

Year One						
Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English	<p>I WANT MY HAT BACK Jon Klassen</p> <p>Thought bubbles Book making Note taking News report Character grid Information text Leaflet Poster Letter Police report</p>	<p>THE PUFFIN BOOK OF FANTASTIC FIRST POEMS ed. June Crebbin</p> <p>Notes Vocabulary and phrase collections Poems inspired by the collection Descriptive writing</p>	<p>HOW TO FIND GOLD Viviane Schwarz</p> <p>‘Tell Me’ responses Character description A plan to find gold Detailed description and directions in map work Writing in role (thought bubbles and diary entries) Play script Setting description Free verse poetry Persuasive note Advisory pamphlet Note in role Letter to the author illustrator Writing a narrative sequence, retelling the story</p>	<p>THE SNAIL AND THE WHALE Julia Donaldson</p> <p>Thought/speech bubbles Written predictions Visualisation of settings Illustrations of characters Letter to a character Verse of a song Travel journal entries – descriptive writing Filmed TV report Newspaper report – recount Information text</p>	<p>WHERE THE WILD THINGS ARE Maurice Sendak</p> <p>Extended vocabulary and language Story maps Character description Writing in role - letter Poetry Narrative</p>	<p>LILA AND THE SECRET OF RAIN David Conway</p> <p>Short narrative descriptions Thought bubbles/speech bubbles/ direct speech Story maps Narratives based on known text Poems Fact files Non-chronological reports / information texts Signs with captions</p>
Phonics SPAG	<p>Twinkl Phonics Level 5</p> <p>Weeks 1 - 10</p>		<p>Twinkl Phonics Level 5</p> <p>Weeks 11 - 20</p>		<p>Twinkl Phonics Level 5</p> <p>Weeks 21 - 30</p>	
Maths	<p>White Rose Maths PLACE VALUE ADDITION AND SUBTRACTION SHAPE</p>		<p>White Rose Maths PLACE VALUE -20 ADDITION AND SUBTRACTION PLACE VALUE -50 LENGTH AND HEIGHT MASS AND VOLUME</p>		<p>White Rose Maths MULTIPLICATION AND DIVISION FRACTIONS POSITION AND DIRECTION PLACE VALUE -100 MONEY TIME</p>	

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Science	<p>What are the basic parts of the human body called? Name the five senses and what body part uses these senses.</p> <p>What is the weather like today? What is the weather like in different seasons? How does the weather change throughout the year?</p>		<p>What everyday materials can objects be made from? What words can describe the properties of everyday materials? How can you sort everyday materials?</p> <p>What common animals can you name? How can you sort animals into groups? Which animals belong in sets called mammals, amphibians, fish, birds, reptiles and insects? Name some animals which are omnivores, carnivores and herbivores.</p>			<p>What are some common flowering plants? What are some common UK trees? What are the main parts of a flowering plant, including trees? Describe why the main parts of a plant are important.</p>
Geography	<p>WHAT IS IT LIKE HERE? Where in the world are we? What can we see in our classroom? What can we find in our school grounds? Where are the different places in school? How do we feel about our playground? Can we make our playground even better?</p> <p>WHAT IS THE WEATHER LIKE IN THE UK? Where is the UK? What are the four seasons? What are the four compass directions? What is the weather like today? Is the weather the same everywhere in the UK? How do people prepare for the weather?</p>					<p>WHAT IS IT LIKE TO LIVE IN SHANGHAI? What can we see in our local area? Can we map our local area? Where in the world is China? What can you see in China? What is Shanghai like? How is Shanghai different from our local area?</p>

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History	<p>CHRONOLOGICAL UNDERSTANDING</p> <p>What are the similarities and differences between shops in Barrow in the past and now?</p> <p>How was shopping different when my parents/grandparents were young?</p> <p>HISTORICAL ENQUIRY</p> <p>What is History?</p> <p>What different sources can I use to find out about the past?</p> <p>How is a timeline used in learning about the past?</p> <p>Why do we use artefacts when learning about the past?</p>		<p>CHRONOLOGICAL UNDERSTANDING</p> <p>When did the Moon Landing happen?</p> <p>When was Amelia Earhart alive?</p> <p>HISTORICAL KNOWLEDGE</p> <p>Who was Amelia Earhart and why was she significant?</p> <p>Why was the Moon Landing important?</p> <p>Can I explain why some people in the past acted the way they did?</p>			

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Art	What tools did you use to make a self portrait? What techniques did you use to make Klimt's Portrait of Adele Bloch-Bauer I (Woman in Gold)? How do you mix primary colours to make secondary colours? How do colours change when adding black or white?		How can you make a collage with different materials? What techniques did you use to make a collage in the style of Matisse?		How do you mix paint to match the colours you can see in Van Gogh's Sunflowers? What tools did you use to shape clay?	
DT	STRUCTURES: CONSTRUCTING A WINDMILL What is a structure? What is a windmill? How are the sails or blades of a windmill moved? What tools do you need to make a windmill? Why do we build different structures? What does stable mean? How can we make a structure more stable?		MECHANISMS: WHEELS AND AXLES What is a wheel? What is an axle? Why are axles used in structures? What do you need to make sure your vehicle works? TEXTILES: PUPPETS What tools would you use to cut and stick fabric? Why did I choose the fabric for my puppet?		MECHANISMS: MOVING STORY BOOK What is a slider? How do you make a picture with a moving part? COOKING AND NUTRITION: SMOOTHIES Why is it important to wash your hands before touching food? How can I be safe when preparing food? What foods would be best for making a smoothie?	

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Music	<p>Hey You - Old School Hip Hop</p> <p>What is the pulse you hear when you are listening to the main unit song? (Understand that it is the heartbeat of the music)</p> <p>Which different instruments have you heard in your music lessons? (Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.)</p>		<p>In The Groove, Round and Round</p> <p>What is the pulse of the song you are listening to?</p> <p>What are the five different musical styles (Blues, Baroque, Latin, Irish Folk, Funk)?</p> <p>How would you dance to each style or move to the pulse?</p>		<p>Your Imagination, Reflect Rewind Replay</p> <p>What are two or more instruments you can hear in the music? (Singers, keyboard, bass, guitar, percussion, trumpets and saxophones)</p> <p>What did you like best and how did you feel during your performance?</p>	
Computing	<p>MODELLING</p> <p>Dress teddy, build car etc.</p> <p>Online painting activities</p> <p>Can you demonstrate mouse control?</p>	<p>Text & Graphics</p> <p>Using templates to create products.</p> <p>What do we do when we make a mistake on paper?</p> <p>Is a computer better and correcting mistakes?</p> <p>Can you use keyboard to type your own name?</p> <p>Can you use a simple word bank to help 'write' a simple letter?</p> <p>How do you type a capital letter on a keyboard?</p>	<p>Text & Graphics</p> <p>Using templates to create products</p> <p>How can information be presented in different ways using a computer?</p>		<p>Data Handling – digital research</p> <p>2count</p> <p>Do ch understand that data can be represented graphically?</p> <p>Experience control activities, give & follow instructions</p> <p>Can ch follow instructions using simple directional language?</p> <p>Do ch give accurate instructions?</p>	
French						

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PE	<p>FUNDAMENTALS I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed.</p> <p>BALL SKILLS I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner.</p>	<p>ATHLETICS I am able to throw towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p> <p>SENDING AND RECEIVING I am beginning to send and receive a ball with my feet. I can catch a ball with some success. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner.</p>	<p>MOVIN' MONKEES</p> <p>YOGA I can recognise how yoga makes me both feel physically and mentally. I can remember and repeat actions, linking poses together. I can say what I liked about someone else's flow. I can show an awareness of space when travelling. I can work with others to create poses.</p>	<p>MOVIN' MONKEES</p> <p>GYMNASTICS I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.</p>	<p>DANCE I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.</p> <p>INVASION GAMES I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I move to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.</p>	<p>DANCE I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.</p> <p>NET AND WALL GAMES I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.</p>

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RHE	<p>FAMILY AND RELATIONSHIPS</p> <p>What is family? What are friendships? How do you know how other people are feeling? How do friendships make us feel? What can we do if we have a problem with our friends? Why is it important to be friendly? What is a stereotype?</p> <p>HEALTH AND WELLBEING</p> <p>How do you feel? Can you change how you feel? What are you like? Why is exercise and sleep important? How can you relax? How do germs spread and how can you swap them? How can we be safe in the sun?</p>	<p>SAFETY AND MY CHANGING BODY</p> <p>Who in school can we talk to if we are worried? How do we speak to different adults? Who can you talk to if you are worried about something an adult says or does? What should you do if you get lost? How do you make an emergency phone call? What kind of touch is OK/not OK? What is safe to put onto or into our bodies? What is not safe to put onto or into our bodies? What are some dangers at home? How can we stay safe at home? Which people help us and keep us safe?</p> <p>CITIZENSHIP</p> <p>Why are rules important? How do we care for animals? What do babies and young children need? How are you the same and different to your friends? What kinds of groups do people belong to? What is voting? Why is voting a fair way to decide things?</p>	<p>ECONOMIC WELLBEING</p> <p>What is money? How can we keep our money safe? What is a bank? What do 'spending' and 'saving' mean? What jobs do adults do in school? What kind of jobs do adults have?</p> <p>TRANSITION</p> <p>What are your strengths and skills that will help you in Y2?</p>			
	RE	<p>What are some similarities and differences between different churches? What are some common features of churches? Why is Christmas important to Christians?</p>	<p>Why is the Bible important for Christians? What are the Ten Commandments and what do they mean to us today? What are some common parables and what do Christians believe they mean? What are my opinions about the idea of right and wrong? How and why do Christians celebrate Easter?</p>	<p>What does it mean to be Jewish? What are the differences and similarities between churches and synagogues? What are some Jewish rituals (Bar/Bat Mitzvah, etc.) and why are they important to Jews? What is Shabbat and why is it important to Jews? What are some of the artefacts used during Shabbat and what they are used for? Why is the Torah important for Jews?</p>		