

Subject	Autumn	Spring	Summer
English	<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)			
Maths	<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)		
Religious Education	<ul style="list-style-type: none"> ➤ What responsibility has God given people about taking care of Creation? ➤ Christmas: Why is each person important in the Nativity? 	<ul style="list-style-type: none"> ➤ <u>World Faith</u>: Judaism: What is it like to live as Jewish person? Visit to Belsize Park Synagogue ➤ Easter: Why is Easter the most important festival for Christians? 	<ul style="list-style-type: none"> ➤ Why did Jesus tell stories? ➤ <u>World Faith</u>: Islam: What does it mean to be a Muslim?
Science	<i>Planned spaced retrieval activities and cross curricular links with other subjects to keep up knowledge of both science content and working scientifically skills</i>		<ul style="list-style-type: none"> ➤ Plants ➤ Animals, including humans ➤ Everyday materials ➤ Seasonal changes
Art and Design <i>examples of practical knowledge with theoretical knowledge links in brackets</i>	<ul style="list-style-type: none"> ➤ <i>Create papers to select, tear and overlap for collage by applying paint using different tools (Eric Carle)</i> ➤ <i>Observe closely and make a controlled drawing (Georgia O'Keeffe)</i> 	<ul style="list-style-type: none"> ➤ <i>Investigate direct and overprinting (Edward Tinsinga)</i> ➤ <i>Make a collagraph block using a range of materials</i> 	<ul style="list-style-type: none"> ➤ <i>Investigate possibilities of working with clay; manipulate clay to produce balls and coils; make a clay slab and use tools to make impressions</i>
Computing Computer Science/ Coding	<ul style="list-style-type: none"> ➤ BeeBots; Rodocodo 	<ul style="list-style-type: none"> ➤ Creating media: digital painting CLC visit – green screens 	<ul style="list-style-type: none"> ➤ Scratch Jr – programming animations
Digital Literacy <i>Information Technology (examples)</i>	<ul style="list-style-type: none"> ➤ privacy and personal information, how and who to ask for help, online behaviour 		
	<ul style="list-style-type: none"> ➤ <i>labels, lists and captions (Purple Mash)</i> 	<ul style="list-style-type: none"> ➤ <i>Seasons pictures (Science/Geog) (Purple Mash)</i> 	<ul style="list-style-type: none"> ➤ Pictogram (Science) (Purple Mash)
Design and Technology <i>(examples)</i>	<ul style="list-style-type: none"> ➤ Textiles: templates and joining (<i>Christmas puppets</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
Geography	<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? 	<i>Planned spaced retrieval activities of key learning, skills and concepts and cross curricular links with other subjects</i>	
History	<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) 		
PSHE and Citizenship	<u>Relationships and diversity</u> <ul style="list-style-type: none"> ➤ Communicating feelings ➤ Secrets v. surprises ➤ Fairness, kindness ➤ Special people 	<u>Health and well-being</u> <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 	<u>Living in the wider world</u> <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
Music	<ul style="list-style-type: none"> ➤ Music Appreciation: Focus mainly on active listening through appreciation of composers/artists such as: Holst, Kate Bush and Mozart. ➤ Studio Session: Focus on all strands of music (e.g. Pulse, Composing, Singing, Performing), explore pieces of music such as: Dawn by Benjamin Britten and an Irish jig. 		
Physical Education	<ul style="list-style-type: none"> ➤ Balls skills leading to simple games ➤ Gymnastics 	<ul style="list-style-type: none"> ➤ Health and Fitness/Gymnastics ➤ Skills development/Dance 	<ul style="list-style-type: none"> ➤ Skills for athletics ➤ Ball skills leading to simple games

Example curriculum links in Year 1

Seasons <ul style="list-style-type: none">• Geography: seasonal changes• Maths: months of the year• Computing: creating seasons pictures• English: poetry about seasons and natures	Our environment <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
Toys <ul style="list-style-type: none">• DT: puppet making• History: changes in living memory – old and new toys	