

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Where is our world's water?	What is it like here?	Who helps us and how?	Where does our food come from?	What is a monarch?	How have explorers changed the world?
Writing focus	<p><b>Writing Opportunity: Retell Mr White's journey returning the penguin</b> Genre: Retell (narrative) Purpose: to inform about Mr White's journey to return the penguin Audience: Effect on the Reader: to know the events of the journey SPAG coverage: Capital letters, finger spaces, full stops,</p> <p><b>Writing Opportunity: Retell events from the story</b> Genre: Retell (narrative) Purpose: retell events from Mr White's POV Audience: Penguin family (Pilchard Browns) Effect on the Reader: to know the events of the journey SPAG coverage: past tense, adjectives, first person</p>	<p><b>Writing Opportunity: Darkness Poem</b> Genre: Poetry Purpose: to entertain Audience: Plop the Owl Effect on the Reader: entertain, reassure that the dark isn't scary SPAG coverage: adjectives, question sentences (?)</p> <p><b>Writing Opportunity: Retell with innovation (new nocturnal animal) Science Link</b> Genre: Retell Purpose: to entertain, to retell the story with a different nocturnal animal as the central character. Audience: Y1 children Effect on the Reader: to be entertained SPAG coverage: past tense, conjunction 'and', emotion adjectives</p> <p><b>Writing Opportunity: Describe Plop's tree</b> Genre: Setting Description Purpose: to entertain, to describe the tree Audience: the community Effect on the Reader: to visualise the tree SPAG coverage: size adjectives, colour adjectives, prepositions, connective 'and'</p>	<p><b>Writing Opportunity: Describe a war-torn environment</b> Genre: Setting Description Purpose: to inform Audience: Effect on the Reader: to emotively understand what a war torn environment is like SPAG coverage: sense adjectives, prepositions, present tense</p> <p><b>Writing Opportunity: Dymytro's Diary Entry</b> Genre: diary entry (recount) Purpose: to inform Audience: soldiers Effect on the Reader: To make the soldiers realise how their actions impact upon others. SPAG coverage: first person, time adverbials, past tense</p>	<p><b>Writing Opportunity: Describe Supertato</b> Genre: Character description Purpose: to describe Supertato's appearance and characteristics Effect on the Reader: build an image of Supertato SPAG coverage: er and est suffixes</p> <p><b>Writing Opportunity: How to make a smoothie DT Link</b> Genre: Instructions Purpose: to explain what you need and how to make a smoothie Effect on the Reader: to teach Reception class how to make a healthy and delicious smoothie. SPAG coverage: imperative verbs, numbered steps</p> <p><b>Writing Opportunity: Report on the pea invasion</b> Genre: Report (recount) Purpose: to explain the events of the pea invasion in chronological order Audience: St Luke's children and staff Effect on the Reader: they will know what has happened during the pea invasion SPAG coverage: past tense, time adverbials, capital letters for days of the week</p>	<p><b>Writing Opportunity: Letter to King Charles III History Link</b> Genre: Letter Purpose: to inform / find out about his first year as King Audience: King Charles SPAG coverage: simple pronouns and connectives, first person, suffixes – plurals, ed, ing</p> <p><b>Writing Opportunity: Story about the King's pants</b> Genre: Story (narrative) Purpose: to entertain SPAG coverage: Conjunctions – and, but, if, so</p> <p><b>Writing Opportunity: Retell the story's events with innovation</b> Genre: Retell Purpose: to entertain SPAG coverage: chronological order, simple conjunctions, ambitious vocabulary, adjectives, verbs, prepositions</p>	<p><b>Writing Opportunity: Recount of Stanley Head trip</b> Genre: Recount Purpose: to inform others about what happened on the trip Audience: Effect on the Reader: SPAG coverage: past tense, time adverbials, simple connectives</p> <p><b>Writing Opportunity: Letter to Irene Conn</b> Genre: Letter Purpose: to explain why the land is so important Audience: Irene Conn (character from the text) Effect on the Reader: empathy, improved understanding SPAG coverage: greeting, sign off, conjunctions – if, because</p>
Science core composite question	<u>What are the different parts of our body and how are they linked to our senses?</u> <u>How can we group and identify animals? (Biology)</u>	<u>What is the difference between the 4 seasons?</u>	<u>What are some of the names and basic structures of plants? (Biology)</u>			<u>What are everyday objects made of and what are their properties? (Chemistry)</u>
Science	<b>Animals, including humans</b>  <b>BIOLOGY</b>	<b>Seasonal changes</b>  <b>PHYSICS</b>	<b>Plants</b>  <b>BIOLOGY</b>	<b>Animals, including humans</b>  <b>BIOLOGY</b>		<b>Materials</b>  <b>CHEMISTRY</b>

	<ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>		<ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>
Humanities big questions	Where is our world's water?	What is it like here?	Who helps us and how?	Where does our food come?	What is a Monarch?	How have explorers changed the world?
Humanities	<ul style="list-style-type: none"> <li>To locate the UK and explore the continents of the world.</li> <li>Name and locate 5 oceans on a map</li> <li>To locate and identify oceans and their nearby continents</li> <li>To explore ways to travel over oceans from continent to continent</li> <li>To identify ways to protect our oceans</li> </ul>	<ul style="list-style-type: none"> <li>To locate the school on an aerial map</li> <li>To recognise key human and physical features on our school grounds.</li> <li>To locate key features of the school field, using a map.</li> <li>To create a simple map of the school grounds, using basic symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>To develop an understanding of personal chronology.</li> <li>To learn more about my history.</li> <li>To explore how we remember events</li> <li>To find out what childhood was like for our parents and grandparents</li> <li>To compare childhood now with childhood in the past.</li> <li>To identify that some things change and some things stay the same</li> </ul>	<ul style="list-style-type: none"> <li>To explore what farms are and why they are important to our community</li> <li>To compare a rural area to an urban area</li> <li>To explore how the seasons affect life on the farm.</li> <li>To explore the farm to fork workshop on a real working farm</li> </ul>	<ul style="list-style-type: none"> <li>To describe what a monarch is.</li> <li>To explain why coronations take place?</li> <li>To explain how Queen Victoria became Queen of England</li> <li>To identify the changes Queen Victoria made during her reign.</li> <li>To suggest what a monarch was like in the past.</li> <li>To recognise the significance of a well-dressing.</li> </ul>	<ul style="list-style-type: none"> <li>To know what an explorer is?</li> <li>To recognise the achievements of different explorers.</li> <li>To record events on a timeline</li> <li>To use photographs to find out about the past.</li> <li>To recognise changes and similarities (continuities) over time.</li> <li>To describe the significance of some people and events within history.</li> </ul>
Art & DT	<b><i>Dt- Mechanisms sliders and levers</i></b>	<b><i>Art- Seasonal changes</i></b> <b><i>(printing)</i></b> <b><i>Painting</i></b>	<b><i>Art- Grandparent (portrait)</i></b> <b><i>Drawing/Painting</i></b>	<b><i>DT – fruit and vegetable smoothies</i></b>	<b><i>Art- Well dressing and weaving</i></b> <b><i>Sculpture</i></b>	<b><i>DT- Textiles templates and joining</i></b>

RE	What do Christians believe God is like? <b>UC 1.1</b> <b>GOD</b>	What are festivals and why do we have them? (inc. Diwali, Purim and Advent) <b>Diocese of Lichfield</b>	How can I make a difference in the world? (Courageous Advocacy) <b>Diocese of Lichfield</b>	Why does Easter matter to Christians? <b>UC 1.5</b> <b>SALVATION</b>	How do Christians talk to God? <b>Diocese of Lichfield</b>	What do Jews believe? <b>Diocese of Lichfield</b> <b>JEWISH FAITH</b>
PE	<b>Multi skills (hand eye coordination)</b>	<b>Low level gymnastics or dance</b>	<b>High level gymnastics dance</b>	<b>Ball games/ invasion games orienteering</b>	<b>Multi skills athletics</b>	<b>Batting and fielding skills</b>
Computing We follow a condensed curriculum in Computing and these are the units studied through the year.	Improving Mouse Skills Computing systems and networks Programming 1 Algorithms unplugged Creating Media Digital Imagery Programming 2 – Programming Bee-Bot					
Music	<b>Harvest</b> <b>ELEMENTS OF MUSIC</b>	<b>Nativity</b> <b>PERFORMANCE</b>	<b>Creating the weather</b> <b>COMPOSITION/INSTRUMENTAL SKILLS</b>	<b>Music in WW1</b> <b>PERFORMANCE</b>	<b>How does music make us feel?</b> <b>COMPOSITION</b>	<b>PERFORMANCE</b>
MFL	N/A	N/A	N/A	N/A	N/A	N/A
PSHE	<b>UNIT-SETTING GROUND RULES FOR PSHE &amp; RSE AND CITIZENSHIP (lessons 1)</b> A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons  <b>FAMILY AND RELATIONSHIPS</b>  Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair	<b>UNIT-HEALTH AND WELLBEING</b> Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	<b>UNIT-SAFETY AND THE CHANGING BODY</b> Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe	<b>UNIT-CITIZENSHIP</b> Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy	<b>UNIT-ECONOMIC WELLBEING</b> Introduction to money Banks and building societies Saving and spending Jobs in school	<b>Transition</b> Helping Year 1 pupils with the transition to a new year and the changes that come with it
Enrichment Opportunities <b>Charity</b>	Leadership roles Peak Wildlife Severn Trent water talk Class-led collective worship <b>Voting for our local, national international charities to support (Y6 legacy).</b> Mystery reader	Nativity performance Whole school nativity at the Methodist Rocksteady concert Journey Through Christmas Meet Santa/Christmas fair Bee Active – glow sports (whole school sports competition)	Grandparent visitors for Q&A People from the community who help us - visit (lollipop lady, Church workers) Community involvement – making a difference. Provocation – who destroyed the reading garden of peace and hope – investigation.	Tatton park farm visit – farm to fork workshop. Baby visit/animal in class (PSHE link) Whole school pea invasion investigation. Ode to Grandparents class Assembly Mystery reader	Local walk – Endon well-dressing behind the scenes/preparation. Buckingham palace employee experience. A letter written and sent to Buckingham palace to share what makes a good leader. Mystery reader	Stanley Head explorers' day Sports day Mystery reader

	Water aid charity event - swimathon	Charity – Douglas Macmillan Christmas Jumper day £2 donation Mystery reader	Mystery reader			
--	-------------------------------------	--	----------------	--	--	--