

Year: One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for learning:	Where in the World is Beeston?	Let's Celebrate (Man on the Moon)	Can you travel in time?	Let's be curious (Growing)	Freestyle (Kampong Aire) <i>New-Press-Play, EYF5 Under the sea</i>	Moving on up (Transport) <i>New-Press-Play, EYF5 Transport</i>
Writing <i>New-Press-Play, Full Stops and capital letters</i>	Labels, lists & Captions about myself Stories with familiar settings	Information tables /boards about the dark/night Lists Bedtime stories	Thank you Card Invitation to play with old toys Information Book about old toys Poetry	Fairytales Character Profile Letters in role Posters Diary entry	Adverts Travel guides (Leaflet) Posters Postcards Sea stories	Adventure narrative Information book Comics Recount of the Yorkshire wildlife park Factfile
Grammar	How words can combine to make sentences Separation of words with spaces Introduction to capital letters, full stops, question marks	Separation of words with spaces Sequencing sentences to form short narratives Introduction to capital letters, full stops, question marks Capital letters for names and for the personal pronoun I	Joining words and joining clauses using and capital letters, full stops, question marks, exclamation marks	Joining words and joining clauses using and Sequencing sentences to form short narratives capital letters, full stops, question marks, exclamation marks	Joining words and joining clauses using and Sequencing sentences to form short narratives capital letters, full stops, question marks, exclamation marks Nouns, plurals, suffixes and prefixes	Joining words and joining clauses using and Sequencing sentences to form short narratives capital letters, full stops, question marks, exclamation marks Nouns, plurals, suffixes and prefixes
Drama and talk opportunities	Story drama and hotseating Adventure story to music	Story drama Voice over space exploration/message from space Nativity Shadow puppet show	Hotseating characters from stories Dressing up Conscious alley on characters feelings in stories Freeze frames from stories Small world	Hotseating fairytale characters Story drama on fairytales	Documentary on the place Weather found in Kampong Aire	Yorkshire Wildlife Park Visit Animal show on Yorkshire Wildlife Park
Reading	Funny Bones On the way home Ketchup on your cornflakes Once There were Giants	The Dark L.Snicket Whatever Next The Darkest Dark Clips from space astronaut Tim Peake The Man on the Moon Toys in Space	Major Glad Major Dizzy The Toy Museum Lost in the toy Museum The Old Toy Room (Twinkl Book) Nothing Magic Grandad	Hansel and Gretal Red Riding Hood Tin Forest Into the Forest The Robot and the Blue Bird	Flotsam What a waste(Rubbish, recycling and protecting our planet) The Storm Whale Moana Somebody swallowed Stanley	Someday Journey The Hundred decker Bus All kinds of cars Cycle City The Journey Neil Griffiths Mrs Armitage on Wheels
Maths	Place Value Addition and Subtraction (10) To Sort, Count and Represent objects. Count forwards and backwards. Count one more and one less. Use one to one correspondence. Compare objects and numbers and introduce <, >	Shape Place value (20) Recognise name and sort 2D and 3D shapes. Find patterns in 2D and 3D shapes.	Addition + Subtraction (20) Place Value (50) Add by counting on. Find and make number bonds. Add by making 10. Subtraction- not crossing 10, crossing 10. Know related	Measurement Measure and compare lengths and heights. Measure and compare mass and capacity.	Multiplication + division Fractions Position & Direction Count in tens. Make and add equal groups. Make arrays. Make doubles. Make equal groups	Place Value (100) Money Time Counting to 100. Partition and compare numbers. Order numbers. One more, one less.

	<p>and =. Order objects, numbers and ordinal numbers using the number line Use the part-whole model, addition symbol, fact families - addition facts. Find number bonds for numbers within 10. Use systematic methods for number bonds within 10, Know number bonds to 10. Compare number bonds. Use addition - adding together, and adding more. Finding a part. Subtraction - taking away, how many left? Crossing out. Subtraction - taking away, how many left? Introducing the subtraction symbol. Subtraction - find a part, breaking apart Fact families - the 8 facts Subtraction - counting back. Now>Press>Play: Number Bonds</p>	<p>Count forwards and backwards to 20 in numeral and words. Know the numbers 11-20. Know tens and ones. Count one more and one less. Compare group of objects. Compare numbers. Order group of objects. Order numbers.</p>	<p>facts. Compare number sentences. Know numbers to 50. Know tens and ones. One more, one less. Compare objects and numbers within 50. Count in 2s and 5s.</p>		<p>through grouping and sharing. Find and half and a quarter. Describe position and turns.</p>	<p>Recognise coins and notes. Counting in coins. Use the terms before and after. Know dates. Know time to the hour and half an hour. Write and compare time.</p>
<p>Science Seasonal Changes throughout the year Now>Press>Play: Seasons Can observe changes across the four seasons. Can observe and describe weather associated with the seasons and how day length varies.</p>	<p>Humans Now>Press>Play: Humans Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Everyday Materials Can distinguish between an object and the material from which it is made. Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Can describe the simple physical properties of a variety of everyday materials. Can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Plants Now>Press>Play: Plants Can identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. Can describe the basic structure of a variety of common plants including roots, stem, leaves and flowers.</p>	<p>Animals Now>Press>Play: Animals Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Can identify and name a variety of common animals that are carnivores, herbivores and omnivores. Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>		
<p>Computing Now>Press>Play: Online Safety ESafety (Repeated across year) To use technology safely and respectfully, keeping personal information private; identify where to go for help and</p>	<p>Computer Skills To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Programming Toys To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Painting To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Scratch To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Word Skills To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Using + Applying To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>

<p>support when they have concerns about content or contact on the internet or other online technologies.</p>						
<p>Geography <i>Now>Press>Play: Maps</i></p>	<p>Our school and Beeston To identify seasonal and daily weather patterns in the UK (link to Science – seasons)</p> <p>To use simple fieldwork and observational skills to study the geography of their and its grounds and the key human and physical features of its surrounding environment.</p> <p>To use basic geographical vocabulary to refer to key physical and human features including city, town, village, farm, house, buildings, fields, forest etc</p>	<p>To identify seasonal and daily weather patterns in the UK (link to Science – seasons)</p>		<p>Beeston & The UK To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place of Beeston in relation to these other areas</p>	<p>Comparing UK to Non-EU country To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Kampong Aire.</p> <p>To use world maps, atlases and globes to identify the UK and its countries.</p>	<p>To identify seasonal and daily weather patterns in the UK (link to Science – seasons)</p>
<p>History</p>	<p>Timeline of myself To know about changes within living memory. *Develop an awareness of the past using common words and phrases relating to the passing of time.</p>	<p>Neil Armstrong <i>Now>Press>Play: Neil Armstrong</i> <i>Now>Press>Play: Space</i> To know about a significant historical event. To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Compare toys & household objects To know about changes within living memory *Develop an awareness of the past using common words and phrases relating to the passing of time.</p>			<p>Events not in living memory & significant others (Wright brothers and Emelia Eghart) To know about a significant historical event. To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p>
<p>Art</p>	<p>Collage, painting & sketching To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Painting & Sketching (Mondrian, Pollack & Kandinsky) To learn about the work of a range of artists craft makers and designers, describing the differences similarities between difference practices and disciplines, and making links to their own work.</p> <p>To develop a wide range of art & design techniques in using colour, pattern,</p>	<p>3D Sculpture (Goldsworthy) To learn about the work of a range of artists craft makers and designers, describing the differences similarities between difference practices and disciplines, and making links to their own work.</p> <p>To use a range of materials creatively to design and make products</p>	<p>Printing To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To use a range of materials creatively to design and make products</p>	<p>Use of Computing (Mondrian) To learn about the work of a range of artists craft makers and designers, describing the differences similarities between difference practices and disciplines, and making links to their own work.</p> <p>To use a range of materials creatively to</p>	<p>Painting & Sketching To develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form and space</p>

		texture, line, shape, form and space.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		design and make products	
Design Technology	<p><u>Mechanisms</u> <u>Moving pictures</u></p> <p>To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To explore and evaluate a range of existing products</p> <p>To evaluate their ideas and products against design criteria</p> <p>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>			<p><u>Cooking and nutrition -</u></p> <p>To use the basic principles of a healthy and varied diet to prepare dishes</p> <p>To understand where food comes from.</p> <p>To explore and evaluate a range of existing products</p> <p>To evaluate their ideas and products against design criteria</p>		<p><u>Structures</u></p> <p>To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To explore and evaluate a range of existing products</p> <p>To evaluate their ideas and products against design criteria</p> <p>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>
PSHE	<p>Mental Health & emotional wellbeing</p> <p>Now>Press>Play: Mental Health</p> <p>Know about different types of feelings</p> <p>Know how to manage different feelings</p> <p>Know about change or loss and how this can feel</p>	<p>Physical Health & wellbeing</p> <p>Now>Press>Play: Healthy living</p> <p>Know food that is associated with special times, in different cultures</p> <p>Know active playground games from around the world</p> <p>Explain sun-safety</p>	<p>Identity, society & equality</p> <p>Now>Press>Play: Superheroes</p> <p>What makes themselves and others special</p> <p>Know about roles and responsibilities at home and school</p> <p>How to be co-operative with others</p>	<p>Drug, Alcohol & tobacco education</p> <p>Know what can go on and into bodies and how it can make people feel</p>	<p>Keeping safe & managing risks</p> <p>Now>Press>Play: EYFS People who help us</p> <p>Know how to be safe in familiar situations</p> <p>Personal safety</p> <p>About people who help keep them safe outside the home</p>	<p>Careers, financial capability & economic wellbeing</p> <p>Know where money comes from and making choices when spending money</p> <p>Know about saving money and how to keep it safe</p> <p>Know different jobs people do</p>
RE	Which books and stories are special?	How do we celebrate special events?	What does it mean to belong to a church or mosque?	How and why do we care for others?	Who brought messages about God and what did they say?	

	<p>Talk about books which are special to them and books which are special to religious believers. Notice how some books are special to religious believers, and talk about how they are treated Talk about some religious stories Respond to questions about the meanings of stories</p>	<p>Talk about books which are special to them and books which are special to religious believers. Notice how some books are special to religious believers, and talk about how they are treated Talk about some religious stories Respond to questions about the meanings of stories</p>	<p>Talk about places of worship and the objects and symbols they might see. Notice what happens in special places or on special occasions and respond to questions about this</p>	<p>Recall and talk about some religious stories Respond to questions about stories Respond with ideas about how to care for others</p>	<p>Recall and talk about some religious stories Respond to questions about stories Respond with ideas about how to care for others</p>	
<p>PE</p>	<p>Locomotion: running & Gymnastics: body parts Introduction to 'small' body parts. Introduction to 'big' body parts. Combining big and small with wide, narrow and curled. Transition between wide narrow and curled using big and small body parts. Adding (linking) movements together. Creative ways of adding (linking) movements together. Watch, copy and describe what they and others have done.</p>	<p>Dance: growing & routines Responding to rhythm. Developing the growing plant 'dance'. Introduction to motifs. Creating motifs. Creating movement sequences. Relationships and performance. Copy, watch and describe dance movement.</p>	<p>Ball Skills: Hands & feet Develop bouncing; Introduce sending with control. Introduce aiming and throwing with accuracy. Introduce power and speed when sending a ball. Introduce stopping a ball</p>	<p>Gymnastics : wide, narrow, curled & locomotion: jumping Introduction to 'Wide' Introduction to 'Narrow' Introduction to 'Curled' Exploring the difference between wide, narrow and curled. Transitioning between wide, narrow and curled movements. Linking two movements together</p>	<p>Games Understanding the principles of attack Applying attacking principles into a game. Understand the principles of defence. Applying defending principles into a game. Consolidate attacking. Consolidate defending</p>	<p>Athletics/health and wellbeing</p>
<p>Music</p>	<p>Pulse Exploring vocal sounds To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Pulse Exploring vocal sounds To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically</p>	<p>Winter + Weather Vocal sounds Exploring sounds Listening Chinese New Year To listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Story telling Timber Comp- Range of Stories To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Long/Short notation Rap composition To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Pitch To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>