

Subject	Autumn	Spring	Summer
<u>English</u>	<ul style="list-style-type: none"> • Stories with repeating patterns – following a given, repetitive story structure • Traditional tales, including from other cultures - story structure, planning their own beginning, middle and end using creativity and imagination • Labels, lists, signs, captions 	<ul style="list-style-type: none"> • Traditional tales - story structure, planning their own beginning, middle and end using creativity and imagination • Instructions 	<ul style="list-style-type: none"> • Fantasy stories – creating own settings, with basic story to match setting • Non-chronological report
Throughout Y1: Reading, writing and performing poetry with a focus on rhyme, pattern and predictable language Recounts (including news writing)			
<u>Maths</u>	<i>In a spiral curriculum over the year:</i> Number (number and place value, addition and subtraction, multiplication and division, fractions), measurement, geometry (properties of shapes, position and direction)		
<u>Religious Education</u>	<ul style="list-style-type: none"> ➢ Why do Christians make and keep promises before God? <p>Christmas: Nativity characters: which character are you and why? Why are you important?</p>	<p><u>World Faiths</u> – Judaism What is it like to live as a Jew? Why are they having a Jewish party? Visit to Belsize Park Synagogue</p> <p>Easter: Why is Easter the most important festival for Christians?</p>	<ul style="list-style-type: none"> ➢ What responsibility has God given people for taking care of creation? ➢ What is the story of Noah really about?
<u>Science</u>		<ul style="list-style-type: none"> ➢ Plants ➢ Animals, including humans ➢ Everyday materials ➢ Seasonal changes 	
<u>Art and Design</u> (examples)	<ul style="list-style-type: none"> ➢ Colour mixing – <i>Van Gogh inspired pictures</i> 	<ul style="list-style-type: none"> ➢ Creating art from everyday objects - <i>Giuseppe Arcimboldo fruit and vegetable faces</i> 	<ul style="list-style-type: none"> ➢ Paint: different brush strokes and colours to create textures – <i>Georgia O'Keefe flower paintings</i>
<u>Computing Coding</u>	<ul style="list-style-type: none"> ➢ Sequencing instructions – BeeBots ➢ Create an algorithm by writing instructions someone can follow ➢ <i>Film making – Visit to City Learning Centre</i> 		
eSafety	<ul style="list-style-type: none"> ➢ safe use of ipads and laptops; log on and off; <i>Smartie the Penguin lessons</i>. 		
Digital Literacy	<ul style="list-style-type: none"> ➢ labels, lists and captions (<i>word</i>) 	<ul style="list-style-type: none"> ➢ bar graph – maths (<i>2calculate</i>) 	<ul style="list-style-type: none"> ➢ season pictures – Science (<i>2paintapicture</i>)
<u>Design and Technology</u> (examples)	<ul style="list-style-type: none"> ➢ Textiles: templates and joining (<i>Christmas decorations</i>) 	<ul style="list-style-type: none"> ➢ Freestanding structures (<i>playground equipment models</i>) 	<ul style="list-style-type: none"> ➢ Food: skills for preparing fruit and vegetables
<u>Geography</u>	<ul style="list-style-type: none"> ➢ How does the weather change from day to day and from season to season here and around the world? ➢ What is it like in our local high street? 		
<u>History</u>	<ul style="list-style-type: none"> ➢ Which toys did our grandparents and parents play with? How are they different from our toys? (Changes in Living Memory) Visit to Museum of Childhood ➢ How has transport changed in our local area and more widely? (Changes in living memory, significant events) 		
<u>PSHE and Citizenship</u>	<p><u>Relationships and diversity</u></p> <ul style="list-style-type: none"> ➢ Communicating feelings ➢ Secrets v. surprises ➢ Fairness, kindness ➢ Special people 	<p><u>Health and well-being</u></p> <ul style="list-style-type: none"> ➢ Safety in the home, including safety with medicines ➢ Safety out and about, including road safety, cycle safety, water, rail and fire safety 	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> ➢ Everyone has rights and how to respect them ➢ Belonging to different communities and groups ➢ Caring for the local environment
<u>Music</u>	<ul style="list-style-type: none"> ➢ Exploring sounds; Exploring pitch ➢ Exploring beat; Exploring performance 		
<u>Physical Education</u>	<ul style="list-style-type: none"> ➢ Balls skills leading to simple games ➢ Gymnastics 	<ul style="list-style-type: none"> ➢ Health and Fitness ➢ Skills development/Dance 	<ul style="list-style-type: none"> ➢ Skills for athletics ➢ Ball skills leading to simple games

Example curriculum links in Year 1

<p>Seasons</p> <ul style="list-style-type: none">• Geography: seasonal changes• Maths: months of the year• Computing: creating seasons pictures• English: poetry about seasons and natures	<p>Toys</p> <ul style="list-style-type: none">• DT: puppet making• History: changes in living memory – old and new toys• Music: songs about toys, old and new nursery rhymes
<p>Our environment</p> <ul style="list-style-type: none">• RE: taking care of creation• PSHE: caring for our local environment• Geography: features of our local environment• English: information texts	