbeing:</p> <p>My money</p> <p>Where money comes from</p> <p>Make financial choices</p> <p>Saving money</p> <p>Jobs</p> <p>P4C Theme – Protecting the Environment</p> <p>Events – Crew Week, Sports Day, Values Parliament</p>

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