

LTP – YR1	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Weeks/Theme	<u>Magnificent Me</u> 7 weeks	<u>Winter Wonderland</u> 7 weeks	<u>Traditional Tales</u> 7 weeks	<u>Spring Into Spring</u> 6 weeks	<u>Under The Sea</u> 5 weeks	<u>Under The Sea</u> 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 40 + phonemes. Name letters of the alphabet. Listen and respond appropriately to adults and their peers. Children read and understand simply 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 40+ 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 1Ad 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 (Numbers to 10)	Number – addition and subtraction	Number – addition and subtraction (Addition within 20)	Number – multiplication and division (Multiplication)	Number – multiplication and division (Multiplication)

	<p>Number – number and place value (Part-whole within 10)</p> <p>Number – addition and subtraction (Addition and subtraction within 10)</p> <p>Number – addition and subtraction (Addition and subtraction within 10)</p> <p>Geometry – (properties of shape 2D and 3D shapes)</p> <p>Number and place value</p> <p>Number and place value. (Numbers to 20)</p>	<p>Number – number and place value (Part-whole within 10)</p> <p>Number – addition and subtraction (Addition and subtraction within 10)</p> <p>Number – addition and subtraction (Addition and subtraction within 10)</p> <p>Geometry (properties of shape 2D and 3D shapes) Number and place value. (Numbers to 20)</p>	<p>(Addition within 20)</p> <p>Number – addition and subtraction (Subtraction within 20)</p> <p>Number – number and place value (Numbers to 50)</p> <p>Measurement (Introducing length and height)</p> <p>Measurement (Introducing weight and volume)</p>	<p>Number – addition and subtraction (Subtraction within 20)</p> <p>Number – number and place value (Numbers to 50)</p> <p>Measurement (Introducing length and height)</p> <p>Measurement (Introducing weight and volume)</p>	<p>Number – multiplication and division (Division)</p> <p>Number – fractions (Halves and quarters)</p> <p>Geometry – position and direction (Position and direction)</p> <p>Number – number and place value (Numbers to 100)</p> <p>Measurement (Time)</p> <p>Measurement (Money)</p>	<p>Number – multiplication and division (Division)</p> <p>Number – fractions (Halves and quarters)</p> <p>Geometry – position and direction (Position and direction)</p> <p>Number – number and place value (Numbers to 100)</p> <p>Measurement (Time)</p> <p>Measurement (Money)</p>
Science	<p><u>The Human Body</u></p> <p>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.</p> <p>Healthy eating / living</p> <p>Perform simple tests.</p> <p>Gather and record data to help answer questions.</p> <p>Materials and their properties.</p>	<p><u>Weather</u></p> <p>Observe changes across the four seasons.</p> <p>Describe weather associated with the seasons and how day length varies.</p> <p>Light and dark – how the length of the day varies.</p> <p>Weather around the world.</p>	<p><u>Animals</u></p> <p>Winter: Seasonal changes (ongoing.)</p> <p>Materials – identify and name a variety of everyday materials.</p> <p>Testing materials and their properties.</p>	<p><u>Plants</u></p> <p>Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Spring: ongoing seasonal changes.</p>	<p><u>Animals (including humans)</u></p> <p>Identify and name – common animals, fish, amphibian, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Herbivores, carnivores, omnivores.</p> <p>Summer; seasonal changes (ongoing.)</p>	<p><u>Everyday materials</u></p> <p>Pupils should be taught to: distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>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</p> <p>Growing body</p> <p>Specifically, the change from being born to 5 years old.</p> <p>Significant events people and places in own locality – local superhero.</p>	<p>Significant events and people in Britain within and beyond living memory.</p> <p>Compare own experiences of own plot night.</p> <p>Learn about Guy Fakes and how plot night began.</p>	<p>Talking about own family tree and comparing to royal family tree.</p> <p>Compare aspects of life in different periods Queen Victoria to Elizabeth II.</p> <p>Simple timeline of historical events.</p>		<p>Seaside past and present.</p> <p>Comparing how Victorians used to go the seaside to today.</p> <p>Toys now and in the past.</p> <p>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.</p>	<p>How does the weather affect our lives?</p>	<p>Learn about the four countries and capital cities in</p>		<p>Seaside</p>	<p>Seaside and weather</p> <p>Changes through seasons (Summer)</p>

	<p>Simple fieldwork and observational skills study the geography of our school grounds.</p> <p>Use simple compass directions North, South, East and West.</p>	<p>What is the weather? Changes through seasons.</p> <p>Why do we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar?</p>	<p>the UK and be able to name and locate them on a map.</p>	<p>How does the weather affect our lives?</p> <p>Changes through seasons (spring)</p>	<p>How is the seaside different from other places?</p> <p>How do people enjoy themselves at the seaside?</p> <p>How have seaside holidays changed?</p>	<p>Name and locate the world's seven continents.</p> <p>Identify the 5 oceans.</p> <p>Identify hot and cold areas of the world.</p> <p>Pollution in the ocean</p>
Art	<p>Draw a portrait of yourself: use drawing to express ideas.</p> <p>To learn about the artist Giuseppe Arcimboldo.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (ongoing).</p> <p>Formal elements of Art (Kapow)</p>	<p>Christmas crafts</p> <p>To use a range of materials creatively to design and make products including Christmas cards and decorations.</p> <p>Art and design skills - Kapow</p>	<p>To learn about the work of LS Lowry.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (ongoing).</p>	<p>Mother's Day card.</p> <p>To use a range of materials creatively to design and make products.</p> <p>Sculptures and collages (living things – Kapow – Louise Bourgeois)</p>	<p>Father's Day cards</p> <p>Design a book cover</p> <p>Kapow - Landscapes</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> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>
DT	<p>Make a Supertato.</p> <p>Design and create a healthy Supertato snack.</p> <p>Design a wand</p>	<p>Product design Christmas decorations.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on a design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (eg cutting, shaping, joining and finishing)</p>		<p>Food Planting seeds/fruit Plan/prepare a healthy dish – fruit salad.</p> <p>No bake weighing activity.</p> <p>Use healthy and varied diet to prepare dishes.</p> <p>To understand where food comes from.</p> <p>Pancake Day – prepare a dish to eat.</p>		<p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Design a puppet. Design purposeful, functional, appealing products for themselves and other users based on a design criteria.</p> <p>Explore and use mechanisms in their products.</p> <p>Evaluate – explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>
RE	<p>Who is a Christian and what do they believe?</p>	<p>How and why do we celebrate special and sacred times? -Christmas</p>	<p>What makes some places sacred?</p>	<p>How and why do we celebrate special and sacred times? Easter</p>	<p>What does it mean to belong to a faith community?</p>	<p>What does it mean to belong to a faith community?</p>
Music	<p>Charanga – Hey you!</p> <p>Identify different types of music e.g. distinguish between a song and an orchestral piece of music.</p>	<p>Charanga – Rhythm in the way we walk and banana rap</p> <p>Christmas Production</p>	<p>Charanga – In the groove</p> <p>Identify and discuss two dimensions of music in listening. E.g</p>	<p>Charanga – Reflect, rewind and replay</p> <p>Identify and discuss two dimensions of music in listening. E.g fast, slow</p>	<p>Charanga – Your imagination</p> <p>Keep a pulse by tapping clapping or beating an instrument in time with music.</p>	<p>Charanga – Round and round</p> <p>Sing known songs expressively.</p> <p>Choose and order sounds to tell a story.</p>

	<p>Sing known songs with actions showing enjoyment and confidence.</p> <p>Recognise and sort types of sounds on instruments</p> <p>Make phonic letter or onomatopoeic sounds and change them.</p>	<p>Understand importance of warming voices, good posture and breathing.</p>	<p>fast, slow Dynamics E.g loud, quiet Pulse (beat) and pitch (high/low) Respond to music.</p> <p>Make sounds to represent other things. Peter and the wolf.</p>	<p>Dynamics E.g loud, quiet Pulse (beat) and pitch (high/low) Respond to music.</p> <p>Play long and sort sounds. Play higher or lower notes on request.</p>	<p>Handle instruments with care.</p> <p>Choose sounds for different feelings</p>	<p>Create own sequence of sounds and change them in response to feedback. Choose instruments and sounds to lay together in a small group.</p>
PSHE	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p>	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p>	<p>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.</p>	<p>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.</p>	<p>Children can explain different ways that family and friends should care for one another.</p>	<p>Children can explain different ways that family and friends should care for one another.</p>
PE	<p>Movement skills 3 Yoga</p>	<p>Athletics Yoga</p>	<p>Gymnastics – Balancing and Spinning Yoga</p>	<p>Target Games 2 Yoga</p>	<p>Invasion Game Skills 1 Yoga</p>	<p>Striking and Fielding Game Skills 2 Yoga</p>
Computing	<p>Basic Skills and E-Safety (Hector's World) -Understand what being online may look like, the 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>Algorithm - Understand that algorithms are precise instructions 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>I data - Understand why pictograms are useful - Collect and 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>I program - Understand that algorithms are implemented as programs on a range of digital 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>I write -Recognise that text can be created in a number of ways - Use word processing software to 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>I compute iPad (Beebot) -Give instructions to a virtual programmable toy -Predict the outcome of 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>