

| YEAR 1 | TERM                     | AUTUMN                                                                                                                                                                                                                                                                                                                                                          | SPRING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | SUMMER                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Topic                    | <b>The Same But Different Too</b><br><br>Pupils learn about their school and the local area. The children will learn about the local community, the houses and homes, generating maps of the local area and maps in their story telling. They will develop an understanding of homes in the past and the differences between homes in the past and homes today. | <b>What a Wonderful World</b><br><br>Pupils will learn about the world we live in, exploring toys from the past in history, specifically known teddy bears. This will include learning about materials in science, and the history of plastic. Pupils will continue to deepen their geographical knowledge, exploring Brazil and comparing it to the U.K. Pupils will develop an understanding of animal categories and in addition go on a visit to Twycross Zoo during this term to deepen and embed their learning. | <b>Oh, I do like to be beside the seaside</b><br><br>Pupils learn about holidays in the past and the history of the seaside. In addition, children will learn about current coastal holiday destinations, as well as destinations that other class members have visited. Children will develop their map skills and continue to deepen their understanding of science by planting, growing and learning about plants. |
|        | Themes                   | Identity, family, home, community, structures, change, heritage, energy, pattern, and symbols                                                                                                                                                                                                                                                                   | Same but different, diversity, sustainability, innovation, charity, empathy, and interdependence                                                                                                                                                                                                                                                                                                                                                                                                                       | Change, protection, invention, adaptation, nature, leisure time, creativity and imagination                                                                                                                                                                                                                                                                                                                           |
|        | Visits/Additional events | Local area walk to learn about local history, houses and homes.<br><br>Christmas performances.<br><br>Local: The library and allotment.                                                                                                                                                                                                                         | Toy museum experience.<br><br>A visit to the zoo, to enrich science learning.<br><br>Local: The library and allotment.                                                                                                                                                                                                                                                                                                                                                                                                 | Seaside-themed exploration day.<br><br>Local: The library and allotment.                                                                                                                                                                                                                                                                                                                                              |

|  |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Geography</b> | Children will learn about their local area, the shops and the Highstreet. The children will use Google maps to locate their Primary School and locate it in relation to the Memorial Park. Children will develop their mapping skills, make maps and use symbols, as well as learn about 'birds eye view' and drawing a view of the school.                                                                                                                | Children will be using map skills to learn about the physical and human geography of Brazil.<br><br>Children will also be observing and collecting data on the changing weather both in the U.K and Brazil.                                                                                                                                                                                                                                                                  | Children will be learning about the coastal environment and seaside holiday destinations. They will start their learning with a text called: Little Blue House Beside the Sea, with a focus on vocabulary and language. Children will continue to develop their understanding of maps with a focus on coastlines, land and sea. Children will compare places that they have been to on holiday and places they have visited and why they have visited these places. They will compare these places to the UK. |
|  | <b>History</b>   | Children learn about their families and research how we used to live. Children will learn how to use a simple timeline.<br>The topic 'Who lives in a house like this?' will enable children to compare the different styles of houses and buildings in our local area and link them with the historical monarchs of the period. Pupils will explore the heritage of their school. Children will learn about the invention and introduction of electricity. | Children will start exploring toys, starting with 'old' and 'new'. Children will begin to learn about the history of bears and how they have evolved over time, place them on a timeline and begin to learn about chronological order.<br>In addition, children will deepen their understanding of toys by bringing old toys in from home, generating a class museum of toys, exploring, and working out when they were made by questioning and interviewing family members. | Children will compare the types of holidays they take with those of people living in the past. They will learn about the development of the lighthouse through stories and learn about the work of the RNLI through the historical figure Grace Darling.                                                                                                                                                                                                                                                      |

|  |                              |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Art</b>                   | <p>Children will be exploring different styles and impressions of self-portraits in art. Children will use a range of techniques to paint their own self-portrait.</p> <p>Children will learn about the artists Vincent Van Gogh and Keith Haring.</p>                                                                                                                                    | <p>Children will learn about animal print, shapes, and patterns, including how to paint these prints. They will explore the thickness of lines and shapes using pencils. They will learn about the thickness and markings for a range of animal prints. Children continue to develop their drawing skills.</p>                                                                                            | <p>Children will be learning about the work of Georgia O'Keefe.</p> <p>Children will also be exploring colour and how colours can make you feel and impact your mood.</p>                                                                                                                                                                                                                                                                                                                                  |
|  | <b>Design and Technology</b> | <p>Children will design and make a page from a pop-up book. They will design their own moving digger, thinking about the moving parts including adding spinning, sliding and lever elements.</p> <p>They will begin to assemble, join and combine materials and components together using a variety of temporary methods and will explore using tools (scissors/hole punches) safely.</p> | <p>Children will design a woven bookmark or coaster selecting their own materials. They will use simple weaving techniques with paper, ribbon, pipe cleaners and they will look at using recycled materials, including plastic carrier bags.</p> <p>They will also continue to develop cutting, folding and strengthening skills when creating characters from texts (e.g. Pinocchio's growing nose).</p> | <p>Children will design and make fruit kebabs. They will learn about working hygienically, to prepare food by cutting and peeling. They will know where UK fruit and vegetables come from and will use some of the fruit harvested from the school allotment in their project.</p> <p>Children will explore and use tools safely (e.g. scissors and needles) when making a puppet for a summer holiday puppet show. They will learn to use a running stitch and use a variety of textiles and fabrics.</p> |
|  | <b>Science</b>               | <p><b>Human body</b><br/>Children will learn all about the human body, body parts and the</p>                                                                                                                                                                                                                                                                                             | <p><b>Materials.</b> Children will learn about toys and what they are made from. Children will plan an investigation</p>                                                                                                                                                                                                                                                                                  | <p><b>Planting and Growing</b><br/>Children will compare seeds and bulbs and find out what a plant needs to help it grow. Children will</p>                                                                                                                                                                                                                                                                                                                                                                |

|  |                  |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                  |                                                                                                                                                                                                                                                                                                    |                                                                                                                                |
|--|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|  |                  | <p>five senses and what we need to stay fit and healthy.</p> <p><b>Materials</b><br/>Children will learn about their suitability and properties for building houses.</p>                                                                                                             | <p>to find the best materials for a toy parachute.</p> <p><b>Animals including humans.</b> In this topic, children will learn about different animals and sort them into categories such as vertebrate / invertebrate.</p>                                                                                             |                                                                                                                                  | <p>name the different parts of a plant. Children will learn about the types of garden plants and wild plants. Children will learn about a variety of trees and label them. Children will grow their own plant and observe it. Children will also learn about what humans need to stay healthy.</p> |                                                                                                                                |
|  | <b>Music</b>     | <p><b>Hey You!</b></p> <p>Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch.</p> <p><b>Christmas</b><br/>During the festive period pupils will learn a variety of songs and perform to an audience.</p> | <p><b>In the Groove</b></p> <p>In The Groove is a song that was specially written for classroom use to teach children about different styles of music.</p>                                                                                                                                                             | <p><b>Round and Round</b></p> <p>In this unit the children will listen, appraise, learn some musical activities and perform.</p> | <p><b>Your Imagination</b></p> <p>In this unit the children will listen, appraise, learn some musical activities and perform.</p>                                                                                                                                                                  | <p><b>Reflect, rewind and replay</b></p> <p>This unit of Work consolidates the learning that has occurred during the year.</p> |
|  | <b>Computing</b> | <p><b><u>Programming a moving robot</u></b><br/>Children will learn how to use the controls including coding directions and routes when programming a robot.</p>                                                                                                                     | <p><b><u>Creating Media</u></b><br/>Children will learn how to create lines, shapes and paint pictures using media.</p> <p><b><u>Technology in the classroom</u></b><br/>Children will learn about technology in the classroom, computer parts and their names as well as develop their keyboard and mouse skills.</p> |                                                                                                                                  | <p><b><u>Grouping Data</u></b><br/>Pupils will be logging on to the computers, opening their documents, and saving their documents.</p> <p><b><u>Programming animations</u></b><br/>Children will be introduced to on-screen programming through ScratchJr. Learners will explore the</p>          |                                                                                                                                |

|  |                          |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                   |
|--|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
|  |                          |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                     | way a project looks by investigating sprites and backgrounds.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                   |
|  | <b>Worldviews and RE</b> | <b>How might your worldview be seen in the choices you make?</b><br>Children will learn about what influences people to make choices about things such as charity work and environmental issues. They will compare views from a range of religious and non-religious groups (including Islam, Humanists, and Sanatan Dharma). The children will also begin to think about what influences their individual worldview. |                                                                     | <b>Who is Jesus?</b><br>The children will learn about the life of Jesus, including his role as teacher, role model, and healer. They will study excerpts of the Gospels and discover what this reveals about Jesus as a boy and man, and how these texts have influenced people's beliefs. The children will learn about the importance of Jesus's birth (Christmas) and salvation (Easter) to Christians around the world. |                                                                     | <b>How do people with similar worldviews share and celebrate their beliefs?</b><br>Children will learn what religion and 'freedom of religion' are before learning about, and comparing, different ways people worship. They will learn about Jewish, Christian and Muslim rituals and celebrations, such as baptism, hajj, and bar mitzvah, and understand that many rituals have their basis in sacred texts. The children will formulate questions to find out more about individual and communal beliefs. |                                                                   |
|  | <b>PE – indoor</b>       | <b>Dance</b><br>To respond to a range of music. Explore, speed, space, levels and direction.                                                                                                                                                                                                                                                                                                                          | <b>Gymnastics</b><br>To experience jumping, taking off and landing. | <b>Gymnastics</b><br>To introduce twist, turn, rock and roll. To link these.                                                                                                                                                                                                                                                                                                                                                | <b>Run, Jump and Throw</b><br>To begin to link running and jumping. | <b>Dance</b><br>To build simple movement patterns to given actions.                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>OAA</b><br>To follow simple instructions.                      |
|  | <b>PE - outdoor</b>      | <b>Attack defend shoot</b><br>Practise basic movements, including                                                                                                                                                                                                                                                                                                                                                     | <b>Hit catch and run</b><br>To hit objects with a bat or hand.      | <b>Send and Return</b><br>To send an object with increased confidence.                                                                                                                                                                                                                                                                                                                                                      | <b>Hit catch and run</b><br>To develop send and receiving skills.   | <b>Send and Return</b><br>Develop sending skills with a variety of balls.                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Run, Jump, Throw</b><br>To increase stamina and core strength. |

|  |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |
|--|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |      | running and jumping.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |  |
|  | PSHE | <p><b>Relationships</b><br/><b>What is the same and what is different about us?</b><br/><b>In this unit children will learn:</b><br/>-what they like/dislike and are good at, what makes them special and how everyone has different strengths, how their personal features or qualities are unique to them, how they are similar or different to others, and what they have in common.</p> <p><b>Who is special to us?</b><br/><b>In this unit children will learn:</b><br/>-that family is one of the groups they belong to, about the different people in their family, what their family members, or people that are special to them, do to make them feel loved and cared for, how families are all different but share common features, what is the same and different about them and that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</p> | <p><b>Health and Well-Being</b><br/><b>What helps us stay healthy?</b><br/><b>In this unit children will learn:</b><br/>-what being healthy means, that things people put into or onto their bodies can affect how they feel, how medicines and vaccines can help people stay healthy, why hygiene is important and what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</p> <p><b>Living in the Wider World</b><br/><b>How can we look after each other and the world?</b><br/><b>In this unit children will learn:</b><br/>-how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively, how people and animals need to be looked after and cared for, what can harm the local and global environment; how they and others can help care for it and how people grow and change and how people’s needs change as they grow from young to old.</p> <p><b>Finance Education</b><br/>Through Milos Money children learn to identify coins and learn about their value. They learn that you can get</p> | <p><b>Health and Well-Being</b><br/><b>Who helps us to keep safe?</b><br/><b>In this unit children will learn:</b><br/>-that people have different roles in the community to help them keep safe, the jobs they do and how they help people, who can help them in different places and situations, how to respond safely to adults they don’t know and what to do if they feel unsafe or worried for themselves or others.</p> <p><b>Living in the Wider World</b><br/><b>What can we do with money?</b><br/><b>In this unit children will learn:</b><br/>-what money is, how money is obtained, how people make choices about what to do with money, the difference between needs and wants and how to keep money safe.</p> <p><b>RSE</b><br/><b>Children will learn:</b><br/>-how we can be friends with people who are different from us, that babies need care and support, that there are different types of families.</p> |  |  |  |

|  |  |  |                                                          |  |
|--|--|--|----------------------------------------------------------|--|
|  |  |  | money in different ways and do different things with it. |  |
|--|--|--|----------------------------------------------------------|--|