

LTP – YRI	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Weeks/Theme	Magnificent Me 7 weeks	Winter Wonderland 7 weeks	Traditional Tales 7 weeks	Spring Into Spring 6 weeks	Under The Sea 5 weeks	Under The Sea 6 weeks
Engage (hook for learning)	Create your own potato superhero	Melted snowman	Letter from the Bears	Spring time poetry	Marine Biologists Launderette video	Seaside
Suggested texts	Supertato and other Supertato stories Kindness is my Superpower Room on the broom	The Snowman Winter stories The Nativity Story	Goldilocks and The Three Bears Little Red Riding Hood	Non-fiction lifecycles, growing Oi Dog Oi Frog Monkey Puzzle Spring time poetry	Big Book Of The Blue Non-fiction books about the sea / Christopher Columbus Julia Donaldson – Sharing A Shell A Mermaids Tale A Whale And A Snail	Big Book Of The Blue Non-fiction books about the sea / Christopher Columbus Julia Donaldson – Sharing A Shell A Mermaids Tale A Whale and A Snail Somebody Swallowed Stanley Portland basin seaside box
English	To write our own Supertato story. I can say aloud what I am going to write about. Compose a sentence orally before trying to write it. Understand how words can combine to make sentences. I can listen to and talk about stories and non-fiction. Spell words containing 4-10 + phonemes. Name letters of the alphabet. Listen and respond appropriately to adults and their peers. Children read and understand simple sentences. Sit at a table, holding a pencil comfortably and correctly. Sequence pictures. Read words containing taught GPCs: -s, -es, -ing, -ed, -er and -est. Read and begin to write many common exception words.	The Snowman Winter stories The Nativity Story To write our own Snowman story. I can use letter sounds to work out and read new words. Capital letters, spaces, full stop, pronouns and proper nouns. Name the letters in order. Spell the days of the week (ongoing.) Begin to form lower case letters in the correct place (ongoing.) Form digits 0-9 (ongoing.) Write sentences by saying out loud what he/she is going to write about. Use and.	Traditional tales – write our own Little Red Riding Hood story. Write a sorry letter to the three bears. I can read new words correctly by blending the letter and letter groups sounds I have been taught. I can read words of more than one syllable using sounds that I have been taught. Spell words containing the 4-10+ phonemes already taught (ongoing) Use and/ because Write from memory simple sentences dictated by the teacher (ongoing.) Form capital letters. Discuss what he/she has written with the teacher or other pupils.	Write our own poetry. Add prefix un. Understand which letters belong to which handwriting families (ongoing.) Use joining words and join clauses using and. Writing singular/plural words -s and -es. Suffix -ing. Question marks. Similes	Something Fishy sci- fi writing. I can say the sound of all the letters and letter groups. I can read words: I'm, I'll, and we'll, and understand that the apostrophe represents the missing letter or letters. I can read aloud books that use letters and letter groups I have been taught. Spell common exception words. Write sentences by rereading what he/she has written to check that it makes sense. Question marks / exclamation marks. Form short narratives Exclamation marks IAd sentences	Write a non-fiction piece of writing and practice presentation skills. I can read words made up of the letter sounds I know and which have endings: -er, -ing, -ed and -est. I can use sounds I know to reread books more fluently and with more confidence. Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. Understand the English terminology for Y1 pupils. 2Ad sentences.
Maths	Number – number and place value (Numbers to 10) Number – number and place value (Part-whole within 10) Number – addition and subtraction (Addition and subtraction within 10) Number – addition and subtraction (Addition and subtraction within 10) Geometry – (properties of shape 2D and 3D shapes) Number and place value Number and place value.	Number – number and place value (Numbers to 10) Number – number and place value (Part-whole within 10) Number – addition and subtraction (Addition and subtraction within 10) Number – addition and subtraction (Addition and subtraction within 10) Number – addition and subtraction (Addition and subtraction within 10)	Number – addition and subtraction (Addition within 20) Number – addition and subtraction (Subtraction within 20) Number – number and place value (Numbers to 50) Measurement (Introducing length and height) Measurement (Introducing weight and volume)	Number – addition and subtraction (Addition within 20) Number – addition and subtraction (Subtraction within 20) Number – number and place value (Numbers to 50) Measurement (Introducing length and height) Measurement (Introducing weight and volume)	Number – multiplication and division (Multiplication) Number – multiplication and division (Division) Number – fractions (Halves and quarters) Geometry – position and direction (Position and direction) Number – number and place value (Numbers to 100) Measurement (Time) Measurement	Number – multiplication and division (Multiplication) Number – multiplication and division (Division) Number – fractions (Halves and quarters) Geometry – position and direction (Position and direction) Number – number and place value (Numbers to 100) Measurement (Time) Measurement

	(Numbers to 20)	Geometry (properties of shape 2D and 3D shapes) Number and place value. (Numbers to 20)			(Money)	(Money)
Science	<p><u>The Human Body</u> Identify, name, draw and label the basic parts of the human body, and say which part of the human body is associated with each sense. Healthy eating / living Perform simple tests.</p> <p>Gather and record data to help answer questions. Materials and their properties.</p>	<p><u>Weather</u> Observe changes across the four seasons. Describe weather associated with the seasons and how day length varies. Light and dark – how the length of the day varies. Weather around the world.</p>	<p><u>Animals</u> British wildlife Hibernating animals Compare animal's north and south pole. Winter: Seasonal changes (ongoing.) Materials – identify and name a variety of everyday materials. Testing materials and their properties.</p>	<p><u>Plants</u> Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Spring: ongoing seasonal changes.</p>	<p><u>Animals (including humans)</u> Identify and name – common animals, fish, amphibian, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals. Herbivores, carnivores, omnivores. Summer; seasonal changes (ongoing.)</p>	<p><u>Everyday materials</u> Pupils should be taught to: distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials based on their simple physical properties</p>
History	<p>Talking about the past events in our own lives: changes within living memory Growing body Specifically, the change from being born to 5 years old. Significant events people and places in own locality – local superhero.</p>	<p>Significant events and people in Britain within and beyond living memory. Compare own experiences of own plot night. Learn about Guy Fakes and how plot night began.</p>	<p>Talking about own family tree and comparing to royal family tree. Talking about own living memory and comparing to the past. Compare aspects of live in different periods Queen Victoria to Elizabeth II.</p>	<p>Timelines – A brief look at many of the significant historical events in chronological order, influential men and women. LS Lowry (link to art) Looking at the life of a significant individual in the past who has contributed to international developments.</p>	<p>Seaside past and present. Comparing how Victorians used to go the seaside to today. Toys now and in the past. Talking about events within and beyond living memory.</p>	<p>Looking at the life of a significant individual in the past who has contributed to international achievements. – Christopher Columbus.</p>
Geography	<p>Locate and name where we live; locational knowledge. Simple fieldwork and observational skills study the geography of our school grounds. Use simple compass directions North, South, East and West.</p>	<p>How does the weather affect our lives? What is the weather? Changes through seasons.</p>	<p>Learn about the four countries and capital cities in the UK and be able to name and locate them on a map. Name and locate the world's seven continents. Identify the 5 oceans. Identify hot and cold areas of the world.</p>	<p>How does the weather affect our lives? Changes through seasons. Weather from around the world. Name and locate the world's seven continents. Identify the 5 oceans Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?</p>	<p>Seaside How is the seaside different from other places? How do people enjoy themselves at the seaside? How have seaside holidays changed?</p>	<p>Seaside and weather Changes through seasons. Recap: Name and locate the world's seven continents. Identify the 5 oceans. Identify hot and cold areas of the world. Pollution in the ocean Art link: How do artists represent the seaside?</p>
Art	<p>Draw a portrait of yourself: use drawing to express ideas. To learn about the artist Giuseppe Arcimboldo. To develop a wide range of art and design</p>	<p>Christmas crafts To use a range of materials creatively to design and make products including Christmas cards and decorations.</p>	<p>To learn about the work of LS Lowry. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form</p>	<p>Mother's Day card. To use a range of materials creatively to design and make products.</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Landscapes and different media –Kapow</p>	<p>Ocean Art Learn about the work of a range of artists, describe the difference and similarities between different practices and disciplines and making links to their own work.</p>

	techniques in using colour, pattern, texture, line, shape, form and space (ongoing). Formal elements of Art (Kapow)	Art and design skills - Kapow	and space (ongoing).	Sculptures and collages (living things - Kapow - Louise Bourgeois)		To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Sculptures - seaside toys from the past
DT	Make a Supertato. Design and create a healthy Supertato snack. Design a wand	Product design Christmas decorations. Design purposeful, functional, appealing products for themselves and other users based on a design criteria. Select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing)		Food Planting seeds/fruit Plan/ prepare a healthy dish - fruit salad. No bake weighing activity. Use healthy and varied diet to prepare dishes. To understand where food comes from. Pancake Day - prepare a dish to eat.	Design a puppet. Design purposeful, functional, appealing products for themselves and other users based on a design criteria. Explore and use mechanisms in their products. Explore and user mechanisms. Looking at levers and sliders.	Build structures, exploring how they can be made stronger, stiffer and more stable. Generate, develop, model and communicate their ideas through talking, drawing, templates mock ups and where appropriate information and communication technology. Boat design: Select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing) Evaluate - explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.
RE	Who is a Christian and what do they believe?	How and why do we celebrate special and sacred times? -Christmas	What makes some places sacred?	How and why do we celebrate special and sacred times? Easter	What does it mean to belong to a faith community?	What does it mean to belong to a faith community?
Music	Charanga - Hey you! Identify different types of music e.g. distinguish between a song and an orchestral piece of music. Begin to recognise different styles of music. JSTS cat, monkey, nap symbols.	Charanga - Rhythm in the way we walk and banana rap Identify and discuss two dimensions of music in listening. E.g fast, slow Dynamics E.g loud, quiet Pulse (beat) and pitch (high/low) Respond to music.	Charanga - In the groove Explore and make different sounds on a variety of instruments. Select sounds to combine with other or a backing track Make sounds to represent other things. Peter and the wolf.	Charanga - Reflect, rewind and replay Sing simple songs with limited pitch range in time with a backing track. Take turns in a simple call and response song. JSTS songs. Understand importance of warming voices, good posture and breathing.	Charanga - Your imagination Play long and sort sounds. Play higher or lower notes on request. Keep a pulse by tapping clapping or beating an instrument in time with music. Handle instruments with care.	Charanga - Round and round Choose instruments and sounds to lay together in a small group.
PSHE	Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.	Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.	Children can explain different ways that family and friends should care for one another.	Children can explain different ways that family and friends should care for one another.
PE	Movement skills 3 Yoga	Athletics Yoga	Gymnastics - Balancing and Spinning Yoga	Target Games 2 Yoga	Invasion Game Skills 1 Yoga	Striking and Fielding Game Skills 2 Yoga
Computing	Basic Skills and E-Safety (Hector's World) -Understand what being online may look like, the	Algorithm - Understand that algorithms are precise instructions	I data - Understand why pictograms are useful -Collect and	I program -Understand that algorithms are implemented as programs on a range of digital	I write -Recognise that text can be created in a number of ways - Use word processing software to	I compute iPad (Beebot) - Give instructions to a virtual programmable toy -Predict the outcome of

	<p>different feelings we can experience online and how to identify adults who can help -Understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help - Understand that photos can be shared online - Understand the importance of seeking permission before sharing a photo</p>	<p>that can be followed -Follow a simple algorithm -Devise a simple algorithm - Understand that program execute by following precise and unambiguous instructions -Plan, test and debug a simple algorithm - Make predictions about outcome based on a simple algorithm - Understand conditions and outcomes - Understand that some statements can only be true and false</p>	<p>organise information to solve a problem - Create a graph using digital tools - Create a pictogram using collected data -Sort information on criterion - Present data using a graph</p>	<p>devices -Give instructions to a programmable toy - Plan a simple algorithm that controls a toy - Program a virtual object to move on-screen objects -Record a sequence of instructions in a common format.</p>	<p>create text -Understand that a computer can be connected to a printer - select and insert text into a word processing application -Open and save a word processing document - Understand the value of using a word processor to produce text</p>	<p>simple algorithms -Plan and execute simple algorithms -Detect and correct (debug) mistakes with instructions - Understand that splitting a problem into smaller parts and solving each one individually helps solve bigger problems (decomposition) -Apply their knowledge of algorithms, programming, testing and debugging</p>
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