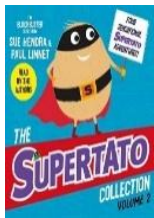
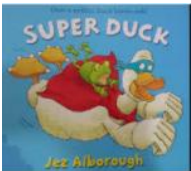
 YEAR 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1 18 th –21 st May Cultural Week	SUMMER 2
MATHS White Rose	Number and Place Value: Counting - Count within 100, forwards and backwards, starting with any number. - Count numbers to 100 in numerals; count in multiple of 2, 5 and 10. Addition and Subtraction: Recall - Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. - Develop fluency in addition and subtraction facts within 10. Geometry: 2D and 3D Shapes - Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. - Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.		Number and Place Value: Represent - Identify and represent numbers using objects and pictorial representations. - Read and write numbers to 100 in numerals. - Read and write numbers to 20 in words. Number and Place Value: Using PV and Comparing - Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = - Identify one more and one less than a given number. Addition and Subtraction: Calculation - Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. - Add and subtract one-digit and two-digit numbers to 20, including zero. Addition and Subtraction: Problem Solving - Solve one-step problems using concrete and pictorial resources, and missing number problems. Measurement: Using Measures - Compare, describe and solve practical problems for: - lengths and heights - mass/weight - capacity and volume - time - Measure and begin to record the measures above.		Multiplication and Division: Recall - Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. Multiplication and Division: Problem Solving - Solving one-step problems involving multiplication and division by using objects, pictures and arrays (with the support of the teacher). Fractions: Recognise, write, compare, calculate and problem solve - Recognise, find and name a half as one of two equal parts of an object, shape or quantity. - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	
	Oracy - Speak clearly and loudly to communicate meaningfully. - Ask questions about matters of interest. - Express feelings and ideas when talking about matters of interest. - Start to develop ideas to add detail to their speech. - Start to understand how to take turns when speaking. - Start to listen to others and respond appropriately. - Join in with imaginative play taking on familiar roles. - Speak in complete sentences after modelling. - Retell a familiar story in sentences.					

ENGLISH I AM A CLEVER WRITER Bug Club Reading Bug Club Phonics Penpals Handwriting											
	Reading - To read all the year 1 common exception words. - Recognise and join in with all predictable phrases. - Re-read if reading does not make sense. - Re-tell what they have read. - Make predictions based on what has been read. - Begin to link what they have read to outside experiences. - Discuss the inferences on the basis of what is being said and done. - When reading allowed pause at full stop and raise voice for a question. - Know the difference between fiction and non-fiction. Phonics - Secure with all phase up to and including phase 5 phonics and tricky words. - Read aloud phonetically decodable text up to phase 5. - Apply phonics knowledge to decode words. - Speedily read all 40+ letters/groups for 40+ phonemes - Read common suffixes s, es, ing, ed <table><tr><th>Sounds</th><th>Key Words/Tricky Words</th><th>Reading Book Band (Pearsons)</th></tr><tr><td>Recap Phase 2 and 3 Sounds Phase 4 Phase 5</td><td>Recap Phase 2 and 3 Tricky Words Phase 3, 4 and 5 Tricky Words High Frequency Words</td><td>Pink Red Yellow Blue Green Orange Turquoise Purple Gold White Lime</td></tr></table>						Sounds	Key Words/Tricky Words	Reading Book Band (Pearsons)	Recap Phase 2 and 3 Sounds Phase 4 Phase 5	Recap Phase 2 and 3 Tricky Words Phase 3, 4 and 5 Tricky Words High Frequency Words
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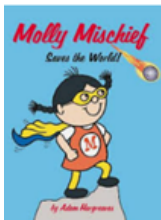
Reading Texts



Supertato by Sue Hendra and Paul Linnet

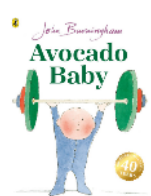


Superduck by Jez Alborough



Molly Mischief by Adam Hargreaves

Reading Texts



Avocado baby by John Burningham



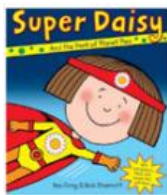
Supertato Bubbly Troubly by Sue Hendra and Paul Linnet



Traction Man by Mini Grey



The Gruffalo by Julia Donaldson

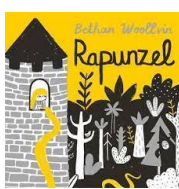


Super Daisy by Kes Gray

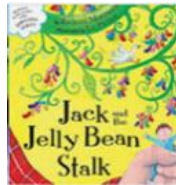


Stick Man by Julia Donaldson

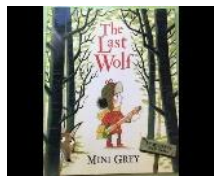
Reading Texts



Rapunzel by Bethan Woollvin



Jack and the Jelly Beanstalk by Rachael Mortimer



The Last Wolf by Mini Grey



Princess Mirror Belle by Julia Donaldson

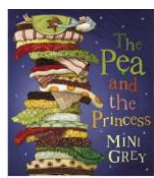


The three little wolves and the big bad pig by Eugene Trivizas



Clean Up! by Nathan Bryon

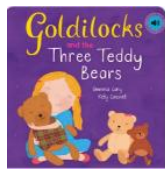
Reading Texts



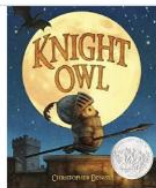
The Pea and the Princess by Mini Grey



The Princess and the Wizard by Julia Donaldson



Goldilocks and the Three Teddy Bears by Gemma Cary



Knight Owl by Christopher Denise



Recount - visit to Gibberd Garden



Bloom by Anne Booth

Reading Texts



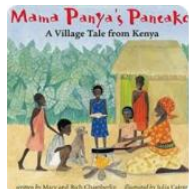
Handa's Surprise by Eileen Browne



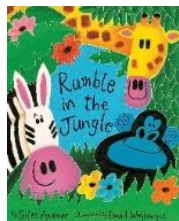
Instructions - How to make a smoothie



Going on a Lion Hunt by David Axtell



Mama Panya's Pancake by Mary Chamberlin



Rumble in the Jungle by David Andreae

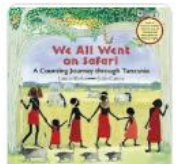


Recount - visit to Hertfordshire Zoo

Reading Texts



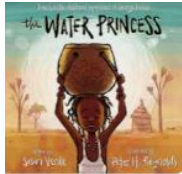
The Very Hungry Caterpillar by Eric Carle



We All Went on Safari by Laurie Krebs



Fact File - Tanzania



The Water Princess by Susan Verde



Tree by Britta Teckentrup



Non-Chronological report - seasons

Writing

Handwriting

- All letters sitting on the line, tall letters tall, short letters short.

	• Use finger spaces between words. • Form uppercase letters correctly, starting and finishing in the right place. Planning, Composition and Editing • Think, say and remember a sentence that starts with a time word. (First, Next, Then, After that, Finally) • Correct missing capital letters at the start of a sentence and for proper nouns. • Check use of punctuation at the end of a sentence. Grammar and Punctuation • Use capital letters for the beginning of sentences and proper nouns. • Use a full stop correctly to form a simple sentence. • Use an adjective to describe a noun. • Write in the past and present tense. • Use the conjunction 'and' correctly. Spelling • Use the prefix - 'un' • Use the suffixes 'ing', 'ed', 'er' and 'est' • Use the 'es' and 's' ending for plurals. • Spelling rules considered (e.g. 'ai' never being at the end of a word). • Spell most of the common exception words.				
SCIENCE White Rose Working Scientifically • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment • Performing simple tests. • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions	Materials and their properties • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal change – Autumn • Identify that some trees lose their leaves, the hours of daylight gradually decrease and the weather	Human Body Animals including humans (humans) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Seasonal change – Winter • Identify that in winter, the weather is colder than during the rest of the year, there are fewer hours of daylight. Observe that some trees have no leaves in winter and some trees have kept their green leaves. • Collect and record data	Planting A • Plant seeds and observe any changes in growth over the rest of the term. Plants • Identify the roots, stem, leaves and flowers, including the petals, of a flowering plant. • Identify and name tree parts. • Identify common wildflowers and garden plants. They identify that wildflowers are plants that grow naturally in the countryside and garden plants are planted in a garden by humans and looked after by them. • Identify plants in their local area. • Introduced to the term “deciduous”, identify that deciduous trees lose their leaves in autumn. • Introduced to the term “evergreen” to describe trees that keep their leaves all year round. • To identify trees in the local area. Caring for the Planet • Why is this important? • How can we care for the planet? Seasonal change – Spring • Identify that we start to see more daylight in spring compared to winter and the weather is generally warmer. Make the connection between more daylight and shorter night times. • Collect and record data Planting B • To replant their plant outside to allow it to continue to grow and change over time (if appropriate)	Animals • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Growing and Cooking • Where does food come from? • What have we grown throughout the year? Seasonal change – Summer • Observe that there is more plant growth in summer and that many animal numbers are at their peak. Identify that the number of hours of daylight are the greatest in summer and the average temperatures are the warmest compared to the other seasons. • Collect and record data Planting C • Observe changes (if appropriate)

	starts to become cooler. Collect and record data					
HISTORY	What makes me, me? Chronology and Timelines Sequence events in their life To know of changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Knowledge of World, British and local events and people (celebrating the 4 saints days throughout the year) Find out about the lives of significant individuals in the past who have contributed to national and international achievements. (Elizabeth 1) To know about events beyond living memory that are significant nationally or globally [events commemorated through festivals or anniversaries]		Historical enquiry Recognise the difference between past and present in their own and others' lives Compare aspects of life in different period's significant historical events, people (Elizabeth 1) and places in their own locality.	Interpreting Sources Use stories to encourage children to distinguish between fact and fiction Match objects to people of different ages		Organisation and communication Find answers to simple questions about the past from sources of information e.g. artefacts Communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Writing

Interpreting Sources

Use stories to encourage children to distinguish between fact and fiction

Match objects to people of different ages

GEOGRAPHY		WHAT IS THE GEOGRAPHY OF WHERE I LEARN? Geographical skills and fieldwork • Use simple fieldwork and observational skills to study the geography of their school building and its grounds and the key human and physical features of its immediate surrounding environment. • Use world maps, atlases and globes to identify the United Kingdom and its countries (Saints days) • Use aerial photographs of the school and recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Locational knowledge • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Saints days throughout the year: • St Andrew's Day (Scotland) November 30th • St David's Day (Wales) March 1st • St Patrick's Day (Ireland) March 17th • St George's Day (England) April 23rd	Physical Geography • Identify seasonal and daily weather patterns in the United Kingdom.	Human Geography • key human features, including: city, town, village, factory, farm, house, office. Enquiry and Communication Africa • key physical features, including: forest, hill, mountain, soil, valley, vegetation. How does the weather affect our lives? • Understand geographical similarities and differences through studying the human and physical geography of a town of the United Kingdom, and of a town in a contrasting non-European country.	
COMPUTING Teach Computing	Logging on, using a computer. Computing systems and networks – Technology around us • To identify technology • To identify a computer and its main parts • To use input devices such as a mouse, keyboard and touch screen to control a computer/program.	Creating Media – Digital Painting/Writing • To use the shape tool and the line tools • To use a computer on my own to paint a picture • To add and remove text on a computer • To make careful choices when changing text	E-Safety (Safer Internet Day February) • To create rules for using technology responsibly • To understand where to go when for help when they have concerns about digital content.	Coding and Programming – Moving a beebot • To combine four direction commands to make sequences • To plan a simple program • To find more than one solution to a problem	Data and Information – Grouping data • To label objects • To describe objects in different ways • To compare groups of objects • To answer questions about groups of objects	Coding and Programming – Introduction to Animation (Scratch Jr) • To choose a command for a given purpose • To show that a series of commands can be joined together • To identify the effect of changing a value • To use my algorithm to create a program
D&T				Sewing Puppets Design • Choose appropriate tools, equipment, techniques and materials from a wide range • Safely measure, mark out, cut and shape materials and components using a range of tools		Cooking and Nutrition • Understand the need for a variety of food in a diet • Understand that all food has to be farmed, grown or caught

				Make - Choose appropriate tools, equipment, techniques and materials from a wide range - Safely measure, mark out, cut and shape materials and components using a range of tools Technical Knowledge Mechanism - Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable - Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products		Use a range of cookery techniques to prepare food safely
ART	Roy Lichtenstein Painting focus - Experiment with different types of paint. Learn about the properties of <u>POWDER PAINT</u>. - Use a variety of tools and techniques including the use of different brush sizes and types. - Begin mixing primary colours remembering what different primary colours make when mixed. - Create different textures Eg. Use of sawdust. Key vocabulary Primary (colour), light, dark, thick, thin, tone, warm, cold, shade e.g. different shades of red, green, blue, yellow, bright, medium, tools and techniques.		Georgia O'Keefe Drawing focus - To become more confident using a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk, paint and other materials to represent objects. Begin to explore the use of line, shape and colour using these tools. - Represent things observed, remembered or imagined using colour/tools in two and three dimensions Key Vocabulary Thick, Thin, Soft, Broad, Narrow, Fine, Pattern, Line, Shape, Detail, tools and techniques.		Esther Mahlangu Rumble in the Jungle paintings 3D form - Ndbele Hut Colour clay - With support, sketch ideas for 3D form projects. - Manipulate dough in a variety of ways eg. rolling, kneading, shaping and joining. - Discuss the purpose of 3D art form, other and own. Key Vocabulary Two-dimensional, three-dimensional, model, cut, bend, attach, assemble, statue, medium, tools and techniques.	

	Review and Evaluate: • Create sketchbooks to record their observations and use them to revisit ideas. • Ask and answer questions about starting points of their work. • Develop and share their ideas, try things out and make changes.					
	Artist Appraisal • Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge. • Evaluate and analyse creative works using the language of art, craft and design. • Imitate the work of famous artists, illustrators or sculptors using the same and different medias. • Compare the work of different artists, share opinions.					
PSHE Happy Mind, Happy Me Medway PSHE ASSOCIATION	All About Me Health and Wellbeing - PSHE ASSOCIATION • What helps us stay healthy? • To learn what the meaning of being healthy is. • To learn who can help you stay healthy eg. Parent, dentist, doctor. • To learn how things people put into or onto their bodies can affect how they feel. • To learn how to follow simple hygienic routines can stop germs from being passed on. • To learn how to take care of themselves on a daily basis.  16 PEACE AND JUSTICE STRONG INSTITUTIONS Big Question: Is it good to be different... What makes us all different? Global learning link	Friendships • To be able to identify the characteristics related to being a 'good friend'. • To be able to recognise that people can have different opinions/think differently to others. • To be able to identify and understand why working together is important. • To be able to identify positive strategies that can be used to resolve issues that may arise between friends. To be able to think of positive strategies for resolving conflict. Emotion Explorers	Resilience and Coping Living in the Wider World - PSHE ASSOCIATION • What makes a community? • To learn how money is obtained eg. earned, borrowed, presents. • *To learn how people make choices with their money. • *To learn the differences between needs and wants eg. that you may not receive everything that you want. • *To learn how to keep money safe.	Belonging • To be able to create a positive classroom ethos that is personal to them within the classroom. • To begin to recognise difference and identity how families can all look different. • To be able to identify important figures in their lives. • To be able to identify people/places/things that make them feel happy in their lives. • To be able to identify the emotions that are associated with being included. • To be able to reflect on prior learning.	Being the Best Me I can Be Health and Wellbeing - PSHE ASSOCIATION • Who helps to keep us safe • To learn about different roles in the community to keep us safe. • To learn how to ask for help in a safe way. • To learn how to feel comfortable in asking for help or support when unsafe or worried. • To learn how to call for help in an emergency eg. dialling 999. Medway - RSE Lesson 1 • To be name our special people and how we care for one another.	My Wider World • To begin to understand what a community is. • To begin to think about their community. • To be introduced to the idea of being connected to others and will start to identify connections between themselves and peers. • To be introduced to the concept of helping others without reward. • To start to think about how they can work with others to improve their environment. • To be introduced to what a responsibility is and will begin to think about the responsibilities of those around them.
	Life Skills SMSC	Life Skill: Folding Clothes		Life Skill: Cleaning Tables		Life Skill: Write date and LO

RE		Why is light an important symbol? (Christianity, Judaism and Hinduism are used for this unit) • Retell at least one narrative where light is an important symbol. • Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. • Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives. Make clay Diva pots.		How do Jews Celebrate Passover (Pesach)? • Recognise that Passover (Pesach) is a Jewish festival. • Identify ways in which Passover can have an impact on Jewish daily life and family. • Identify evidence of religion and belief especially in the local area.		What do my senses tell me about the world of religion and belief? (Christian/Hindu/Jewish) • Ask "I wonder ..." questions about the world around them. • Using their senses to investigate worship in different religious traditions. • · Use their senses to justify a belief that they hold.	
PE	Games • I can dribble, defend, attack and pass to a friend. I can use the terms attacking and defending. • I can understand the basic rules of invasion games. • I can throw, catch and kick a ball in a game. • I can catch various size balls. I can throw various size balls overarm, using the correct technique. I can bounce a ball with control whilst moving. • I can strike a ball with a range of bats for accuracy and distance. • I can perform learnt skills with good control. Indoor - ball skills		Dance • I can respond to a range of music. • I can sequence a range of dance moves. • I can move in time to music. • I can explore space, directions, levels and speed. • I can move into different positions and different formations. • I can establish sequences of actions and skills which have a clear beginning, middle and ending. Outdoor - Running games			Gymnastics • I can practise key steps gymnastics positions. • I can use the vault safely by executing take off and landing using control and consistency in different levels. • I can execute a controlled jump taking off with precision and landing accurately. • I can make a sequence on the floor and on the apparatus and then link the sequences together. • I can move and balance with agility and coordination. • I can roll with coordination. Outdoor - Cricket	Athletics • I can jump a good distance & height, good landing and take off. • I can catch a bean bag and throw a small ball underarm, using the correct technique • I can hop on the spot using the same foot • I can run at different speeds and use the correct technique when running. • I can develop flexibility, strength, technique and control when running, throwing and jumping. • I can analyse, modify and refine skills and techniques and how these are applied.
MUSIC	Songs for Musicianship Bounce High, Bounce Low *Not compulsory*	Carol/Song of the Week	Charanga - Original Scheme - Big Bear Funk Topic Link - Twisted Tales	Charanga - Combining Pitch, Pulse and Rhythm Use ICT - Chrome Music Lab for composition	Instrumental Learning - Topic Link - Africa - Djembe drums - Charanga -		

Authentic Outcomes		Superhero capes and Christmas cards. Superhero Party Business Link: Baptist Church Potter Street		Leaflet about an endangered animal (wolves). Pose questions for the wolf keeper. Business link: Link with Paradise Wildlife Park - wolf keeper		Form penpals with children in South Africa. Business Link: Vets Post office worker - how does our post get to its destination?
VISITS/ TRIPS		Christingle service at the Harlow Baptist Church Pantomime		Gibberd Garden - Harlow Week	Paradise Wildlife Park 19 th May 2026	