|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YEAR 1** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **English core text** | Dogger - Shirley Hughes  Retell  Information text  Recount | Bog Baby – Jeanne Willis  Retell  Fact file  Sentence writing  Recount | The Naughty Bus – Jan & Jerry Oke   * New adventure for the bus * Information text * Recount * Sentence writing opportunities | The Tiger Who Came to Tea – Judith Kerr  Retell 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, Vroom  Poems about things with wheels  The Song of the Train – Paul Nicholls | Animal poems  Rabbits – Matt Mooney | Poet study – Puffin Book of Fantastic First Poems – June Crebbin | African Animal Poems  Desert 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 1 Unit 3 – Addition Within 10  Unit 4 – Subtraction with 10 Practice 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 – Length Unit 10 – Mass DISCRETE NATIONAL CURRICULUM TEACHING Compare, describe and solve practical problems for: Capacity and volume. Unit 16 – Time DISCRETE NATIONAL CURRICULUM TEACHING Recognise and use language relating to dates including days of the week, months and years. | Unit 12 – Numbers to 40 Unit 13 – Mental Calculations Unit 14 – Multiplication Practice Book – Review 5 | Unit 15 – Division Practice Book – Review 6 DISCRETE NATIONAL CURRICULUM TEACHING Recognise, 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 4 Unit 19 – Money 2 Practice Book – Revision 2  Unit 6 – Ordinal Numbers Practice Book – Review 3 Practice Book – Revision 1 |
| **Maths key vocabulary** | Number bonds  Addition  Subtraction  Number sentence | Shapes and patterns  2D/3D shapes  Ordinal numbers | Length  Mass  Capacity | Picture graphs  Numbers/ comparing  Ordering patterns | Multiplication  Division  Fraction  Money | Time  Money  Numbers to 100 |
| **Cross Curricular Maths** | * Time – seasons/weather | | * Data handling – transport/animals | | * Temperature - climates | |
| **History** | What toys did our parents and grandparents play with?  Changes within living memory  Changes since grandparents were young  Differences – 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 |  |
| **History core text** | Kippers Toy Box  Non-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 change  Weather – keep a weather chart  How seasons and weather affect people | Where do and did the wheels on the bus go?  World maps/atlases/globes – UK and countries  locality | |  | Why can’t a meerkat live in the North Pole?  People who live in hot and cold countries  Features of hot and cold countries  Locate 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 hunters  Using programmable toys (Programming) | We are tv chefs  Filming the steps of a recipe  (Computational thinking) | We are painters  Illustrating an eBook  (Creativity) | We are collectors  Finding images using the web  (computer networks) | We are storytellers  Producing a talking book  (Communication/ collaboration) | We are celebrating  Creating a card electronically (Productivity) |
| **Computing core text** | Once Upon a Time Map  What the Ladybird Heard |  |  |  |  |  |
| **Computing key vocabulary** |  |  |  |  |  |  |
| **Art** | Drawing  How do you feel in this picture? | Painting  How can we paint a firework display | Textiles  Where will our flying carpet take us? | 3D  What is that creepy crawly creature? | Collage  What will our space world look like? | Printing  How can we print a North Pole scene? |
| **Art core text** |  |  |  |  |  |  |
| **Art key vocabulary** |  |  |  |  |  |  |
| **DT** | Mouldable Materials  What can our toys eat their dinner on? | Cooking and nutrition  What could be in our fruit salad for our TV chef recipe? | Mechanisms  How can we make a transport picture move? | Textiles  Can we design a hat for Peter Rabbit to wear whatever the weather? | Materials  What could Beegu have made a house from? | Construction  Can we design a zoo habitat for the meerkats? |
| **DT core text** |  |  |  |  |  |  |
| **DT key vocabulary** |  |  |  |  |  |  |
| **Music** | Storytime: Exploring Sounds  Water: Pitch | Number: Beat  Christmas performance | Travel Performance | Pattern: Beat  Animals: Pitch | Our bodies: beat  Weather: exploring sounds | Seasons: Pitch  Our 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 others  Experience 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 Allan  Why do Christians celebrate Christmas?  What do you celebrate and why?  Retell nativity story  Relate to previous topic  Symbols related to Christmas – wreaths, Christingle  Consider 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, Torah  Stories Jesus told  Examples 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 others  Show an awareness that different people belong to different religions  Look 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 Brothers  Interview 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 family  Find out what symbols mean – Islam, Christian, Hindu, Sikh, Jewish and how they are used in the religious place  Visit a religious building  Think about why people choose to worship in special buildings and not at home |
| **RE core text** |  |  |  |  |  |  |
| **RE key vocabulary** |  |  |  |  |  |  |
| **PHSE** | Being me in my world  Whole school learning charter | Celebrating difference  Gingerbread people display | Dreams and goals  Stretchy flowers and dream wellies | Healthy me  The Healthy, Happy Me Recipe Book | Relationships  Colours of friendship dance | Changing me  Flowers 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 |  |