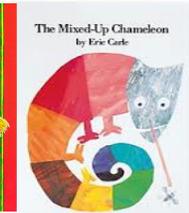


Autumn 1: Me and My World



PSHCE: Being in my world.

Spelling: ff, ss, ll, zz, ck, nk

Art

Suggested artist- Picasso

Skill - Colour (painting) Abstract Self-portraits.

Can they:

- Name both primary and secondary colours?
- Mix primary colours?
- Apply colour with a range brushes, discuss thick and thin lines?

Reading

Can they:

- identify and discuss the main events in stories
- retell a story with main events in order using some story language appropriately?
- answer who, what, when, where, why and how questions about texts they have read or stories they have heard?
- decode words?
- make predictions?

RE: Belonging to a Christian community

Music: Menu song & In the Autumn

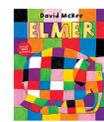
Trip and Visits: Field work in the school grounds/ local area.

End Point: Perform the 'I can do it' poem with actions

English

Elmer

Sequence events and re-tell story



The Mixed up Chameleon

Re-tell story & write about what makes me special



From Head to Toe

Write own 'I can do it' poem using Eric Carle's structure



Handa's Surprise

Sequence events

Re-tell story & write senses 'What am I?' poetry for the different fruits.

Setting description



Year 1

Spoken Language Skills

- Can they: justify their ideas with reasons?
- ask questions to check their understanding?
- evaluate and build on the ideas of others?
- tell a familiar story?
- use patterns and repetition to support oral retelling?

Writing Skills

Can they:

- begin to form lower-case letters in the correct direction, starting and finishing in the right place?
- form capital letters?
- say a sentence orally before writing it?
- sequence sentences to form short narratives?
- leave spaces between words?
- join clauses using and?
- re-read what they have written to check that it makes sense?
- read aloud their writing clearly enough to be heard by their peers and the teacher?

PE: Multi-sports (coach led) & gymnastics/dance (teacher led)

Geography

Can they:

- think of a few relevant questions to ask about a locality
- describe a locality using words and pictures?
- name the four parts of the United Kingdom?
- find the United Kingdom in an Atlas?
- use simple fieldwork and observational skills to study the school and its grounds?
- create a simple map and use basic symbols in a key?

History

Children will be learning about their own personal history.

Can they:

- Create a timeline of their own lives so far?
- Use historical language like 'then, now, past, present)

Science

Can they:

- identify, name, draw and label the basic parts of the human body?
- say which part of the body is associated with each sense?

Science writing: Senses poetry links to this.

Working scientifically

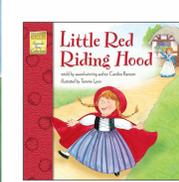
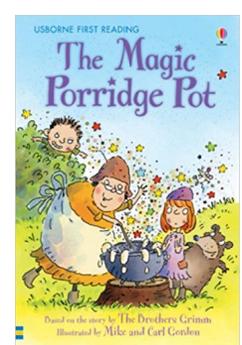
Can they:

- **ask simple questions ?**
- observe closely, using simple equipment?
- perform simple tests?
- **identify and classify?**
- Use observations and ideas to suggest answers to questions?
- gather and record data to help in answering questions?

Computing: Introduction to ICT

Can they:

- Use the mouse and keyboard?
- Take pictures and research using iPads?
- Discuss search terms?



Autumn 2: Magic materials

PSHCE:
Celebrating difference

Science

Can they:

- distinguish between an object and the material from which it is made?
- explain what material objects are made from? describe materials using their senses and using specific scientific words?
- name some different everyday materials?
- sort materials into groups by a given criteria
- explain why a material might be useful for a specific job?

Science writing: Write a letter to the Three little Pigs advising them which material to build their house from and why.

Working scientifically

Can they:

- ask simple questions ?
- observe closely, using simple equipment?
- perform simple tests?
- **identify and classify?**
- **Use observations and ideas to suggest answers to questions?**
- gather and record data to help in answering questions?

Computing: Programmable Toys

Can they:

- Create simple sequences of if/then sentences?
- Use BeeBots/ read simple maps/ give instructions for Lego.
- Discuss how toys work and how video games work?

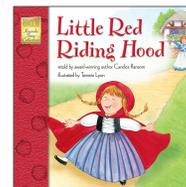
English

Little Red Riding Hood

Sequence story/ act out story.

Write speech and thought bubbles

Re-tell story.



Three Little Pigs

Write questions for the wolf/ pigs.

Act out and re-tell the story (swap the materials the houses are made from for something else tested in Science).

Wanted poster for the wolf.



The Magic Porridge Pot

Re-tell the story, but make up their own ending using typical traditional tale structure.

Write instructions for how to make a porridge pot.



Year 1

Spoken Language Skills

Can they:

- justify their ideas with reasons?
- ask questions to check their understanding?
- evaluate and build on the ideas of others?
- tell a familiar story?
- use patterns and repetition to support oral retelling?
- talk about the patterns found in traditional tales?

Writing Skills

Can they:

- form capital letters?
- say a sentence orally before writing it?
- sequence sentences to form short narratives?
- leave spaces between words?
- join clauses using and?
- begin to punctuate sentences using a question mark ?
- re-read what they have written to check that it makes sense?
- read aloud their writing clearly enough to be heard by their peers and the teacher?

PE: Multi-sports (coach led) & gymnastics/dance (teacher led)

History

Children will be learning about homes, toys and transport from the past.

Can they:

- use words and phrases like: old, new and a long time ago?
- talk about things that happened when they were little?
- recognise that a story that is read to them happened a long time ago?
- identify things from the past?
- Talk about the difference in materials used to make toys in the past?

DT

Build a clay porridge pot

Can they:

- talk about their design ideas and what they are making?
- use pictures and words to plan?
- explain what they are making?
- show increasing levels of independence in their work and talk about why they have made their choices?
- evaluate their work?
- talk about what happens to clay when water is added and how this changes its properties (science link)?

Reading

Can they:

- identify and discuss the main events in stories?
- retell a story with main events in order?
- answer questions about texts they have read or stories they have heard?
- decode words?
- make predictions?

Trip and Visits: Invite 'Crew' in to school for a 'Toys From the Past' workshop. (links to materials) or The Soanes Centre – Materials workshop

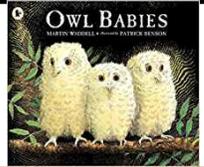
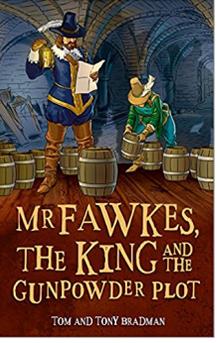
RE: Belonging to a Christian community

Music: The King is in the castle & Football

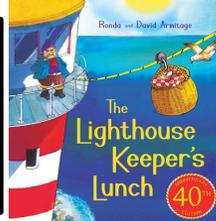
Spelling: -tch, ph, wh, -ed, -er, -ing

End Point: Learning assembly linked to topic

Spring 1: Fire and Light



PSHCE:
Dreams and goals



Geography
Can they:

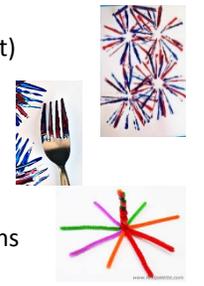
- name London landmarks?
- talk about London landmarks? identify and locate London as the capital city of England?

History
Can they:

- talk about the Gunpowder Plot?
- say when, how and where the plot happened?
- answer questions using an artefact/photograph provided?
- talk about how some things are different now compared to the 17th century?
- talk about why and how we remember the gunpowder plot today.
- Ask and answer simple questions about the gunpowder plot.

Art
Suggested artist- Van Gogh (Starry Night)
Skill –Printing (Fireworks)
Can they:

- Print with a range of objects (forks, pipe cleaner, straws, bottle tops.)
- Create repeated patterns.
- Experiment with over lapping patterns and different ink colours.



End Point: Firework art exhibition

English
The Gunpowder Plot

Wanted poster
Leaflet about how to stay safe on firework night
Questions to ask Guy Fawkes/ the King

The Lighthouse Keeper's Lunch

Sequence the events
Re-tell the story from the perspective of one of the seagulls.

Owl Babies

Describe the woods in the day and at night.
Sequence the events. Re-tell the story.

Year 1

Spoken Language Skills

- Can they:
 - justify their ideas with reasons?
 - ask questions to check their understanding?
 - evaluate and build on the ideas of others?
 - tell a familiar story?
 - use patterns and repetition to support oral retelling?

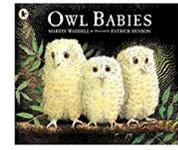
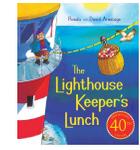
Writing Skills

- Can they:
- begin to form lower-case letters in the correct direction, starting and finishing in the right place?
 - form capital letters?
 - say a sentence orally before writing it?
 - sequence sentences to form short narratives?
 - leave spaces between words?
 - Identify question marks and exclamation marks.
 - join clauses using and?
 - re-read what they have written to check that it makes sense?
 - read aloud their writing clearly enough to be heard by their peers and the teacher?

Music: Who stole my chickens and my hens? & Just Like Me

RE: Belonging to a Muslim community

PE: Multi-sports (coach led) & Throw and Catch (teacher led)



Science Materials - best material for the Lighthouse Keeper's lunchbox.

Working scientifically

- Can they:
- ask simple questions ?
 - observe closely, using simple equipment?
 - perform simple tests?**
 - identify and classify?
 - Use observations and ideas to suggest answers to questions?
 - gather and record data to help in answering questions?**

Science writing
Write results in the form of a letter to the Lighthouse Keeper, explaining which material to use and why,

Reading

- Can they:
- describe the differences between fiction and non-fiction texts?
 - retell a story with main events in order?
 - check that the text makes sense to them as they read and correct inaccurate reading?
 - answer who, what, when, where, why and how questions about texts they have read or stories they have heard?
 - decode words?

Computing: Digital Art

- Can they:
- Use Art apps on the I pads to create firework pictures?
 - Storyboard using Puppet Pals?
 - Using photographs to collect data?
 - Using Busy Things or JIIT Tools on LGFL to create wanted posters?

Trip and Visits: Tower of London

Spelling: -er, -est, un-, +s, +es, -ed, -ing



**Spring 2:
Paws, Claws
and Fins**

Geography
Can they:

- identify the location of hot and cold areas of the earth?
- identify the Equator and the North and South Poles in an Atlas?
- identify the animals that live in hotter areas and colder areas of the world?

Reading
Can they:

- talk about the differences between fiction and non-fiction texts?
- retell a story with main events in order?
- check that the text makes sense to them as they read and correct inaccurate reading?
- answer who, what, when, where, why and how questions about texts they have read or stories they have heard?
- decode words?
- Make predictions?
- Make inferences?

Trip and Visits: Hackney City Farm

End Point: Poetry reading

English
The Tiger Who Came to Tea
Sequence events and re-tell
Write an invitation to your own tea party.

Harold Finds a Voice
Poetry using onomatopoeia
A diary about all of the sounds he heard in Paris.

The Fish Who Could Wish
Sequence events and re-tell the narrative poem in a story form
Identify rhyming words.
Rhyming poetry about a different animal

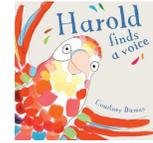
Information text (linked to science)
Write captions
Match facts to sub-headings
Write 'Did you know' questions.

Spoken Language Skills

- Can they: justify their ideas with reasons?
- ask questions to check their understanding?
- tell a familiar story?
- use patterns and repetition to support oral retelling?
- Talk about the differences between fiction and non-fiction?

Writing Skills
Can they:

- form capital letters?
- say a sentence orally before writing it?
- sequence sentences to form short narratives?
- leave spaces between words?
- join clauses using and?
- begin to punctuate sentences using a question mark and exclamation mark?
- re-read what they have written to check that it makes sense?
- read aloud their writing clearly enough to be heard by their peers and the teacher?



Science
Can they:

- 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 omnivore?
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)?

Science writing: Choose an animal from one animal group (fish, amphibians, reptiles, birds or mammals) and write an information text about them.

Working scientifically
Can they:

- ask simple questions ?
- **observe closely, using simple equipment?**
- perform simple tests?
- **identify and classify?**
- Use observations and ideas to suggest answers to questions?
- gather and record data to help in answering questions?

DT Children will make bird feeders to hang in the school's garden.
Can they:
use pictures and words to plan?

- explain what they are making?
- evaluate their work?

Computing: Researching and Presenting.
Can they:

- Find, save, copy and paste images online of animals?
- Research online about animals using Nat Geo Kids?
- Discuss online safety when searching?
- Use presentation tools like JIIT, PicCollage or similar to show their work?

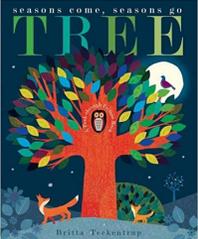
PSHCE: Healthy Me

Spelling: -tch, ph, wh, -er, -est, un-, +s, +es

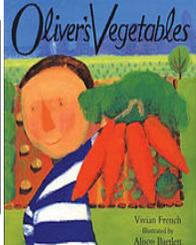
RE: Belonging to a Muslim community

PE: Multi-sports (coach led) & Throw and Catch (teacher led)

Music: Acka backa & Come dance with me



Summer 1: Sensational Seasons



Geography

Can they:

- Say what the weather is like on a given day?
- Say what the weather is like in each season?
- Use basic geographical vocabulary including: vegetation, season, weather, soil?
- explain that different foods grow during different seasons?
- use simple compass directions (North, South, East and West)
- Use directions (for example, near and far; left and right)

Reading

Can they:

- talk about the differences between fiction and non-fiction texts?
- retell a story with main events in order?
- check that the text makes sense to them as they read and correct inaccurate reading?
- answer who, what, when, where, why and
- how questions about texts they have read or stories they have heard?
- decode words?

Music: The animals went in two by two & Oats and beans and barley grow

Spelling: -er, zz, -est,-ed, -ing, un-, ss, ll

RE: Belonging to a Jewish community.

PSHCE: Relationships

English

Oliver's Vegetables

Sequence the story and re-tell

Write a letter to Oliver explaining why he needs to eat vegetables.

Tree

Write a simple information text about the 4 seasons

Write captions for a picture of each season

Match facts to each season

Write exclamation sentences

Year 1

Spoken Language Skills

Can they:

- justify their ideas with reasons?
- ask questions to check their understanding?
- evaluate and build on the ideas of others?
- tell a familiar story?
- use patterns and repetition to support oral retelling?
- talk about the patterns found in traditional tales?

Writing Skills

Can they:

- form capital letters?
- say a sentence orally before writing it?
- sequence sentences to form short narratives?
- leave spaces between words?
- join clauses using and?
- begin to punctuate sentences using a question mark ?
- re-read what they have written to check that it makes sense?
- read aloud their writing clearly enough to be heard by their peers and the teacher?

Art:

Artist- Klimt- tree of life.

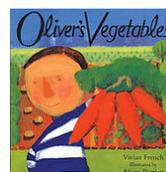
Skill- Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)

4 images of trees depicting each season, could use 4 different drawing mediums.

Can they:

- Explore different textures?
- Observe and draw?
- Discuss light and dark?

End Point: Invite parents in to taste their salads.



Science

Can they:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen tree?
- Name the main parts of common flowering plants, including trees?
- Observe and describe changes across the four seasons?
- observe and describe weather associated with the seasons and how day length varies?

Science writing:

Simple information text about the 4 seasons using headings and facts.

Working scientifically (Observation over time: Grow cress)

Can they:

- ask simple questions ?
- observe closely, using simple equipment?
- perform simple tests?
- identify and classify?
- use observations and ideas to suggest answers to questions?
- gather and record data to help in answering questions?

DT: Make salads

Can they:

- explain that food has to be farmed, grown elsewhere or caught?
- cut ingredients safely and hygienically?
- measure or weigh using measuring cups?
- assemble ingredients?
- know that everyone should eat at least five portions of fruit and vegetables every day?

Computing: Introduction to Sequencing

Can they:

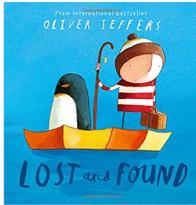
- Create sequences using pictures and directions?
- Explore left and right turns?
- Solve mazes and other puzzles?

Trip and Visits: Trip to Springfield park to identify different types of plants and trees/ observe seasonal changes.

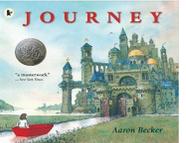
PE: Fitness and games (coach led) & Athletics (teacher led)



Summer 2: Journeys



PSHCE:
Changing me



Spelling: +s, +es,
-tch, un-, -er, -est,
-ing, -ed,

Geography

Can they:

- identify and name the River Lea?
- talk about the River Lea?
- use simple field work skills to study their local area?
- use observational skills to study their local area?
- Talk about the human and physical geography in the area.
- talk about the differences between the River Lea at the oceans found in the South Pole, where the boy and the penguin go.
- use simple compass directions (North, South, East and West)
- use directions (for example, near and far; left and right)

History The First Man on the Moon

Can they:

- talk about Neil Armstrong's journey to the moon?
- say when and how he arrived on the moon?
- answer questions using a photograph provided?
- talk about how some things are different now since he landed on the moon?
- Use historical sources to answer simple questions about the event?

Computing: Robots

Can they:

- Discuss how computers and robots are used in space?
- Explore Kathleen Johnson and other women from hidden figures?
- Explore Google Maps, Flight Tracker and Nasa kids websites?

English

Man on the Moon

Diary entry from Bob about his first day on the moon.

Setting description of the moon/ space

Thought bubbles to show Bob's feelings.

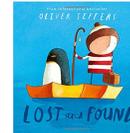
Information poster about Neil Armstrong landing on the moon.



Lost and Found

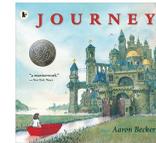
Sequence events and re-tell

Thought and speech bubbles to create a conversation between them.



Journey

Write own creative story about a the journey in this picture book.



Year 1

Spoken Language Skills

Can they:

- justify their ideas with reasons?
- ask questions to check their understanding?
- evaluate and build on the ideas of others?
- tell a familiar story?
- use patterns and repetition to support oral retelling?
- talk about the differences between fiction and non-fiction?

Writing Skills

Can they:

- form capital letters?
- say a sentence orally before writing it?
- sequence sentences to form short narratives?
- leave spaces between words?
- join clauses using and?
- begin to punctuate sentences using a question mark and exclamation mark ?
- re-read what they have written to check that it makes sense?
- read aloud their writing clearly enough to be heard by their peers and the teacher?

Trip and Visits: Go on a journey to the River Lea

Science

Working scientifically

Link to materials- Best materials to keep dry on their journey.

Can they:

- ask simple questions ?
- observe closely, using simple equipment?
- **perform simple tests?**
- identify and classify?
- **Use observations and ideas to suggest answers to questions?**
- gather and record data to help in answering questions?

Science writing

Advert for their waterproof product.

Reading

Can they:

- talk about the differences between fiction and non-fiction texts?
- retell a story with main events in order?
check that the text makes sense to them as they read and correct inaccurate reading?
- answer who, what, when, where, why and how questions about texts they have read or stories they have heard?
- decode words?
- make predictions?
- makes inferences?

DT

Make a case to keep your map safe on your journey

Can they?

- do a basic running stitch?
- cut materials safely using scissors?
- demonstrate a range of cutting and shaping techniques (such as tearing, cutting, and folding)?
- measure and mark out?
- talk about their design ideas and what they are making ?

Music: Mr Double Trouble & As I was walking down the street

PE: Fitness and games (coach led) & Athletics (teacher led)

RE: Belonging to a Jewish community

End Point: Learning assembly linked to the topic.