

2022 - 2023		Summer 1 - Changes in the living world					Summer 2 - Growing and gardens						
Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2 PHONICS SCREEN	Week 3	Week 4 KEW GARDENS TRTP	Week 5	Week 6	Week 7
English (Topic and writing)	<p>Poetry Focus text: Things I Like by Shirley Hughes</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - 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 <p>Writing outcomes:</p> <ul style="list-style-type: none"> - Writing about a personal and real interest 	<p>Growing Focus text: Jack and the Beanstalk</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - 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 <p>Writing outcomes:</p> <ul style="list-style-type: none"> - 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) 					<p>Growing and Gardens Power of Reading focus text</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - 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 <p>Writing outcomes:</p> <ul style="list-style-type: none"> - 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	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 and est endings, read common exception words (phase 2-5), read words with contractions, Read aloud accurately books that are consistent with their developing phonic knowledge												
Handwriting	Review and consolidate- Ascenders and Descenders focus					Consolidate and review. Ascenders and descenders. Formation of letter groups, capital letters and digits							
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) ph, wh, ie (shield), g (giant)				Assessment		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					Revision of taught words							
Grammar & Punctuation	Adjectives and nouns	Instruction writing - verbs	Review time phrases	Adjectives and adverbs	Review past tense - ed suffix	Suffixes -er and -est	Full stops, capital letters and finger spaces. Review conjunctions (and, because) a/an + noun	Question words and question marks	Future tense 'will/might + verb'	Speech marks	Instruction writing - verbs		
Maths	Multiplication and Division Learning outcomes: - Counting in 2s, 5s 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	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 - Comparing any two numbers	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 - Amphibians Learning outcomes: - To identify and describe the key characteristics of an amphibian - To compare the characteristics 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 <i>Working scientifically: Observing change over time - Bean plant growing diary</i>					Animal Classification - Reptiles Learning outcomes: - To identify and describe the key characteristics of a reptile. - 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 - To identify and sort	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				

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Geography	<p><u>The United Kingdom</u></p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - To name and located the four nations of the UK on a map - To explore the key characteristics of the four nations - To understand that each nation has a capital city 						<p><u>How is New Malden different to Lyme Regis</u></p> <p>Comparative study of our local area with the coastal region of Lyme Regis</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - To identify and describe the key features of our local area - To name, describe and compare familiar places through studying the human and physical geography - To use simple geographical vocabulary, e.g. coast, beach, town, road, cliff, shop, buildings 		<p><u>Geographical fieldwork skills</u></p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - To use simple fieldwork and observational skills to study the geography of our school and its grounds - To make and use maps - To use directional language forwards, backwards, left and right to describe the location of features and simple routes on a map 					
History	<p><u>The Coronation of King Charles III</u></p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - To explore the customs and traditions of a coronation now and then - To ask questions about the past - To find answers to simple questions about the past using simple sources 						<p><u>Mary Anning</u></p> <p>Who was Mary Anning and why was her work significant?</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - 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	<p><u>Jigsaw: Relationships</u></p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - 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 						<p><u>Jigsaw: Changing Me</u></p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - 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	<p><u>Exploring Colour and Famous Artists</u></p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - To explore different techniques used in famous artwork and apply creatively in our own work - To use a range of techniques to design and create taking inspiration from famous artists, e.g. painting, pastels, printing, sculpture/arranging - To explore and experiment with use of colour in our work, e.g. hot/cold, bright/dull, primary/secondary <p>Natural sculpture and arranging (Andy Goldsworthy); pastels (Lowry); colour and paint (Georgia O'Keefe); colour and printing (Andy Warhol)</p>						<p><u>Exploring techniques and Famous Artists</u></p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - To use a range of techniques to design and create taking inspiration from famous artists, e.g. watercolour, drawing, sculpture, collage - To explore different techniques used in famous artwork and apply creatively in our own work - To recognise and discuss a range of artists and be able to talk about their work <p>Salt dough; sketching; watercolour (Beatrix Potter, Monet); collage (Matisse), sculpture (Giacometti)</p>							

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<u>Design & Technology</u>							<p><u>Designing, making and evaluating</u></p> <p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> - To understand the full process of designing, implementing and evaluating - To apply understanding of joining techniques to make a product - To begin to think about the intended product, user and purpose when completing a design <p><i>Kite design project</i></p>						
<u>Music</u>	<p><u>Dynamics</u> To understand loud and soft</p> <p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> - To sing songs building rhythmic and melodic memory. <p><u>Composing and Improvising:</u></p> <ul style="list-style-type: none"> - To create and order sounds to make a melody - To invent symbols to represent sounds <p><i>Composer focus: Edward Elgar; Drumming in Summer 1 and 2, Summer concert in Summer 2</i></p>						<p><u>Dynamics</u> To understand loud and soft</p> <p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> - To sing songs building rhythmic and melodic memory. <p><u>Composing and Improvising:</u></p> <ul style="list-style-type: none"> - To create and order sounds to make a melody - To invent symbols to represent sounds <p><i>Composer focus: Edward Elgar; Drumming in Summer 1 and 2, Summer concert in Summer 2</i></p>						
<u>Computing</u>	<p><u>Computer Science & Computational Thinking</u> <u>Introduction to programming: Moving a robot (Beebots)</u></p> <p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> - 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 						<p><u>Computer Science and Computational Thinking</u> <u>Introduction to programming: Animation (Espresso Coding)</u></p> <p><u>Learning outcomes</u></p> <ul style="list-style-type: none"> - To choose a command for a specific purpose - To join a series of commands together into a simple sequence - To explore the impact of changing a value in a command - To write a sequence of commands for more than one sprite 						
<u>PE</u>	<p><u>Dance & Swimming</u></p> <p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> - To explore basic travelling movements whilst moving confidently into a free space - To perform dances using simple movement patterns - To build confidence in water and start to develop basic swimming skills, e.g. floating, kicking - Develop confidence of moving in the water <p><i>Country Dancing, swimming sessions from mid Summer 1</i></p>						<p><u>Athletics and Swimming</u></p> <p><u>Learning outcomes:</u></p> <ul style="list-style-type: none"> - To develop running, jumping and throwing skills - To learn to take part in competitive events both individually and as a team - To build confidence in water and start to develop basic swimming skills, e.g. floating, kicking - Develop confidence of moving in the water <p><i>Love The Ball - Athletics, swimming sessions</i></p>						
<u>RE</u>	<p><u>Special places & places of worship</u></p> <p><i>Special places; Exploring places of worship: churches, mosques & synagogues</i></p>						<p><u>Islam & Living in a faith community</u></p> <p>Story of Mohammed; Ramadan and Eid; Islamic prayer; fasting; Hajj; Living in a faith community</p>						