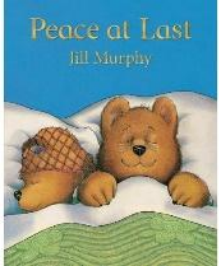
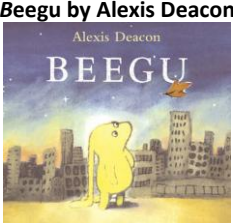
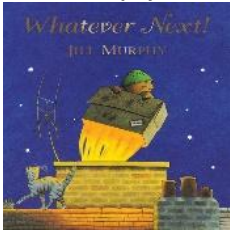
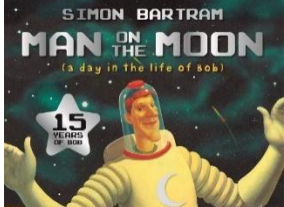
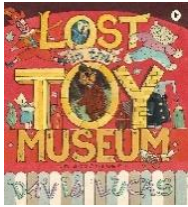
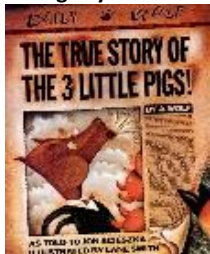
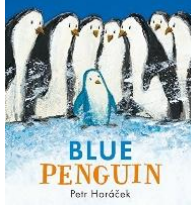
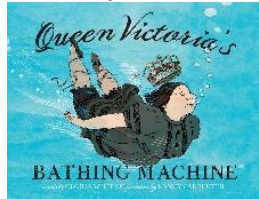
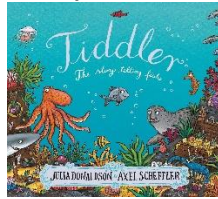


Class Year 1	Autumn 1 All about me	Autumn 2 Explorers	Spring 1 Toys	Spring 2 My Local area	Summer 1 Hot and cold countries	Summer 2 The Seaside
English	Peace at Last by Jill Murphy  Complementary texts: The Large Family books – Jill Murphy Writing Purpose & Outcome: Inform: Labels and captions Recount: Narrative Beegu by Alexis Deacon  Complementary texts: Aliens Love Underpants – Claire Freedman and Ben Cort Writing Purpose & Outcome: Entertain: Narrative Recount: Letter	Whatever Next by Jill Murphy  Complementary texts: Toys in Space – Mini Grey Writing Purpose & Outcome: Recount: Narrative Inform: Instructions Man on the Moon by Simon Bartram  Complementary texts: A Long Way Home by Elizabeth Baguley Writing Purpose & Outcome: Inform: Instructions Persuade: Advert	Lost in the Toy Museum by David Lucas  Complementary texts: Toys and Games by Sally Hewitt Writing Purpose & Outcome: Entertain: Narrative Inform: Instructions The Day the Crayons Quit by Drew Daywalt  Writing Purpose & Outcome: Explain: Letter Persuade: Letter	Various fairy tales  Writing Purpose & Outcome: Entertain: Narrative The True Story of the Three Little Pigs by Jon Scieszka  Complementary texts: Jack and the Incredibly Mean Stalk by Gemma Cary The Three Little Wolves and the Big Bad Pig by Eugene Trivias Writing Purpose & Outcome: Recount: Narrative Persuade: Letter	Meerkat Mail by Emily Gravett  Complementary texts: Texts by Emily Gravett such as Wolves or Tidy Writing Purpose & Outcome: Inform: Fact file Recount: Postcard Blue Penguin by Petr Horacek  Complementary texts: The Penguin Who Wanted by Jill Tomlinson Writing Purpose & Outcome: Recount: Narrative Inform: Fact file	Queen Victoria's Bathing Machine by Gloria Whelan  Complementary texts: The Storm Whale – Benji Davies Writing Purpose & Outcome: Recount: Diary Inform: Instructions Tiddler by Julia Donaldson  Complementary texts: Lighthouse Keepers Lunch by David Armitage Writing Purpose & Outcome: Describe: Poems Entertain: Poems
Curriculum Text Links	Funnybones – Janet & Allan Ahlberg What the ladybird heard – Julia Donaldson Martha Maps it Out – Leigh Hodgkinson Kitchen disco – Clare Foges and Al Murphy Dinosaurs in my School – Timothy Knapman & Sarah Warbuton	The Jumblies – Edward Lear Meet the planets – Caryl Hart This is our house – Michael Rosen The skies above my eyes – Charlotte Guillain Laika the astronaut- Owen Davey The great explorer – Chris Judge	Toys in space – Mini Grey Stanley's stick – John Hegley Stick man – Julia Donaldson Watch out for muddy puddles – Ben Faulks Meet the weather – Caryl Hart Seasons a year in nature – Hannah Pang and Clover Robin Little cloud – Anne Booth	Each Peach Pear Plum – Ahlberg Who's afraid of the big bad book? – Lauren Child Beware of the story book wolves – Lauren Child Little red – Bethan Woolvin Once upon a time – Nick Sharratt Me on the Map – Joan Sweeney	Bringing the rain to Kapiti plain – Verna Aardema Monekey puzzle – Julia Donaldson Animalphabet – Julia Donaldson Lost and found (book and film) – Oliver Jeffers Come all you little persons – John Agard	The Queen's Hat – Steve Antony The Snail and the Whale / Tiddler – Julia Donaldson The storm whale – Benji Davies A Tale of a Toothbrush – Plastic in our Oceans – M.G. Leonard Clem and crab – Fiona Lumbers

Maths	<u>Place value, Addition and Subtraction</u> - Count to 50. - Identify one more and less. - Identify and represent numbers. <u>Measurement</u> - Recognise and know the value of different denominations of coins. - Compare and describe lengths and heights <u>Multiplication and Division</u> - Count in 2s. - Solve problems involving pairs of objects, groups of 2 using pictorial recording.	<u>Geometry</u> - Recognise and name 2D shapes. <u>Place value, Addition and Subtraction</u> - Count in 2s to 20. - Count in 10s to 100. - Read numbers to 50. - Order numbers up to 50. - Identify one more and one less to 20. - Use partitions of 5,6 and 7 to derive associated subtraction facts. - Use partitioning and part whole diagrams to read, write and interpret mathematical statements to 10.	<u>Addition and Subtraction</u> - Derive the partitions for 8,9 and 10. - Use partitioning and part-whole diagrams to read, write and interpret mathematical statements to 20. - Solve one-step problems that involve addition. <u>Time</u> - Tell the time to the hour and half past the hour. <u>Fractions</u> - Recognise and name a half and a quarter. <u>Place Value</u> - Count to at least 100. - Read numbers from 0 to 100.	<u>Money</u> - Recognise and know the value of different coins and notes. - Count in 2ps to 20p and 10ps to 100p. - Develop understanding that 100p = £1. <u>Measurement</u> - Solve practical problems involving mass or weight - Measure and begin to record mass and weight using non-standard units.	<u>Multiplication and Division</u> - Count reliably in 2s and 10s and begin to count in 5s. - Solve problems involving groups of 5 objects using pictorial recording. <u>Geometry</u> - Recognise and name 3-D shapes. - Describe position, directions and movements. <u>Place value, Addition and Subtraction</u> - Identify and represent numbers using objects and pictorial representations. - Represent and use number bonds within 20.	<u>Fractions, Multiplication and Division</u> - Count in multiples of 2s, 5s and 10s. - Recognise find and name a half and a quarter. <u>Measurement</u> - Compare, describe and solve practical problems for capacity / volume. - Sequence events in chronological order. - Tell the time to the hour and half past the hour.
	Science <u>Scientific skills:</u> - Ask simple questions and recognise that they can be answered in different ways. - Perform simple tests. - Use observations and ideas to suggest answers to questions. - Observe closely, using simple equipment. - Identify and classify. - Gather and record data to help answer questions.					
	<u>The 5 senses</u> - Identify, name, draw and label the basic parts of the human body. - Say which part of the body is associated with each sense.	<u>Seasonal Changes</u> - Observe changes across seasons. - Observe and describe weather associated with the seasons and how day length varies	<u>Materials</u> - 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 based on their simple physical properties.		<u>Animals</u> - Identify and name animals including fish, amphibians, reptiles, birds and mammals. - Describe their structure and body parts. - Identify and name a variety of carnivores, herbivores and omnivores.	<u>Plants</u> - Identify and describe the basic structure of a variety of common flowering plants, including trees. - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
	<u>Plants</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.		<u>Seasonal Changes</u> Observe changes across seasons. Observe and describe weather associated with the seasons and how day length varies			

History	<u>Historical skills:</u> - Develop an awareness of the past, using common words and phrases relating to the passing of time. - Know where the people and events they study fit within a chronological framework. - Identify similarities and differences between ways of life in different periods. - Use a wide vocabulary of everyday historical terms; ask and answer questions. - Choose and use parts of stories and other sources to show that they know and understand key features of events. - Understand some of the ways in which we find out about the past. - Identify different ways the past is represented.		
	<u>Explorers: Neil Armstrong & Christopher Columbus</u> What is History? What is an explorer? Who was Neil Armstrong and why is he remembered? How did he get to the moon and who helped him? Who was Christopher Columbus and why is he remembered? What equipment did they need for their journeys? How was life different for Armstrong and Columbus? Who do you think was the best explorer and why?	<u>Toys: Old and New</u> What are these artefacts? What are our toys like now? What toys did my grandparents and parents play with? What toys did they play with in Victorian times? How have toys changed over time? Would I rather play with modern or old toys?	<u>Seaside: Now and Then</u> When did seaside holidays start? What did the seaside look like 100 years ago? What did people do at the seaside 100 years ago? How did people get to the seaside 100 years ago? How do we know about the seaside 100 years ago? Was the beach a fun place to go 100 years ago?
Geography	<u>Geographical skills:</u> - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. - Use simple compass directions and locational and directional language to describe the location of features and routes on a map. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. - Devise a simple map and use and construct basic symbols in a key. - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		
	<u>My school</u> Where in the UK is my school? What are the human features of our school? (Fieldwork) What are the physical features of our school? (Fieldwork) What is the other school like? What is special about our school?	<u>My local area: Wootton</u> Where in the world is the UK? Where in the UK is our local area? What is in Wootton? (Mapping and fieldwork) What are the human and physical features of our local area? What does our local area look like? How is our local area different to Portsmouth and Southsea?	<u>Hot and cold countries</u> What are the continents and oceans of the world? Where are the hot and cold areas of the world? Where in the world is the Sahara and what is it like? Where in the world is Antarctica and what is it like? Where are the hot and cold areas of our school? (Fieldwork) What are the differences between hot and cold places?
Art	<u>Artistic skills</u> - Use a range of materials creatively to design and make products. - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
	<u>Painting and Printing - space</u> - Can you choose to use thick and thin brushes? - Can you name and work with the primary and secondary colours? - Can you explore the work of Kandinsky? - Can you print with sponges and vegetables and fruit?	<u>Drawing and 3D models - create a story character and setting</u> - Can you create mood in drawings? - Can you draw using pencil and crayons? - Can you cut, roll and coil materials? - Can you add texture by using tools? - Can you make different kinds of shapes?	<u>Drawing, Collage and IT- hot and cold places</u> - Can you draw landscapes, looking carefully at shapes? - Can you use a simple painting program to create a picture? - Can you cut and tear paper and card for collages? - Can you gather and sort the materials you will need?

	Can you design your own printing block?	Can you explore the work of John Bricksels, Toula Prins and Katie Barnes?	Can you explore the work of John Piper?			
Design and technology	<u>Design and technology skills</u> - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, information and communication technology. - Select from and use a range of tools and equipment to perform practical tasks. - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. - Explore and evaluate a range of existing products; evaluate their ideas and products against design criteria. - Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.					
	<u>Textiles: Sewing – finger puppet</u> - Can you join materials by gluing or sewing? - Can you use simple running and blanket stitches with support? <u>Food technology: Preparing fruit and vegetables</u> - Can you understand where food comes from? - Can you recognise fruit and vegetables as part of a healthy diet? - Can you learn to wash, peel and chop before eating?	<u>Mechanisms: Sliders and Levers – moving pictures</u> - Can you cut materials accurately using scissors? - Can you understand, make and explain sliders and levers using technical vocabulary? - Can you design and make a product that moves, explaining why you have chosen particular moving parts? - Can you evaluate your product?	<u>Construction: free-standing structures</u> - Can you learn different assembly techniques for strength and stability? - Can you make simple plans before making objects? - Can you select appropriate resources and tools for your building projects? - Can you evaluate your product against design criteria?			
Computing	<u>Computing systems and networks</u> Technology around us	<u>Creating media</u> Digital painting	<u>Programming A</u> Moving a robot	<u>Data and information</u> Grouping data	<u>Creating media</u> Digital writing	<u>Programming B</u> Programming animations
Physical Education	<u>Games 1</u> Fundamental movement skills Basic ball handling Mindfulness	<u>Dance 1</u> Performance skills Gymnastics Nutrition	<u>Games 2</u> Extending basic ball skills (receiving and sending) Personal care	<u>Games 3</u> Attacking and defending Sleep	<u>Games 4</u> Apply key games skills to football and tag rugby Teamwork and leadership	<u>Athletics</u> Apply learning to a range of athletics skills Yoga
Music	<u>Musical skills:</u> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and un-tuned instruments musically. - Listen with concentration and understanding to a range of high quality live and recorded music. - Experiment with, create, select and combine sounds using the inter-related dimensions of music.					
	<u>My Musical Heartbeat</u> We will explore keeping a steady pulse, long and short sounds and learn to play some	<u>Dance, Sing and Play!</u> We will copy rhythmic patterns and start to	<u>Exploring Sounds</u> We will respond to different high and low pitches and	<u>Learning to Listen</u> We will respond to different styles of music, and experiment with using	<u>Having Fun with Improvisation</u> We will explore improvisation further, using our voices, un-tuned and tuned percussion.	<u>Let’s Perform Together!</u> We will review our musical learning from the year and

	un-tuned and tuned percussion.	improvise using un-tuned and tuned percussion.	begin to compose using un-tuned and tuned percussion.	drawings and symbols to represent our compositions.		develop our performance skills.
PSHE/SMSC/ British Values	<u>Feeling and Emotions</u> Recognise how others might be feeling by reading body language/facial expressions. Suggest ways of dealing with different kinds of hurt. Identify some of the people who are special to them. <u>Valuing Difference</u> Recognise and explain what is fair and unfair, kind and unkind. Identify simple qualities of friendship.	<u>Keeping Safe</u> Identify people who can help them when they feel unsafe. Explain simple issues of safety and responsibility about medicines and their use. <u>Healthy Lifestyles</u> Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Recognise that exercise and sleep are important parts of a healthy lifestyle.	<u>Rules, Rights and Responsibilities</u> Understand that classroom rules help everyone to learn and be safe. Explain the importance of looking after things that belong to themselves or to others. Learn how to make a clear and efficient call to emergency services.	<u>Caring for the Environment</u> Identify what they like about the school environment. Recognise who cares for and looks after the school environment. <u>Money</u> List some of the things that money may be spent on in a family home. Understand the concept of 'saving money'	<u>Healthy Relationships</u> Explain the difference between unkindness, teasing and bullying. Suggest simple strategies for resolving conflict situations.	<u>Growing and Changing</u> Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Understand and learn the PANTS rules. Identify things they could do as a baby, a toddler and can do now. Identify parts of the body that are private. Describe ways in which private parts can be kept private.
RE	<u>Harvest Festival</u> Key concept: Celebrate Christianity	<u>The Nativity journey</u> Key concept: Journey's end Christianity	<u>Jesus' Followers</u> Key concept: Belonging Christianity	<u>Palm Sunday</u> Key concept: Welcoming Christianity	<u>Dāna – generosity</u> Key concept: Community Hinduism	<u>The Church</u> Key concept: Special Places Christianity
Visits TBC			Local area walk	History toys workshop	Wildheart Animal Sanctuary	Osborne House
Parent shares TBC	Food technology		Sliders and levers	Story telling		