

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing</p> <p>Full breakdown of Y1 Writing objectives can be found here.</p>	<p style="text-align: center;">Read Write Inc</p> <p>Children will take part in a 60-minute bespoke phonics session where children are grouped based on their phonetical awareness. During these sessions, children are taught to read and write the 44 decodable phonic sounds and their corresponding letters/letter groups. The carefully structured and planned sessions ensure coverage of the Year 1 Writing Curriculum whilst also developing the children's confidence. More information can be found here.</p> <p style="text-align: center;">Children are also able to access a range of writing material within the provision.</p>					
<p>Handwriting</p> <p>Full breakdown of Y1 Writing objectives can be found here.</p>	<p>Children practice their handwriting during their daily Read Write Inc session as well as in bespoke handwriting sessions throughout the week.</p> <p style="text-align: center;">Write lower case and capital letters in the correct direction, starting and finishing in the right place.</p>					
<p>Reading</p> <p>Full breakdown of Y1 Reading objectives can be found here.</p>	<p style="text-align: center;">Read Write Inc</p> <p>Children will take part in a 60-minute bespoke phonics session where children are grouped based on their phonetical awareness. During these sessions, children are taught to read and write the 44 decodable phonic sounds and their corresponding letters/letter groups. The carefully structured and planned sessions ensure coverage of the Year 1 Reading Curriculum whilst also ensuring they access a range of fiction and non-fiction whilst simultaneously developing the children's confidence and fluency. More information can be found here.</p> <p style="text-align: center;">End of day whole class read daily.</p>					

<p>Mathematics</p> <p>Full breakdown of Y1 Mathematics objectives can be found here.</p>	<p>Number: Place value within 10</p> <p>Number: Addition and subtraction within 10</p>	<p>Number: Addition and subtraction within 10</p> <p>Geometry: Shape</p>	<p>Number: Place value within 20</p> <p>Number: Addition and subtraction within 20</p>	<p>Number: Place value within 50</p> <p>Measurement: Length and height</p> <p>Measurement: Mass and volume</p>	<p>Number: Multiplication and division</p> <p>Number: Fractions</p> <p>Geometry: Position and direction</p>	<p>Number: Place value within 100</p> <p>Measurement: Money</p> <p>Measurement: Time</p>
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Religious Education	Harvest: How can we help those who do not have a good harvest?	God and Creation Christmas: Why do we give and receive gifts?	Why is Jesus special?	Easter: Celebrating new life and new beginnings	Why is baptism special?	How is our world different to the world Jesus lived in.
<p align="center">Art</p> <p>Full breakdown of Y1 Art objectives can be found here.</p>	<p align="center">Drawing: Make Your Mark</p> <ul style="list-style-type: none"> - 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. 		<p align="center">Sculpture and 3D: Paper Play</p> <ul style="list-style-type: none"> - Roll paper tubes and attach them to a base securely. - Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. - Shape paper strips in a variety of ways to make 3D drawings. - Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest. - Create a tree of life sculpture that includes several different techniques for shaping paper. - Work successfully with others, sustaining effort over a time. - Paint with good technique, ensuring good coverage. 		<p align="center">Painting and Mixed Media: Colour Splash</p> <ul style="list-style-type: none"> - 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. 	

<p>Computing</p> <p>Full breakdown of Y1 Computing objectives can be found here.</p>	<p>My Online Life</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> - Seesaw <p>My Digital Life improves children's knowledge of the risks of their online lives and to develop skills when using online services.</p>	<p>What is a Computer?</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> - Book Creator - Seesaw <p>In this unit children will learn about the different parts of a computer and iPad. They will learn new skills, tips and tricks.</p>	<p>Modern Tales</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> - Book Creator - Seesaw - Scan Free - PowerPoint <p>Using the vehicle of the children's stories, the children will learn to navigate the rules of online safety and communication.</p>	<p>Drawing with Shapes</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> - Book Creator - Seesaw - Foldify - SketchBook Free - Paint by Maths <p>The children will master an art app while exploring shape, numbers and problem solving.</p>	<p>Minibeasts</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> - Book Creator - QR Reader - Green Screen - Chatter Kid <p>Children will use technology to classify minibeasts and make Their own documentaries.</p>	<p>My friend the robot</p> <p>Programme Focus:</p> <ul style="list-style-type: none"> - Book Creator - Seesaw - Programmable Robot <p>The children will explore coding games learning about sequencing, algorithms, debugging and how to create simple programs.</p>
<p>Design and Technology</p> <p>Full breakdown of Y1 Design and Technology objectives can be found here.</p>	<p>Structures: Constructing A Windmill</p> <ul style="list-style-type: none"> - Identify some features that would appeal to the client (a mouse) and create a suitable design. - Explain how their design appeals to the mouse. - Make stable structures, which will eventually support the turbine, out of card, tape and glue. - Make functioning turbines and axles that are assembled into the main supporting structure. - Say what is good about their windmill and what they could do better. 		<p>Textiles: Puppets</p> <ul style="list-style-type: none"> - Join fabrics together using pins, staples or glue. - Design a puppet and use a template. - Join their two puppets' faces together as one. - Decorate a puppet to match their design. 		<p>Cooking and Nutrition: Fruit and Vegetables</p> <ul style="list-style-type: none"> - Describe fruits and vegetables and explain why they are a fruit or a vegetable. - 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. 	

Geography	Where in the world are we?	Why are farms important?	What will I find on my journey around the world?
<p>Full breakdown of Y1 Geography objectives can be found here.</p>	<p>Local Links: To explore the local area of Formby.</p> <ul style="list-style-type: none"> - Name the seven continents of the world and locate the UK on a world map. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. - Children observe the key human and physical features of our school surroundings. - Children to explore the local area and identify some physical/human features of Formby. - Children use simple fieldwork and observational skills to study the geography of our school site and our local area. 	<p>Local Links: To identify farms in the local area, and where possible visit a farm to explore the different roles. To use Digi-maps to identify farms and towns in the local area.</p> <ul style="list-style-type: none"> - Explore what farms are and why they are important. - To identify the different types of farms, agricultural and livestock. - Explore the features of different farm. - To be able to use a map of the local areas, with symbols, to identify farms in the local area. - Explore how the seasons, weather climates affect life on a farm. - Explore the differences between life on a farm and life in a town. 	<p>Local Links: To use Digi- maps, atlas and other resources and playground to spot the difference in location on the world map.</p> <ul style="list-style-type: none"> - Children know that there are seven continents in the world. - Children know what weather and climate mean. - Locate Europe on a world map and explore the features and characteristics of France. - Locate Asia on a world map and explore the features and characteristics of China. - Locate Australia on a world map and identify some of its features and characteristics. - Locate Africa on a world map and explore the features and characteristics of Kenya. - Identify North America on a world map and explore the characteristics and features of the USA. - Locate South America on a world map and explore the features and characteristics of Brazil. - Locate Antarctica on a world map and identify some of its features and characteristics.

History	Why do we remember the Titanic?	What impact did Nurses in the past have on nursing?	Is it better to be a child now than in the past?
<p>Full breakdown of Y1 History objectives can be found here.</p>	<p>A gripping event which focuses pupils historical thinking on causes and consequences as well as narrative of events. By focusing on the rescue, pupils can see how it has been shown differently in pictures and on film which provides an excellent way into interpretations. Local links to the sea makes the focus on safety at sea more relevant</p>	<p>Pupils focus on Florence Nightingale and Mary Seacole. The focus is on the reasons they behaved as they did, the changes they made at the time and the impact they have today.</p>	<p>Pupils deepen their sense of period i.e. of 100-150 years ago and use a wider range of evidence to help them to see how history is constructed from sources they are familiar with i.e. buildings, artefacts, photographs. Focus is on characteristic features of this period using lessons, and playtime, journey home to broaden their perspective</p>

Music	Senses	Superheroes	Dinosaurs	Carnival of the Animals	Fantasy and Adventure	At the Seaside
<p>Full breakdown of Y1 Music objectives can be found here.</p>	<p>Through the stimulus of the five senses, pupils will internalise key musical skills and techniques, exploring music using their voices and classroom instruments. Pupils will practically engage in a range of musical activities that develop their understanding of the inter-related dimensions of dynamics, duration, timbre, tempo, pitch and rhythm.</p>	<p>This unit uses the theme of 'superheroes' to explore the concept of soundscapes, graphic score and the inter-related dimensions of pitch, dynamics, duration, timbre and tempo. Pupils participate in a variety of activities, exploring composition as a whole class before consolidating their learning in a group ensemble piece. Pupils will be given opportunities to think about the links between sounds and words when composing and will use a range of vocal, body percussion and instruments to perform. They will also be given opportunities to listen and appraise their own and other's work as well as listen to a famous piece of music written by John Williams.</p>	<p>In this unit, pupils will learn about the inter-related dimensions of music, exploring dynamics, timbre, tempo and pitch through the topic of Dinosaurs. Using performance, listening and composition tasks, pupils will explore each of the dimensions before applying this when following a graphic score and working with a group to compose their own Dinosaur music.</p>	<p>Using 'Carnival of the Animals' by Saint-Saens as a stimulus, pupils explore movements of the work and how instrumentation, dynamics, tempo and pitch are used to convey different animals and the way they move. Pupils learn to explore some of the inter-related dimensions and use this in their singing, performing, improvisation and composing.</p>	<p>In this unit, pupils use 'The Magic Flute' opera, by Mozart as a stimulus. This opera is full of 'fantasy' and 'adventure.' Pupils listen to the story and consider the evil Queen and how music is used to convey her character. They compose their own music to create atmosphere and tell a story with a developing understanding of pitch, dynamics, tempo and rhythm.</p>	<p>This unit focuses on using graphic symbols and images to create a score. This unit works on two types of graphic scores; simple picture representation and a more structured grid score. Pupils are given opportunities to work collaboratively, building on a sequence of musical skills that they bring together in a final piece. There is a focus on the steady pulse and playing in time to the beat. Pupils are also given opportunities to listen to a variety of music and sounds around this theme.</p>

Physical Education Overview of PE Primary Curriculum can be found here .	Fundamentals Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	Dance Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	Team Building In this unit pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.	Invasion Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	Net and Wall Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	Athletics In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.
	Ball Skills In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils	Target Games In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance	Gymnastics In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling,	Sending and receiving Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given	Yoga Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength,	Striking and Feilding Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.

	<p>will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	<p>of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>balancing, and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<p>opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p>	<p>flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.</p>	<p>They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p>
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PSHE	Being in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Changing Me	Relationships
	<p>Feeling special and safe</p> <p>Being part of a class</p> <p>Rights and responsibilities</p> <p>Rewards and feeling proud</p> <p>Consequences</p> <p>Owning the Learning Charter</p>	<p>Similarities and differences</p> <p>Understanding bullying and knowing how to deal with it</p> <p>Making new friends</p> <p>Celebrating the differences in everyone</p>	<p>Setting goals</p> <p>Identifying successes and achievements</p> <p>Learning styles</p> <p>Working well and celebrating achievement with a partner</p> <p>Tackling new challenges</p> <p>Identifying and overcoming obstacles</p> <p>Feelings of success</p>	<p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe</p> <p>Medicine safety/safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Life cycles – animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Differences between female and male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change</p> <p>Transition</p> <p>RSE Week Coverage</p> <p>Be able to name parts of the body (including external genitalia).</p> <p>Discuss some differences between boys and girls.</p> <p>Recognise and discuss some stereotypes.</p>	<p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p> <p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p>

<p style="text-align: center;">Science</p> <p>Full breakdown of Y1 Science objectives can be found here.</p>	<p style="text-align: center;">Animals including Humans</p> <p>During this unit of work, children will learn about different common animals and be able to discuss their features using scientific language such as feathers, beak, scales, fins etc. They will begin to identify similarities and differences between different animals. Children will also look at the diets of different animals and compare these. Finally, children will focus on humans, identifying body parts and linking these to senses as well as discussing the similarities and differences between humans.</p>	<p style="text-align: center;">Seasonal Change</p> <p>During this unit of work, children will learn about the four different seasons. This topic is best done throughout the year in the appropriate season so children can observe the season first hand. The first four lessons cover the four seasons and can be completed in any order.</p>	<p style="text-align: center;">Materials</p> <p>During this unit of work, children will learn about different materials and be able to identify objects made from different materials. They will be able to identify the difference between an object and the material from which it is made. Throughout the unit, they will be helping Blot, an alien from the Plant who does not know anything about materials. Children will group and sort different materials based on their properties. They will also have the opportunity to investigate different materials to see which material would be best to make an umbrella and curtains.</p>	<p style="text-align: center;">Super Science Experiments</p> <p style="text-align: center;">Inspirational Scientists</p> <p style="text-align: center;">British Science Week</p>	<p style="text-align: center;">Recap Term</p>	<p style="text-align: center;">Plants</p> <p>During this unit of work, children will learn about different wild and common plants and label their basic features. They will look for wild plants in their local area and discuss plants that we can eat. Children will then look at trees and their basic features. They will look at the difference between deciduous and evergreen trees before looking at different leaves from trees. Children will plant a seed in lesson 3 and keep a plant diary during the rest of the lessons to show how their plant grows and changes.</p>
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<p>Global Citizenship</p> <p>Events</p>	<p>Roald Dahl Day European</p> <p>Languages Day</p> <p>International Walk to School Month</p> <p>Hello Yellow (Mental Health)</p> <p>Hate Crime Awareness Week</p> <p>Black History Month</p>	<p>TSP's Celebration of Kindness Week (World Kindness Day)</p> <p>Anti-Bullying/ Behaviour Awareness Week</p> <p>Remembrance Sunday</p> <p>Children In Need</p> <p>Road Safety Week</p> <p>Human Rights' Day</p>	<p>Holocaust Memorial Day</p> <p>National Storytelling Week</p> <p>Safer Internet Day</p> <p>Chinese New Year</p> <p>Fairtrade Fortnight</p> <p>Climate Coalition Day</p>	<p>National Careers Week</p> <p>World Book Day</p> <p>International Women's Day</p> <p>Brain Awareness Week</p> <p>British Science Week</p> <p>Comic Relief /Sport Relief</p>	<p>Earth Day</p> <p>Local and Community History Month</p> <p>World Red Cross and Red Crescent Day (Red Cross Week)</p> <p>International Day against Homophobia and Transphobia</p>	<p>World Environment Day</p> <p>Healthy Eating Week</p> <p>My Money Week</p> <p>National School Sport Week</p>
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