2024 - 2025 Year 1

Autumn 1 - Settling in and Traditional Tales

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English (Topic and writing)	**Settling In:** **Themes**: Friendship and being kind to others; setting our own class rules. **Writing outcomes**: To compose a simple sentence using a capital letter, full stop and finger spaces - *All about our class animal*		**Traditional Tales** **Learning outcomes:** - Starting to recognise story language, sequencing, orally retelling and making links using familiar stories - Introduction to parts of speech: noun, verb, adjective **Writing outcomes:** - Developing letter formation and spelling; writing lists, labelling drawings, forming simple sentences - To write a simple sentence using a capital letter, finger spaces and full stop				
Reading	Engaging with Text & Reading for Pleasure: Reading Progression throughout the year: Become very familiar with key stories, Develop pleasure and motivation to read, listen to and discuss a wide range of poems, stories and non-fiction, learn to appreciate rhymes and poems and recites and increasing						
Handwriting		caterpillar (c, a, d, g, o, q, e, s, f)	caterpillar (c, a, d, g, o, q, e, s, f)	ladder (l, t, i, j, y, u)	robot arm (r, n, m, b, h, p, k)	robot arm (r, n, m, b, h, p, k)	zig-zag monster (v, w, x, z)
Spelling, Phonics Little Wandle Letters and Sounds Revised	Phase 3 Review ai, ee, igh, oa, oo, ar, or, ur, oo , ow, oi, ear	Phase 3 Review air, er, /z/, s, -es Reading words with two or more digraphs, e.g.	Phase 4 cvcc, ccvc, ccvcc, cccvc Phase 4 with long vowel sounds	Phase 5 ay (play), ou (cloud), oy (toy), ea (each)	Review reading longer words	Consolidation and assessment	Consolidation and review
High Frequency & Common Exception Words	no, go, so my, by to, into out, the	what, when he, she, we be, me have, love	was, they some, come were, there sure, pure	said, says you, do like, little push, put, pull, full	all, are I, of one here, today		
Grammar & Punctuation	Full stops, capital letters and finger spaces. Parts of a speech: noun, adjective, verb Writing a simple sentence						
Maths	**Number and Place Value (Within 10)** **Learning outcomes:** - Sorting and counting and representing objects - Recognising numbers as words - Counting on, counting back, finding one more and one less - Comparing groups and numbers: Fewer/more/same; Less than, greater than, equal to - Ordering numbers and objects - Using a numberline					**Addition and Subtraction (within 10)** **Learning outcomes:** - Using a part-whole model - Writing a number sentence - Addition fact families - commutativity - Number bonds to and within 10	
Science	**Animal classification: Class animals** **Learning outcomes:** - To start to appreciate that animals can be classified into groups with specific characteristics, through a study of our class animal - Working scientifically: To start to use simple secondary sources to answer questions		**The Human Body & Senses** **Learning outcomes:** - To be able to identify some parts of the human body, external and internal - To start to identify the function of key body parts, e.g. the heart, the spine, the brain - To be able to name the 5 main senses, and appreciate that they enable us to perceive our environment				
Geography							
History							
PSHE	**Jigsaw: Being Me in My World** **Learning outcomes:** - Feeling special and safe - Belonging in my class - Rights & responsibilities - Consequences - Owning our learning charter						
Art & Design	*Class animal drawing*	**Drawing: Making your mark** Learning outcomes: -Show knowledge of the language and literacy to describe lines. -Show control when using string and chalk to draw lines. -Experiment with a range of mark-making techniques, responding appropriately to music. -Colour neatly and carefully, featuring a range of different media and colours. -Apply a range of marks successfully to a drawing. -Produce a drawing that displays observational skill, experimenting with a range of lines and mark making *Christmas cards*					
Design & Technology							
Music	**Pitch & Composing** To recognise and respond to high and low sounds Learning outcomes: - To know that pitch means high and low -To know that notes on a glockenspiel/piano go up and down in order of pitch Composing and Improvising: - To create and order sounds to make a melody - To invent symbols to represent sounds Composer focus: Debussy; Harvest songs						
Computing							
PE	**Fundamental Skills, Ball Skills & Football** **Learning outcomes:** - To explore moving around a space effectively - To recognise the changes in the body during exercise, e.g. heart rate, breathing, body heat - To develop skills for moving a ball around a space, e.g. dribbling, passing, shooting - To work collaboratively as part of a team - To explore different ways of travelling, e.g. fast, slow, high, low - To explore techniques for jumping with control - To develop throwing and catching skills, e.g. rolling, chest pass, over-arm/under-arm *Love the Ball - Football; movement games; throwing and catching games*						
RE	**How did the world begin?** Christianity, Judaism, Hunduism Learning outcomes: -Say whether or not there is proof that a statement is true. -Explain why they believe something to be true. -Listen attentively to their partner. -Explain how they feel about something they have created. -Talk about what is meant by creation. -Retell the key parts of the Christian and Jewish creation story. -Understand that Christian and Jewish people generally believe the creation story in Genesis explains how the world was created. -Talk about what the Hindu creation story might tell some people about God.						

Autumn 2 - Land and Sea

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English (Topic and writing)	**Autumn Poetry** **Learning outcomes:** To listen to and recite simple poems **Writing outcomes:** Writing a poem by choosing interesting adjectives	**Land and Sea** **Power of Reading focus text** **Learning outcomes:** - Reading aloud and responding to illustrations in our focus text - Drama for writing: Creating character freeze frames and voicing the thoughts of character to help us write a character speech bubble - Writing descriptively: using adjectives to describe an illustration - Non-fiction writing: Research and writing simple sentences about whales. **Writing outcomes:** Writing a non-fiction fact file, focusing on writing simple sentences					
Reading	(continued)						
Handwriting	caterpillar	caterpillar	ladder	robot arm	zig-zag monster	Capital Letters	
Spelling, Phonics Little Wandle Letters and Sounds Revised	Phase 5 ir (bird) ie (pie) ue (blue/rescue) u (unicorn)	Phase 5 o (go) i (tiger) a (paper) e (he)	Phase 5 a-e (shake) i-e (time) o-e (home) u-e (cute/rude)	Phase 5 e-e (these) ew (chew/new) ie (shield) aw (claw)	Grow the code: igh, ie, i-e ai, ay, a, a-e oa, o, o-e ee, e, ie, e-e, ea oo, ew, u-e, u, ue		Consolidation week: Assess and review
High Frequency & Common Exception Words	their, people, oh, your	Mr, Mrs, Ms, ask	could, would, should, our	house, mouse, water, want	Review		seg/bl - same, came, time home, make, these, like
Grammar & Punctuation	Full stops, capital letters and finger spaces. Using a conjunction (and, because, but) Using suffixes -s and -es to write a plural						
Maths	**Addition and Subtraction (within 10)** **Learning outcomes:** - Adding together, adding more - Solving addition problems - Subtraction: finding a part, fact families - Taking away / crossing out (finding how many left) - Subtraction using a number line (counting back) - Add and subtract one more					**Geometry** 2D and 3D shapes **Learning outcomes:** - recognising, naming, sorting and pattern-making	**Consolidation week**
Science	**Seasonal changes- Autumn** **Learning outcomes:** - To name the four seasons and begin to talk about where these come in a year - To identify some key characteristics of Autumn		**Animal Classification: Mammals** **Learning outcomes:** - To identify the key characteristics of mammals - To name some different mammals *Investigation of a whale - can we find out what makes it a mammal and how is it the same/different to other mammals?*			**Seasonal changes - Winter** **Learning outcomes:** - To identify the key characteristics of winter - To observe the changes happening in our school environment as Autumn transitions to Winter - To start to identify which months fall within each season	
Geography							
History	**Now and Then** *A comparison of a Victorian seaside town to modern day* **Learning outcome**: - To develop an awareness of the past. - To use common words and phrases relating to the passing of time. - To begin to understand that changes happen over time by comparing 'now' and 'then'				**Grace Darling and the 1838 Forfarshire sea rescue** **Learning outcomes:** - To develop an understanding of chronology - To identify similarities and differences between people and ways of life in different time periods, focusing on how lifeboats have changed - To learn about events beyond living memory - To learn about the life of a significant individual		
PSHE	**Jigsaw: Celebrating Differences** **Learning outcomes:** Recognising and celebrating similarities and differences Understanding the term 'bullying' an						
Art & Design	**Painting and mixed media: Colour splash** Learning outcomes: -Name the primary colours. -Explore coloured materials to mix secondary colours. -Mix primary colours to make secondary colours. -Apply paint consistently to their printing materials to achieve a print. -Use a range of colours when printing. -Mix five different shades of a secondary colour. -Decorate their hands using a variety of patterns. -Mix secondary colours with confidence to paint a plate. -Describe their finished plates Observational drawing of a bicycle						
Design & Technology							
Music							
Computing	Computer systems: Using technology Learning outcomes: - To understand that information comes from different sources e.g. books, websites, TV etc. - To develop mouse skills - To develop keyboard skills - To understand the importance of using a computer responsibly, e.g. learning to use a username and password - To recognise common uses of technology beyond the school e.g. using TV remote/using a washing machine. Online safety: - To understand that you can speak to an adult before using new programs or websites and know it's important to tell an adult when you see something unexpected or worrying online. - To be able to explain what personal information is e.g. passwords.						
PE	**Fundamental Skills, Ball Skills & Basketball** **Learning outcomes:** - To explore moving around a space effectively - To recognise the changes in the body during exercise, e.g. heart rate, breathing, body heat - To develop skills for moving a ball around a space, e.g. dribbling, passing, shooting - To work collaboratively as part of a team - To explore different ways of travelling, e.g. fast, slow, high, low - To explore techniques for jumping with control - To develop throwing and catching skills, e.g. rolling, chest pass, over-arm/under-arm *Love the Ball - Football; movement games; throwing and catching games*						
RE	(continued)						

Spring 1 - Explorers of our world: Polar Expeditions

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English (Topic and writing)	**Explorers of our world: Polar Expeditions** **Power of Reading focus text & Historical case study of a polar explorer** **Learning outcomes:** - List writing, focusing on structure and presentation of a list - Using nouns and verbs to compose a sentence, focusing on making effective choices to make a sentence more interesting - Writing questions, focusing on using question words and question marks **Writing outcomes:** - Writing an information text about an historical figure - Letter writing, focusing on structure and features of a letter			**Journeys** **Power of Reading focus text** **Learning outcomes:** - Prediction and inference about a story by responding to an illustration from the focus text - Writing in role by composing character speech bubbles, focusing on using exclamation marks - Persuasive writing by making adverts, focusing on using commands - Sequencing a story by making a story map **Writing outcomes:** Re-telling a story, focusing on using story language and time conjunctions		
Reading	Engaging with Text & Reading for Pleasure: Reading Progression throughout the year: Become very familiar with key stories, Develop pleasure and motivation to read, listen to and discuss a wide range of poems, stories and non-fiction, learn to					
Handwriting	Monster letters	Robot letters	Capital letter formation Curly caterpillars	Capital letter formation Ladder	Capital letter formation one arm robots	Capital letter formation zig zag
Spelling, Phonics Little Wandle Letters and Sounds Revised	**Phase 5** y (funny), ea (head), wh (wheel), oe (toe), ou (shoulder) y (fly), ow (snow), g (giant), ph (phone) le (apple), al (metal), c (ice), ve (give) o-e/o/ou (some, mother, young), se (cheese/house), ve (give), ey (donkey)				Consolidation and assessment	Consolidation and review
High Frequency & Common Exception Words	any, many. again	who, whole, where, two	school, call, different	thought, through, friend, work	shield, field	
Grammar & Punctuation	Suffixes: Adding -ing and -ed to verbs Exclamation and question marks					
Maths	**Number and Place Value (Within 20)** **Learning outcomes:** - Counting within 20 - Understanding tens and ones - Making teen numbers - Making 20 - Finding one more/one less - Using and estimating on a number line			**Addition and Subtraction (within 20)** **Learning outcomes:** - Adding by counting on - Adding ones using number bonds - Finding number bonds to 20 - Doubles and near doubles - Subtracting by counting back - Subtracting ones using number bonds		
Science	**Animal Classification: Birds & Fish** **Learning outcomes:** - To identify and describe the key characteristics of birds and fish - To begin to compare the characteristics of different animals - To begin to appreciate and name some common British birds *Investigation of penguins - how are they the same/different to birds found in the UK*				**Materials** **Learning outcomes:** - To distinguish between an object and the material from which it is made - To name some common materials - To begin to identify common uses for different materials based on their physical properties	
Geography	**Polar Regions** Learning outcomes: -To be able to name and locate the seven continents and five oceans on a world map. - To locate hot and cold areas in relation to the Equator and North and South Poles - To understand that there are different climates relating to geographical location - To understand that Antarctica is a polar region, through study of maps, animals and an historical case study					
History	**Polar exploration** History of Ernest Shackleton's polar expedition to Antarctica **Learning outcomes:** - To begin to develop historical perspective by understanding an event within a chronological framework by using a timeline. - To understand the role of a significant historical figure					
PSHE	**Jigsaw: Dreams & Goals** **Learning outcomes:** - Success, staying motivated and what to do when something is challenging - Setting goals - Working and achieving together with a partner and a group - Helping others to achieve their goals, overcoming obstacles					
Art & Design	Observational drawing of international dolls					
Design & Technology	**Mechanisms: Making a moving story book** Levers and sliders Learning outcomes: -Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. -Clearly label drawings to show which parts of their design will move and in which direction. -Make a picture, which meets the design criteria, with parts that move purposefully as planned. -Evaluate the main strengths and weaknesses of their design and suggest alterations.					
Music	**Tempo & Rhythm** To understand fast and slow Learning outcomes: - To know that tempo means fast and slow - To know the difference between fast and slow - To know how to copy a rhythm Composing and Improvising: - To create and order sounds to make a melody - To invent symbols to represent sounds Composer focus: Antonio Vivaldi. Drumming in Spring 1					
Computing						
PE	**Gymnastics & Dance** **Learning outcomes:** - To develop balancing skills, exploring balances using different parts of the body - To develop coordination of the body, forming a variety of shapes, positions and rolling techniques - To learn how to transition between positions - To explore moving around a space effectively - To recognise the changes in the body during exercise, e.g. heart rate, breathing, body heat - To develop skills for moving a ball around a space, e.g. dribbling, passing, shooting - To work collaboratively as part of a team - To explore different ways of traveling, e.g. fast, slow, high, low -To move into a free space, avoiding others -To explore basic travelling movements -To explore jumping, with an awareness of space					
RE	**What do some people believe God looks like?** Hinduism, Christianity, Islam Learning outcomes: - Recognise that different people have different beliefs about God's form and appearance. - Explain how art can be used to express feelings towards God. - Recognise that some Hindu people believe God has many forms. - Understand and explain that the story shows some people believe Jesus is the son of God and God on Earth. - Recognise and explain how Christian, Muslim and Hindu people refer to God. - Identify and describe one representation of God from these religions. - Show respect for differences and similarities in how different religions represent God. - Explain why people use different names for God and show respect for the different names for God across religions.					

Spring 2 - Explorers beyond our world: Space

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English (Topic and writing)	**Explorers beyond our world: Space** **Power of Reading focus text & Historical case study** **Learning outcomes:** - Prediction and inference about a story character by composing questions, focusing on using question words and question marks - Taking part in a discussion about your favourite part of a story; writing a sentence about a story using 'because' - Drama and role play about a trip to the Moon, focusing on using descriptive language to portray an imaginary scene. - Writing postcards from the Moon, focusing on writing a simple recount based on a fictional first person experience - Applying reading skills to read and sort fiction and non-fiction information about the Moon **Writing outcomes:** - Writing postcards from the Moon, focusing on writing a simple recount based on a fictional first person experience - Writing a character description about an alien, focusing on using adjectives - Neil Armstrong pen portrait - focusing on using 'because' to extend a sentence - Recount of the 1969 Moon Landing, focusing on sequencing sentences and using time conjunctions.					
Reading	(continued)					
Handwriting	Review and consolidate Applying at word level					
Spelling, Phonics Little Wandle Letters and Sounds Revised	Phase 5 or (word), are (share), ear (bear), au (author) wr (wrist), ch (chef), ture (adventure), tch (match) u (unicorn), st/sc (whistle/science), a/al (father/half), ze (freeze), ch (school) Words ending in -ed, -ing Revision of Phase 5 taught sounds				Consolidation and assessment	Consolidation and review
High Frequency & Common Exception Words	once, laugh	because, eye	half, calf, father	learn, heard		
Grammar & Punctuation	Full stops, capital letters and finger spaces. Using conjunctions (and, but, because) Sequencing sentences to form short narratives.					
Maths	**Place Value (within 50)** **Learning outcomes:** - Counting to 50 - Counting by making groups of tens - Partitioning into tens and ones - Finding one more/one less - Using and estimating on a number line		**Measurement: Length & Height** **Learning outcomes:** - Comparing length and height (longer/longest, shorter/shortest, taller/tallest - Measuring with objects - Measuring in centimetres		**Measurement: Mass, volume & capacity** **Learning outcomes:** - Measuring and comparing mass - Measuring and comparing volume - Measuring and comparing capacity	
Science	**Materials** **Learning outcomes:** - To identify some properties of common materials - *Working scientifically: To sort and group materials in different ways, explaining our choices by talking about their properties*				**Seasons- Spring** **Learning outcomes:** - To identify the key characteristics of spring - To appreciate what a season is compared to a month ****Animal classification - Amphibians** - *working scientifically: start to observe frogspawn, changes over time, begin to*	
Geography						
History	**Space Exploration and the 1969 Moon Landing** How did mankind get to the Moon and why was it important? Study of the Space Race, famous astronauts and the events of the 1969 Moon Landing. **Learning Outcomes:** - To understand changes in flight technology within living memory - To understand that changes in technology have allowed humans to explore space - To understand the role of Neil Armstrong in the Apollo 11 mission					
PSHE	**Jigsaw: Healthy Me** **Learning outcomes:** - Making healthy choices - What makes a balanced diet - Being clean and physically active - Medicine safety - Road safety					
Art & Design	(continued)					
Design & Technology	**Mechanisms: Wheels and axles** Making a moon buggy Learning outcomes: -Explain that wheels move because they are attached to an axle. -Recognise that wheels and axles are used in everyday life, not just in cars. -Identify and explain vehicle design flaws using the correct vocabulary. -Design a vehicle that includes functioning wheels, axles and axle holders. -Make a moving vehicle with working wheels and axles. -Explain what must be changed if there are any operational issues.					
Music						
Computing	Information Technology - making and designing with technology Learning outcomes: - To use technology purposefully to create digital content. - To use a range of tools to create digitally, such as lines, shapes, colour and text - To make careful choices and evaluate my designs - To compare digital art with other mediums of art Paint, 2Publish Online safety: - To understand that you can speak to an adult before using new programs or websites and know it's important to tell an adult when you see something unexpected or worrying online. - To be able to explain what personal information is e.g. passwords.					
PE	**Gymnastics & Dance** **Learning outcomes:** - To develop balancing skills, exploring balances using different parts of the body - To develop coordination of the body, forming a variety of shapes, positions and rolling techniques - To learn how to transition between positions - To explore moving around a space effectively - To recognise the changes in the body during exercise, e.g. heart rate, breathing, body heat - To develop skills for moving a ball around a space, e.g. dribbling, passing, shooting - To work collaboratively as part of a team - To explore different ways of traveling, e.g. fast, slow, high, low -To move into a free space, avoiding others -To explore basic travelling movements -To explore jumping, with an awareness of space					
RE	(continued)					

Summer 1 - Changes in the living world

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English (Topic and writing)	**Poetry** **Focus text: Things I Like by Shirley Hughes** **Learning outcomes:** - Identifying the use of adjectives and descriptive language in poetry - Making effective choices in our own writing - Taking part in a discussion about poetry and language - Composing and performing simple poems using a modelled structure **Writing outcomes:** - Writing about a personal and real	**Growing** **Power of Reading focus text** **Learning outcomes:** - Becoming familiar with a well-known traditional tale, understanding that traditional tales can have different versions with shared elements - Identifying common characteristics of traditional tales and comparing with other stories we know - Using story language, e.g. common phrases, time conjunctions in our own writing - Making inferences about characters in a story, using descriptive phrases to explain our understanding - Identifying the key events of a story and sequencing these to form a short narrative **Writing outcomes:** - Retelling a traditional tale using our own ideas and borrowing common phrases from other versions - Using joining words, such as 'and', 'because' to join words and phrases - Organising ideas and sequencing sentences to write a short narrative - Non-fiction instructional writing for growing a bean plant (science link - observing changes over time)				
Reading	Word Reading: Continue to develop sense of rhyme, Name all sounds of the alphabet, respond speedily with the correct sound to graphemes, apply phonics skills to decode words, Reads accurately by blending sounds in unfamiliar words, Read words of more than one syllable, Read words with -s, -es, -ing, -ed, -er					
Handwriting	Review and consolidate- Ascenders and Descenders focus					
Spelling, Phonics Little Wandle Letters and Sounds Revised	Phase 5 - Revision of taught sounds ay, a-e, ea, e (he) ie, i-e, o (go), o-e ue, ew, u-e, aw ea (head), ir, ou, oy i (tiger), a (paper), ow (snow), u (unicorn)					Consolidation and assessment
High Frequency & Common Exception Words	Revision of taught words					
Grammar & Punctuation	Adjectives and nouns Suffixes: Adding -ed and -ing to verbs Suffixes: Adding -er and -est					
Maths	**Multiplication and Division** **Learning outcomes:** - Counting in 2s, 5,s and 10s - Making and adding equal groups - Making an array - Making doubles - Dividing by grouping and sharing			**Fractions** **Learning outcomes:** - Recognising and finding half of a shape or an object - Finding half of a quantity - Recognising and finding a quarter of a shape or an object - Finding a quarter of a quantity		**Position and Direction** **Learning outcomes:** - Describing turns - Describing position (Left/right; forwards/backwards; above/below) - Recognising ordinal numbers
Science	**Animal Classification - Amphibians** **Learning outcomes:** - To identify and describe the key characteristics of an amphibian - To compare the characteristcs of different animals	**Plants & Growing** **Learning outcomes:** - To identify and describe the parts of a plant: root, stem, leaves, flower - To understand what plants need to grow *Working scientifically: Observing change over time - Bean plant growing diary*				
Geography	**Geographical fieldwork skills** Learning outcomes: - To use simple fieldwork and observational skills to study the geography of our school and its grounds - To make and use maps - How to use symbols and a simple key - To use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map					
History						
PSHE	**Jigsaw: Relationships** **Learning outcomes:** - Identifying my family and understanding there are different types of families - What makes a good friend, solving friendship problems - Making others feel welcome, appropriate greetings and contact - Showing respect to those in my school community - Recognising my own qualities as a person and friend - Understanding what makes someone special to me					
Art & Design	**Craft and design: Woven wonders** Learning outcomes: -Give an opinion about whether an activity counts as 'art'. -Listen attentively to a visitor describing their creative interests. -Draw and talk about a remembered experience of making something creative. -Independently choose and measure lengths of wool and join wool sections together. -Adjust their wrapping technique if something doesn't work well. -Show that they are selecting colours thoughtfully. -Show that they are choosing materials based on colour, thickness and flexibility. -Show resilience and keep going when things don't go right the first time. -Weave with paper, achieving a mostly accurate pattern of alternating strips. -Describe their own weaving and compare it to Vicuna's artwork. -Attach things securely to their box loom. -Remember the process needed for weaving and attach some elements in this way.					
Design & Technology						
Music	**Dynamics** To understand loud and quiet Learning outcomes: - To sing songs building rhythmic and melodic memory. Composing and Improvising: - To create and order sounds to make a melody - To invent symbols to represent sounds Composer focus: Edward Elgar; Summer concert in Summer 2					
Computing						
PE	**Tennis & Swimming** **Learning outcomes:** Tennis (Love the ball) - To develop hand-eye coordination, learning to hit a ball with a racquet Swimming (from Mid Summer 1): - To build confidence in water and start to develop basic swimming skills, e.g. floating, kicking - Develop confidence of moving in the water					
RE	**Why should we care for others?** Islam, Judaism, Christianity, Humanism, Sikhism Learning outcomes: - Describe some reasons why people choose to care for people other than it being their job. - Identify why Muslim people might believe Zakat is important guidance for caring for others. - Identify that Tzedakah is a way of caring for others. - Recognise ways of caring that take more effort and receive less thanks. - Identify ways of caring for others in Bible stories. - Recognise some reasons why Humanist people might believe it is important to care for others. - Look for similarities between people's beliefs about caring for others. - Explain how people use their skills to care for others while being inspired by their beliefs.					

Summer 2 - Growing and gardens

Year 1	Week 1	Week 2 PHONICS SCREEN	Week 3	Week 4	Week 5	Week 6	Week 7
English (Topic and writing)	**Growing and Gardens** **Power of Reading focus text** Learning outcomes: - Making predictions about a story by studying the illustrations - Exploring a narrative setting and making inferences about characters, looking at illustrations and word choices in the text - Taking part in discussions about a character's feelings and character role play - Exploring story themes of courage, friendship, determination and perseverance Writing outcomes: - Composing questions (using question words and question marks) - Describing a character using adjectives and joining words - Writing in role from more than one perspective: character speech - Instruction writing (commands using verbs) - Writing persuasively about caring for the environment (posters) - Writing expressively through shared poetry						
Reading	(continued)						
Handwriting	Consolidate and review. Ascenders and descenders. Formation of letter groups, capital letters and digits						
Spelling, Phonics Little Wandle Letters and Sounds Revised	Revision of all sounds & Phonics Screening Check		Little Wandle Summer 2 Plans Alternative spellings: eigh, aigh, ey, ea (eight, straight, grey, break), kn, gn (knee, gnaw), mb (thumb) ere, eer (here, deer), su si (treasure, vision), dge (bridge), y (crystal)- ge (large), ti, ssi, si, ci (potion, mission, mansion, delicious), augh, our, oar, ore (daughter, pour, oar, more)				
High Frequency & Common Exception Words	Revision of taught words						
Grammar & Punctuation	Full stops, capital letters and finger spaces. Review conjunctions (and, but, because) Review all suffixes Using prefix un-						
Maths	**Place Value to 100** **Learning outcomes:** - Counting from 50 to 100 - Counting in 10s to 100 - Partitioning into tens and ones - The number line to 100 - Finding one more/one less to 100 - Comparing numbers with the same tens		**Money** **Learning outcomes:** - Unitising - Recognising coins and notes - Counting in coins	**Time** **Learning outcomes:** - Before and after - Days of the week - Months of the year - Hours, minutes, seconds - Telling the time to the hour and the half hour		**Measurement: Capacity, volume and mass** **Learning outcomes:** - Heavier and lighter - Measuring mass and capacity - Full and empty - Measuring and comparing volume and capacity	
Science	**Animal Classification - Reptiles** **Learning outcomes:** - To identify and describe the key characteristics of a reptile. - *Working scientifically: To identify and group animals into mammals, birds, fish, amphibians and reptiles* - To identify and name animals that are herbivores, carnivores and omnivores		**Seasonal changes - Summer** **Learning outcomes:** - To identify the key characteristics of summer - To name and order the four seasons - *Working scientifically: To*	**Plants & Growing** **Learning outcomes:** - To name and identify a variety of common plants and flowers - To identify and name the parts of a flowering plant - To appreciate the difference between wildflowers and cultivated flowers - To identify and name the parts of a tree, and start to learn some common trees (both evergreen and deciduous) - To observe and harvest our own vegetables Painshill Park trip			
Geography	**The United Kingdom** **Learning outcomes:** - To name and located the four nations of the UK on a map - To explore the key characterstics of the four nations - To understand that each nation has a capital city **How is New Malden different to Lyme Regis** Learning outcomes: - To identify and describe the key features of our local area (human and physical features) - To identify and describe the key features of a coastal town (geography vocabulary: coast, beach, town, road, cliff, shop, buildings) - To compare familiar places through studying the human and physical geography						
History					**Mary Anning** Who was Mary Anning and why was her work signficant? Learning outcomes: - To understand that studying fossils tells us about the past - To understand, describe and sequence the key events in Mary's life - To understand that women did not have equal opportunities in the past		
PSHE	**Jigsaw: Changing Me** **Learning outcomes:** - Life cycles of humans and animals - Things about me that have changed and stayed the same - Understanding that our bodies change as we grow and everybody changes at different rates - Understanding and identifying that boys and girls have some different parts of the body - Respecting my body and understanding that some body parts are private - Understanding that learning is part of changing - Feeling safe to talk to someone about worries						
Art & Design	Observational drawing of a shoe						
Design & Technology	**Cooking & Nutrtion: Making a smoothie** The design process: design, make, evaluate Learning outcomes: -Describe fruits and vegetables and explain how to identify fruits. -Name a range of places that fruits and vegetables grow. -Describe basic characteristics of fruit and vegetables. -Prepare fruits and vegetables to make a smoothie.						
Music							
Computing	**Computer Science & Computational Thinking** Introduction to programming: Moving a robot (Beebots) Learning outcomes: - To explain what a given command will do - To follow a given instruction - To give an instruction and predict what will happen - To combine forwards and backwards commands to make a sequence - To combine four direction commands to make sequences - To predict the outcome of a sequence of commands - To debug a sequence of commands by solving a problem Online safety: - To understand that you can speak to an adult before using new programs or websites and know it's important to tell an adult when you see something unexpected or worrying online.						
PE	**Athletics and Swimming** **Learning outcomes:** Athletics (Love the ball): - To develop running, jumping and throwing skills - To learn to take part in competitive events both individually and as a team Swimming: - To build confidence in water and start to develop basic swimming skills, e.g. floating, kicking - Develop confidence of moving in the water						
RE	(continued)						