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| **YEAR 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English core text** | Dogger - Shirley HughesRetell Information textRecount  | Bog Baby – Jeanne WillisRetellFact fileSentence writingRecount | The Naughty Bus – Jan & Jerry Oke* New adventure for the bus
* Information text
* Recount
* Sentence writing opportunities
 | The Tiger Who Came to Tea – Judith KerrRetell with detail* Character and setting description
* Information
* recount
 | Beegu – Alexis Deacon* retell
* recount
* fact file
 | Meerkat Mail – Emily Gravett* Narrative
* Information text
* Recount
* Retelling
 |
| **Poetry text** | All Aboard the Toy Train – Tony Bradman | Nursery Rhymes | Transport poems – Vroom, VroomPoems about things with wheelsThe Song of the Train – Paul Nicholls | Animal poemsRabbits – Matt Mooney | Poet study – Puffin Book of Fantastic First Poems – June Crebbin | African Animal PoemsDesert poems |
| **Picture text** | Lost in the Toy Museum | The King of Tiny Things | Please Don’t Chat to the Bus Driver | How to Hide a Lion | Aliens Love Underpants | Other Emily Gravett books |
| **Cross curricular wrting** | Toys – history link | Geography – weather report | Explanations about Transport | Transport fact file | History writing about famous people | Geography – persuasive writing about visiting a hot country |
| **Inspire Maths** | Unit 2 – Number Bonds Practice Book – Review 1Unit 3 – Addition Within 10 Unit 4 – Subtraction with 10Practice Book – Review 2  | Unit 5 – Shape and Pattern (include National Curriculum teaching of 3D shape)Unit 7 – Numbers to 20 Unit 8 – Addition and Subtraction within 20  | Unit 9 – LengthUnit 10 – Mass DISCRETE NATIONAL CURRICULUM TEACHINGCompare, describe and solve practical problems for: Capacity and volume. Unit 16 – Time DISCRETE NATIONAL CURRICULUM TEACHINGRecognise and use language relating to dates including days of the week, months and years.  | Unit 12 – Numbers to 40 Unit 13 – Mental CalculationsUnit 14 – Multiplication Practice Book – Review 5  | Unit 15 – Division Practice Book – Review 6DISCRETE NATIONAL CURRICULUM TEACHINGRecognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Unit 17 - Numbers to 100 Unit 18 - Money (1)  | Unit 11 – Picture Graphs Practice Book – Review 4Unit 19 – Money 2 Practice Book – Revision 2 Unit 6 – Ordinal Numbers Practice Book – Review 3Practice Book – Revision 1  |
| **Maths key vocabulary** | Number bondsAdditionSubtraction Number sentence | Shapes and patterns2D/3D shapesOrdinal numbers | Length MassCapacity  | Picture graphsNumbers/ comparingOrdering patterns | MultiplicationDivisionFractionMoney | TimeMoney Numbers to 100 |
| **Cross Curricular Maths** | * Time – seasons/weather
 | * Data handling – transport/animals
 | * Temperature - climates
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| **History** | What toys did our parents and grandparents play with?Changes within living memoryChanges since grandparents were youngDifferences – then and now |  | Local History Study – transport theme | Significant People from history who you could teach Beegu about?* Queen – now and in the past
* Guy Fawkes/bonfire night
* Nelson Mandela
* Princess Diana
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| **History core text** | Kippers Toy BoxNon-fiction Toys in the past |  | Non-fiction books – transport in the past | Famous people |  |
| **History key vocabulary** |  |  |  |  |  |
| **Geography** |  | Where do the leaves go in winter?Seasonal changeWeather – keep a weather chartHow seasons and weather affect people | Where do and did the wheels on the bus go?World maps/atlases/globes – UK and countrieslocality |  | Why can’t a meerkat live in the North Pole?People who live in hot and cold countriesFeatures of hot and cold countriesLocate North and South Pole |
| **Geography core text** |  |  | Capital Cities of the UK: London, Belfast, Edinburgh, Cardiff |  |
| **Geography key vocabulary** |  |  |  |  |  |
| **Science**  | How do the seasons impact on what we do?* Seasonal changes
* Features of day and night including temperature

Weather associated with the seasons | What does Bog Baby think of life on planet earth?* Identify and name a range of materials (wood, plastic, glass, metal, water and rock)
* Classifying and grouping according to a range of physical properties
 | Why does the day length change during the year?* Seasonal changes
* Features of day and night including temperature
 | Why are humans not like tigers?* Animals (including humans
* Identification and labelling of variety of common animals (fish, amphibians, reptiles, birds and mammals)
* Know carnivores, herbivores and omnivoresHow to care for pets
* Name parts of the human body
 | Which birds and plants would Beegu find in our park?* Identification and labelling including trees
* Structure of plants including roots, stem, flower etc
 | Scientific Enquiry |
| **Science core text** | The Owl Who Was Afraid of the Dark |  |  |  | Seasons Come, Seasons Go |  |
| **Science key vocabulary** |  |  |  |  |  |
| **Computing** | We are treasure huntersUsing programmable toys (Programming) | We are tv chefsFilming the steps of a recipe(Computational thinking) | We are paintersIllustrating an eBook(Creativity) | We are collectorsFinding images using the web(computer networks)  | We are storytellersProducing a talking book(Communication/ collaboration) | We are celebratingCreating a card electronically (Productivity) |
| **Computing core text** | Once Upon a Time MapWhat the Ladybird Heard |  |  |  |  |  |
| **Computing key vocabulary** |  |  |  |  |  |  |
| **Art** | DrawingHow do you feel in this picture? | PaintingHow can we paint a firework display | TextilesWhere will our flying carpet take us? | 3DWhat is that creepy crawly creature? | CollageWhat will our space world look like? | PrintingHow can we print a North Pole scene? |
| **Art core text** |  |  |  |  |  |  |
| **Art key vocabulary** |  |  |  |  |  |  |
| **DT** | Mouldable MaterialsWhat can our toys eat their dinner on? | Cooking and nutritionWhat could be in our fruit salad for our TV chef recipe? | MechanismsHow can we make a transport picture move? | TextilesCan we design a hat for Peter Rabbit to wear whatever the weather? | MaterialsWhat could Beegu have made a house from? | ConstructionCan we design a zoo habitat for the meerkats? |
| **DT core text** |  |  |  |  |  |  |
| **DT key vocabulary** |  |  |  |  |  |  |
| **Music** | Storytime: Exploring SoundsWater: Pitch | Number: BeatChristmas performance | Travel Performance | Pattern: BeatAnimals: Pitch | Our bodies: beatWeather: exploring sounds | Seasons: PitchOur School: Exploring sounds |
| **Music core text** |  |  |  |  |  |  |
| **Music key vocabulary** |  |  |  |  |  |  |
| **PE** | Invasion Games | Dance | Gymnastics | Strike/Field | Athletics |
| **PE core text** |  |  |  |  |  |  |
| **PE key vocabulary** |  |  |  |  |  |  |
| **RE** | Who is a Christian and what do they believe?Who is Jesus and why is he important to Christians?Investigate the teachings that Christians follow that tell them how to live their lives e.g. prayer and worship, behaviour to othersExperience thanking being thanked, praising and being praised and connect this simply to an idea about worship.Describe some of the beliefs that Chirstians hold about Jesus e.g. Son of God, performed miracles, that he lives | How and why do we celebrate special times?Hook: Jesus’ Christmas Party – Nicholas AllanWhy do Christians celebrate Christmas?What do you celebrate and why?Retell nativity storyRelate to previous topicSymbols related to Christmas – wreaths, ChristingleConsider importance and value of celebration and remembrance in children’s own lives – e.g. Eid | What can we learn from sacred books and stories?What is a story and why do we like them?Are there different types of stories? (Parable – made up story with deeper meaning)Investigate how sacred books are treates and used – e.g. Bible, Qu’ran, TorahStories Jesus toldExamples of stories found in Bible and Qu’ran (Noah) | What does it mean to belong?How do we belong to other people?Why do some people believe they belong to God?What do we do at different times to show we belong?Express feelings of belonging and depending on othersShow an awareness that different people belong to different religionsLook at the birth ceremony in Islam and Christian baptism | Who is a Muslim and what do they believe?What do Muslims believe about God?What matters most to me?What are my big questions about God?Share stories that help to show what Muslims think about God – Muhammed and the Cat, The Crying Camel, The Story of Two BrothersInterview a Muslim (adult)Look at calligraphy, listen to nasheeds (I am Muslim – Zain Bhika)Share the words of the shahadah, listen to prayer call (Adhaan)Describe one of the beliefs that you hold – is it similar about God? | Religious Buildings?Why are these places special?What happens in these places?Where is special for you?Why?What does sacred mean?Relate to yourself and familyFind out what symbols mean – Islam, Christian, Hindu, Sikh, Jewish and how they are used in the religious placeVisit a religious buildingThink about why people choose to worship in special buildings and not at home |
| **RE core text** |  |  |  |  |  |  |
| **RE key vocabulary** |  |  |  |  |  |  |
| **PHSE** | Being me in my worldWhole school learning charter | Celebrating differenceGingerbread people display | Dreams and goalsStretchy flowers and dream wellies | Healthy meThe Healthy, Happy Me Recipe Book | RelationshipsColours of friendship dance | Changing meFlowers of change |
| **PSHE core text** |  |  |  |  |  |  |
| **PSHE key vocabulary** |  |  |  |  |  |  |
| **Curriculum enrichment**  |  |  |  |  |  |  |
| **Trip** | Visit to nursing home | Christmas Pantomime | MOSI |  |  | Knowsley Safari Park |
| **Visitor** | Parents/ grandparents  |  |  | Halle Orchestra | Den building Visit from Imam - BCOM |  |