

Y1	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Theme	Super Me!		Famous Folk Enchanted Forests		Where I live	
English	<p><b>Narrative –</b></p> <ul style="list-style-type: none"> <li>- Write stories set in places pupils have been.</li> <li>- Write stories with imaginary settings</li> <li>- Write stories that mimic significant authors</li> </ul> <p><i>Possible texts – Super worm, Eliot Midnight Superhero, How To Save a Superhero, Charlie’s Superhero Underpants</i></p> <p><b>Poetry –</b></p> <ul style="list-style-type: none"> <li>- Recite &amp; write poems that use pattern, rhyme and description. – <i>weather poems, animal poems and poems about people.</i></li> <li>- Write nonsense and humorous poems and limericks.</li> </ul> <p><b>Non-fiction –</b></p> <ul style="list-style-type: none"> <li>- Write labels, lists, captions and recounts.</li> <li>- <i>animal and human body parts</i></li> </ul> <p><b>Spoken language-</b></p> <ul style="list-style-type: none"> <li>-To tell stories with structure.</li> <li>- Narrate / retell familiar stories adding detail and descriptive phrases.</li> <li>-To use role play to help pupils to identify with and explore characters and to try out the language they have listened to.</li> </ul> <p><b>Phonics – Phase 3/4/5</b></p>		<p><b>Narrative -</b></p> <ul style="list-style-type: none"> <li>- Write recounts – Christmas holiday</li> <li>- Write stories based on traditional tales</li> <li>- Write stories with character descriptions</li> <li>- Write stories with imaginary settings</li> <li>- Write lists</li> </ul> <p><i>Possible texts – The Gruffalo, The Gruffalo’s Child, Little Red Riding Hood, Jack and the Beanstalk, Stick Man, The Magic Paintbrush, Suki’s Kimono (RR week), non-fiction about growing plants.</i></p> <p><b>Poetry –</b></p> <ul style="list-style-type: none"> <li>- Recite &amp; write poems that use pattern, rhyme and description. – <i>Poems about plants/gardens, sense and weather.</i></li> </ul> <p><b>Non-fiction –</b></p> <ul style="list-style-type: none"> <li>- Write labels, lists, captions and recounts.</li> <li>- <i>planting &amp; growing plants</i></li> </ul> <p><b>Spoken language-</b></p> <ul style="list-style-type: none"> <li>-To tell stories with structure.</li> <li>- Narrate / retell familiar stories adding detail and descriptive phrases.</li> <li>-To use role play to help pupils to identify with and explore characters and to try out the language they have listened to.</li> </ul> <p><b>Phonics – Phase 3/4/5</b></p>		<p><b>Narrative –</b></p> <ul style="list-style-type: none"> <li>- Write a recount based on personal experience</li> <li>- Prediction about a text ending/character development</li> <li>- Describe a fantasy setting</li> </ul> <p><i>Possible texts – Iggy Peck Architect, Rosie Revere Engineer, Mr King’s Castle (Genevieve Cote), A Book of Castles (Martin Badi – issuu.com)</i></p> <p><b>Non-fiction –</b></p> <ul style="list-style-type: none"> <li>- Write labels, lists, captions and recounts.</li> <li>- Write factual descriptions</li> <li>- Write a leaflet</li> </ul> <p><b>Phonics – Phase 5</b></p>	

<b>Maths</b>	Numbers to 10	<b>Addition and subtraction within 10</b>	Addition within 20	<b>Introduction to length and height</b>	<b>Multiplication</b>	<b>Numbers to 100</b>
	Part-whole within 10	<b>2D and 3D shapes</b>	Subtraction within 20	<b>Introduction to weight and volume</b>	<b>Division</b>	<b>Time</b>
	Addition and subtraction within 10	<b>Numbers to 20</b>	Numbers to 50		<b>Halves and quarters</b>	<b>Money</b>
					<b>Position and direction</b>	
<b>Science</b>	<b>Animals including humans</b>		<b>Plants</b>		<b>Everyday materials</b>	
	<p>To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>To 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>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p>		<p>To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday material, including wood, plastic, glass, metal, water, and rock.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	
	<p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>- Observe seasonal changes across the 4 seasons.</li> <li>- Observe &amp; describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>- asking simple questions and recognising that they can be answered in different ways</li> <li>- observing closely, using simple equipment</li> <li>- performing simple tests</li> <li>- identifying and classifying</li> <li>- using their observations and ideas to suggest answers to questions</li> <li>- gathering and recording data to help in answering questions</li> </ul>					

<b>Computing</b>	<p><b>Information Technology</b> An introduction to typing</p> <ul style="list-style-type: none"> <li>- Know that multimedia includes sound, text and graphics and that it can be stored in different locations.</li> <li>- Know that ICT can be used to communicate ideas in different ways. (E.g. text, images, tables, sound).</li> </ul> <p><b>Digit Literacy</b> Going places</p> <p><b>Computing</b> Using simple algorithms</p> <ul style="list-style-type: none"> <li>- Understand that an algorithm is a set of instructions or clear steps to solve a problem.</li> <li>- Know that a good algorithm is a set of instructions or clear steps to solve a problem.</li> <li>- Understand that trial and error and prediction re important skills when controlling devices to achieve a specific outcome.</li> </ul>		<p><b>Digit Literacy</b> ABC searching</p> <p><b>Information Technology</b> Handling Information (Database/Graphing)</p> <ul style="list-style-type: none"> <li>- Understand that ICT can be used to create, display and change graphs quite frequently.</li> <li>- Understand that data can be captured and recorded by different devices.</li> </ul> <p><b>Digital Literacy</b> My creative work</p>		<p><b>Information Technology</b> <b>Communication publishing and Collaborating</b> Multimedia word processing</p> <ul style="list-style-type: none"> <li>- Know that ICT can be used to communicate ideas in different ways. (E.g. text, images, tables, sound).</li> <li>- Know that they can control their own final product and that there is more than one way to do it.</li> </ul> <p><b>Digital Literacy</b> Sending an email</p>	
	<b>History/ Geography</b>	<p><b>Geography - Location knowledge</b> – My school, my home</p>	<p><b>History - Changes within living memory</b> – timeline of their life</p>	<p><b>Geography – Place knowledge</b> - compare (uk/non European)</p>	<p><b>History – Significant people</b> – Capability Brown - Alan Titchmarsh - David Bellamy</p>	<p><b>Geography – Human &amp; Physical</b> – Me &amp; my locality - Field work</p>
<b>Art/ DT</b>	<p><b>Drawing – Observational drawing – self portrait</b></p> <p><b>Inspiration – Describe the work of notable artist – Picasso</b></p>	<p><b>Collage – Bonfire night</b></p> <p><b>Explore cutting, shaping, joining. Christmas cards</b></p> <p><b>Cooking – Christmas cake/biscuits</b></p>	<p><b>Painting – create colour wheels. Mix primary colours to make secondary colours. Add white/black to make tints/tones</b></p> <p><b>Printing – explore different techniques</b></p>	<p><b>Printing – colour and decorate textiles using a number of techniques.</b></p>	<p><b>Painting – colour and pattern</b></p> <p><b>Sculpture – recycled theme, eg. Angel of the North</b></p>	<p><b>Structure – Build a castle</b></p> <p><b>Cooking &amp; nutrition – create dishes from foods grown in the school garden</b></p>

<b>PE</b>	Games – Honey Pot (Pre L1/ L1)  O + A - Where are we going? (L1)	Dance – Moving Along (L1)  Games – Ten Point Hoops (L1)	Gymnastics – Making Shapes (L1)  Dance – Themes and Dreams /Own theme (Pre L1/L1)	Gymnastics – Unit 1 Task 1 only – (L1)  Games / Athletics – Colour Match (Pre L1/L1)	Gymnastics – Unit 1 Task 2 only – (L1)  Dance – Themes and Dreams /Own theme (Pre L1/L1)	Games – Rolla Ball (Pre L1/L1)  Athletics – Off, Up and Away Unit 1 Travel / Throw / Jump (L1/2)  Sports day & Quad Kids practise
<b>PSHCE</b>	New Beginnings	Getting on and Falling out	Good to be Me	Going for Goals	Relationships	Changes
<b>RE</b>	<b>Christianity</b> Recognise, name and describe some religious artefacts, places and practices. Identify things that are important in own lives and compare to religious beliefs.	<b>Significance of Advent</b> Why are gifts given at Christmas?	<b>Why is Jesus special to Christians?</b>	<b>What is the Easter story?</b>	<b>What can we find out about Buddha?</b>	<b>Understand values</b>
<b>Music</b>	Hey You!	Rhythm in the way we walk and Banana rap  Christmas songs practice	In the groove	Round and round	Your imagination	Reflect, rewind and replay
<b>School Curric.</b>	Anti-Bullying week Rights respecting morning Zoolab	Visit – farm??	Walk to the Carrs Visit to the Garden centre	Rights respecting morning Hardwick Park visit	Ferryhill walk	

<b>School Events</b>	<b>Harvest Festival Macmillan coffee morning Disco</b>	<b>Switch off fortnight Carol Singing Christmas performance Pantomime trip</b>	<b>Waste Week</b>	<b>Easter egg competition</b>	<b>Cleves Cross has got talent Summer fair</b>	<b>Quad kids Sports day Summer performance Beach trip</b>
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