

YEARLY ROLLING PROGRAMME FOR YEAR ONE

	Autumn 1 We are all special Being me in my world (Locale) Our school Ourselves	Autumn 2 A Royal Invitation to London (National) Celebrating diversity Home and away	Spring 1 Carnival Ole! A trip to Brazil (International) Dreams and goals Home and abroad	Spring 2 Lift Off! Looking into the night sky. (Earth in space) Weather and seasons Healthy me Everyday materials Seasons	Summer 1 Long, Long Ago when dinosaurs ruled the earth. (Time Past) Relationships with others, family, grandparents	Summer 2 A Sprinkle Of Woodland Wishes (Now) Changing me Understanding my locale
Literacy	<p>For Pleasure: Superhero Dad. My Dad's the Best. Max the Brave. Willy the Wimp. Charlie's Superhero Underpants</p> <p>Focused Text: I'm Special, I'm Me. Reading.</p> <ul style="list-style-type: none"> Retrieval of key facts in read to texts. Re-telling a story with puppets, small world or pictures. Identify the settings and characters. <p>Fiction: Descriptive writing. Diary writing.</p> <p>Skills:</p> <ul style="list-style-type: none"> composing a sentence orally before writing it; beginning to punctuate sentences using a 	<p>For Pleasure: The Town Mouse and Country Mouse. Dick Whittington. Topsy and Tim Visit London. Paddington at the Palace. Charlie and Lola – We Completely must go to London. The Queen's Knickers. The Queen's Handbag.</p> <p>Focused Text: Paddington stories. Reading.</p> <ul style="list-style-type: none"> Answer simple questions about character, setting and key events in the story. Predict whether the book will be a non-fiction or story book 	<p>For Pleasure: Jubati the Tortoise. Two can Toucan. Rainforest Adventure.</p> <p>Focused Text: Traditional Myths. Reading.</p> <ul style="list-style-type: none"> Make links to personal experiences. Make inferences about a character based on their actions. Understand and use vocabulary <p>Fiction: Creating mythical creatures.</p> <p>Skills:</p> <ul style="list-style-type: none"> beginning to punctuate sentences using 	<p>For Pleasure: The Owl who was Afraid of the Dark. Q Pootle 5. The Man on the Moon. Aliens wear Underpants. Here comes the Aliens. The way Back Home.</p> <p>Focused Text: The Man on the Moon. Reading.</p> <ul style="list-style-type: none"> Understand the difference between fiction and non-fiction and begin to describe the overall structure of text. capture and apply new vocabulary in writing. 	<p>For Pleasure: Harry and the Bucketful of Dinosaurs. (series) Gigantosaurus. Where the Wild Things are. Stomp, Chomp, Big Roars.</p> <p>Focused Text: Harry and the Bucketful of Dinosaur stories. Reading.</p> <ul style="list-style-type: none"> Identify and discuss the settings and names of the characters in a story. Explore characters through role play and drama. Discussing and debating, take turns and listen to what others say. 	<p>For Pleasure: Hansel and Gretel. Stick Man. The Gruffalo. Little Red Riding Hood.</p> <p>Focused Text: Hansel and Gretel. Reading.</p> <ul style="list-style-type: none"> Identify the settings and characters. Summarise, explain and sequence the story. Inference. <p>Fiction: Story writing.</p> <p>Skills:</p> <ul style="list-style-type: none"> composing a sentence orally before writing it; beginning to punctuate sentences using a capital letter and a full stop,

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	<p>capital letter and a full stop;</p> <ul style="list-style-type: none"> using a capital letter for the personal pronoun "I." <p>Non-Fiction: Labels and captions. Skills:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about. 	<p>based upon the cover.</p> <ul style="list-style-type: none"> Predict what might happen next. <p>Fiction: Story writing. Skills:</p> <ul style="list-style-type: none"> composing a sentence orally before writing it; beginning to punctuate sentences using a capital letter and a full stop; sequencing sentences to form short narratives <p>Non-Fiction: Recounts. Instructions. Labels and captions. Skills:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about; using a capital letter for names of people, places. <p>Poetry: Skills:</p>	<p>a capital letter and a full stop;</p> <ul style="list-style-type: none"> leaving spaces between words. <p>Non-Fiction: Writing postcards. Writing instructions. Skills:</p> <ul style="list-style-type: none"> using a capital letter for names of people, places; joining words and joining clauses using and. 	<ul style="list-style-type: none"> sequence key event from a story. <p>Fiction: Story re-telling. Skills:</p> <ul style="list-style-type: none"> composing a sentence orally before writing it; beginning to punctuate sentences using a capital letter and a full stop; composing a sentence orally before writing it; using a capital letter for the days of the week. <p>Non-Fiction: Creating posters. Non-chronological reports. Skills:</p> <ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by 	<p>Fiction: Story writing. Skills:</p> <ul style="list-style-type: none"> composing a sentence orally before writing it; beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; composing a sentence orally before writing it; sequencing sentences to form short narratives. re-reading what they have written to check that it makes sense <p>Non-Fiction: Non-chronological reports. Skills:</p> <ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>question mark or exclamation mark;</p> <ul style="list-style-type: none"> composing a sentence orally before writing it; sequencing sentences to form short narratives. re-reading what they have written to check that it makes sense <p>Non-Fiction: Non-chronological reports. Skills:</p> <ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.
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		<ul style="list-style-type: none"> reading out loud to check meaning. 		their peers and the teacher.	Poetry: Skills: <ul style="list-style-type: none"> reading out loud to check meaning. 	
Maths	Place Value. Addition & Subtraction. Multiplication & Division.	Place Value. Addition & Subtraction. Shape. Measurement.	Place Value. Addition & Subtraction. Multiplication & Division.	Place Value. Addition & Subtraction. Shape. Measurement.	Place Value. Addition & Subtraction. Multiplication & Division. Fractions.	Place Value. Addition & Subtraction. Shape. Measurement.
History	Historical Heroes and Heroines. <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements: some should be Florence Nightingale, Mary Seacole. <p>Understand we have a past, present and future.</p> <p>Recognise the difference between past and present in their own and others lives.</p>	Monarchy; Significant event – The Great Fire of London. <ul style="list-style-type: none"> The lives of significant individuals ... Queen Elizabeth I. Events beyond living memory that are significant nationally or globally: The Great Fire of London. <p>Sequence events in their life.</p> <p>Sequence 3 or 4 artefacts from different periods of time.</p> <p>Understand the term history.</p>	Fact and fiction What is myth?	Significant people – Astronauts; Changes within living memory. <ul style="list-style-type: none"> The lives of significant individuals ... Neil Armstrong. Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. <p>Recognise the difference between past and present in their own and others lives.</p> <p>Can talk about lives of significant key figures from the past and why they are known.</p>	Events beyond living memory; Significant individuals – Mary Anning. <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. The lives of significant individuals ... Mary Anning <p>Sequence events in their life.</p> <p>Recognise the difference between past and present in their own and others lives.</p> <p>Can talk about lives of significant key figures from the past</p>	<p>How our environment is changing and has changed from the past. Was there always a school here/ What was here before the school was built?</p> <p>Look at book..Dig, dig,dig.</p> <p>Layers of past in the environment under our feet.</p>

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	<p>Can talk about lives of significant key figures from the past and why they are known.</p> <p>Use texts to encourage children to distinguish between fact and fiction.</p>	<p>Recognise the difference between past and present in their own and others lives.</p> <p>Compare adults talking about the past – gather peoples ideas about the past. Oral history.</p> <p>Consider what a historian does.</p>			<p>and why they are known.</p> <p>Ask relevant questions about the past.</p> <p>Observe, draw and discuss objects that tell us information about the past.</p>	
Geography	<p>Topic Our school</p> <p>Understanding home and school as a place of importance.</p> <p>Developing a sense of self in these spaces.</p> <p>Knowing the geography of the school and its grounds Mapping skills</p> <p>Discussing how we get to school and what are homes are like.</p>	<p>The UK Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Aerial images; Maps; Compass directions; Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place Knowledge. Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Locating countries and cities; Comparing areas of UK with Rio de Janeiro. Place Knowledge Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United</p>	<p>Satellite images. Place Knowledge Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Weather and seasons Identify and discuss seasonal changes Understand relationship to globe Understand some areas experience different seasonal changes to us.</p>	<p>Locating continents and oceans. Locational knowledge Name and locate the world's seven continents and five oceans Understand places change over time. Understand the earth has experienced dramatic changes overtime. (Ice ages)</p>	<p>Making maps. Place Knowledge Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>

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		and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Kingdom and its surrounding seas. Understand different countries have different climates. Some are hot countries and some have colder climates.			
Science	<p>Investigating senses and how they help in everyday life.</p> <p>Draw and label basic parts of the human body.</p> <p>WS1 Asking simple questions and recognising that they can be answered in different ways. WS2 Observing closely, using simple equipment and measurement. WS4 Identifying and classifying. WS5 Using their observations and ideas to suggest answers to questions. WS7 Use scientific language and read and spell age-appropriate scientific vocabulary.</p> <p>Everyday Materials</p>	<p>How do you make bread?</p> <p>How does it move?</p> <p>Recreate Pudding Lane/buildings from London.</p> <p>WS3 Performing simple tests. WS4 Identifying and classifying. WS5 Using their observations and ideas to suggest answers to questions. WS7 Use scientific language and read and spell age-appropriate scientific vocabulary.</p> <p>Everyday Materials EM1, EM2, EM3, EM4. Uses of Everyday Materials. EM1.</p>	<p>What makes the loudest sound?</p> <p>Seasonal Changes.</p> <p>WS1 Asking simple questions and recognising that they can be answered in different ways. WS2 Observing closely, using simple equipment and measurement. WS3 Performing simple tests. WS4 Identifying and classifying. WS7 Use scientific language and read and spell age-appropriate scientific vocabulary. WS8 Begin to notice patterns and relationships.</p> <p>Animals, Including Humans.</p>	<p>What keeps us dry?</p> <p>How does it feel?</p> <p>Exploring and classifying materials from a crash landing.</p> <p>Create a simple circuit that lights a lamp to send a light signal to an alien's home planet.</p> <p>WS1 Asking simple questions and recognising that they can be answered in different ways. WS2 Observing closely, using simple equipment and measurement. WS3 Performing simple tests. WS5 Using their observations and ideas to suggest</p>	<p>Whose poo?</p> <p>Why do we have teeth?</p> <p>Name a variety of common animals, describe and compare.</p> <p>Be a dinosaur dentist. WS1 Asking simple questions and recognising that they can be answered in different ways. WS2 Observing closely, using simple equipment and measurement. WS4 Identifying and classifying. WS5 Using their observations and ideas to suggest answers to questions. WS6 Gathering, recording and communicating data and finding ways to</p>	<p>What's in a bud?</p> <p>How do leaves change?</p> <p>Do pine-cones know it's raining?</p> <p>Looking at different types of trees.</p> <p>Sorting animals from different habitats.</p> <p>Identifying parts of a plant.</p> <p>WS1 Asking simple questions and recognising that they can be answered in different ways. WS2 Observing closely, using simple equipment and measurement. WS4 Identifying and classifying.</p>

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	<p>EM2 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>EM4 compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Animals, Including Humans. AH4 Identify, name, draw and label the human body; senses. AH3 Importance of exercising and eating.</p>		<p>AH4</p> <p>Seasonal Changes. SC1, SC2, SC3.</p>	<p>answers to questions. WS6 Gathering, recording and communicating data and finding ways to help in answering questions. WS7 Use scientific language and read and spell age-appropriate scientific vocabulary.</p> <p>Everyday Materials EM1, EM2, EM3, EM4.</p>	<p>help in answering questions. WS7 Use scientific language and read and spell age-appropriate scientific vocabulary.</p> <p>Animals, Including Humans. AH1, AH 2, AH3.</p>	<p>WS7 Use scientific language and read and spell age-appropriate scientific vocabulary. WS8 Begin to notice patterns and relationships.</p> <p>Plants. P1, P2.</p> <p>Living Things and Their Habitats. LH2, LH3.</p>
Art	<p>Drawing and modelling people. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products.</p>	<p>Drawing/ sketching. To develop a wide range of Art & Design techniques using colour, pattern, texture, line, shape, form and space.</p> <p><u>Landscape art</u> <u>Cityscapes and rural landscapes.</u></p>	<p>Carnival masks and head-dresses; Collage. To use a range of materials creatively to design and make products About the work of a range of artists, craft makers and designers, describing differences and similarities, making</p>	<p>Models of the solar system. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of Art & Design techniques using colour, pattern, texture,</p>	<p>Large and small-scale modelling. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <u>Observation drawing of bones, fossils</u> <u>Shading an object</u></p>	<p>Working with natural materials; Drawing; Painting. To develop a wide range of Art & Design techniques using colour, pattern, texture, line, shape, form and space. <u>Andy Goldsworthy</u></p> <p>Shades and tones of green</p>

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	<p><u>Drawing a face and drawing a body Scale and proportion</u> What is a portrait? Famous portraits</p> <p>Drawing skills Year 1 and 2 Smooth sideways figure of eight Pencil hold Free sketching a circle, an oval Drawing with a sketch line Drawing the features of a face and body</p>	<p><u>Using the whole paper.</u> <u>The Horizon</u></p> <p>Introduce the idea of a horizon</p>	<p>links to their own work.</p> <ul style="list-style-type: none"> • <u>Freda Khala</u> • <u>3D designs</u> • <u>Using paint brushes well</u> • <u>Selecting sizes</u> <p>Colour theory Using a paint brush Cleaning a paint brush Contrasting bright colours.</p>	<p>line, shape, form and space. <u>Use Holst planets to stimulate artwork</u> <u>Colour mixing</u> <u>Primary to secondary colours</u></p>		<p>3D Pattern in landscape Modelling clay, play dough</p>
DT	<p>Clothes for winter. Protecting the body. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products such as boots, coats etc. Design winter clothing for a doll or bear. Select correct materials. Consider how to waterproof a material.</p>	<p>Exploring mechanisms; Constructing moving models; Designing and making souvenirs; Models of London landmarks. Select from and use a range of tools and equipment to perform practical tasks Explore and use mechanisms in their products. Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Carnival instruments; Making flags; Recipes. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p>Designing and making space-themed vehicles; Evaluating toys; Using mechanisms. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.</p>	<p>Designing and making. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Make model dinosaurs using variety of materials.</p>	<p>Building structures; Making party food. Build structures, exploring how they can be made stronger, stiffer and more stable. Build structures for creatures in the environment. Bug hotels etc.</p>

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	Evaluate their ideas and products against design criteria.	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.				
Music	Charanga – Hey you!	Charanga – Rhythm in the way we walk and Banana wrap.	Charanga – In the Groove.	Charanga – Round and Round.	Charanga – Your Imagination.	Charanga – Reflect, Rewind, Replay.
MFL	French – “Good morning” and “Good afternoon.”	Christmas Round the World - “Happy Christmas” in different languages.	Spanish – “Good morning” and “Good afternoon.”	Cornish – St Piran’s Day - “Good morning.”	French – counting to 10.	Spanish – counting to 10.
RE	Christianity Creation “Who made the world?” Harvest	Islam Who is a Muslim and how do they live?	Christianity What do Christians believe God is like?	Christianity What does it mean to belong to a faith community?	Christianity How should we care for others and why does it matter?	Islam Who is a Muslim and how do they live?
PSHE	Jigsaw - Being Me in My World	Jigsaw - Celebrating Difference	Jigsaw - Dreams and Goals	Jigsaw - Healthy Me	Jigsaw - Relationships	Jigsaw - Changing Me
PE	Gymnastics. Health Related Exercise.	Dance. Multi-skills.	Gymnastics. Outdoor, Adventure, Orienteering.	Dance. Striking and Fielding.	Football. Multi-skills. (Balance ability)	Athletics. Mini-tennis.
Computing	Technology around us. Recognising technology in school and using it responsibly	Digital painting. Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally	Moving a robot. Writing short algorithms and programs for floor robots, and predicting program outcomes	Grouping data. Exploring object labels, then using them to sort and group objects by properties.	Digital writing. Using a computer to create and format text, before comparing to writing non-digitally.	Programming animations. Designing and programming the movement of a character on screen to tell stories.
DRIVER 1 To promote and celebrate diversity within	Understanding sense of self and place in the home, school and locale.	The diverse nature of Britain discussing our own families.	Diversity celebrated in carnival culture.	Diversity of astronauts.	All creatures are diverse.	Diversity of life in our school environment.

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the school culture and beyond. An "all welcome" ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.	Developing a sense of belonging. Understanding the "all welcome" at school value.	The diverse nature of our capital city London.	Blending of styles and celebrating together.	Women's opportunities in science.	Diversity of historians who research the past.	Diversity of people researching and protecting our environment. Greta Thunberg.
DRIVER 2 To promote <u>mental health</u> for all with an emphasis on <u>outdoor learning</u> and immersion in natural environment.	Understanding our bodies and minds both need to be healthy. Working regularly outdoors for our project and discussing the benefits of being outdoors with the children.	Art in the landscape for mental health and immersion in the environment for calming and creativity	The need to celebrate and have fun together for mental and physical health. Dance and movement in a group	Physical geography in the environment. Watching the night sky. Activities to explore with family.	Outdoor learning?	Outdoor learning?
DRIVER 3 To ensure exposure for all to events and learning with high <u>cultural capital</u> , especially for the pupil premium cohort.	Sense of belonging and access for all to whole school activity and all pupils equal in the classroom and school setting. Expose to high level vocabulary and pre-teaching for pupils who need support with access. Quality texts available for all pupils and books to be promoted for all.	Access to valued cultural information about the constitution in Britain and vocabulary relating to this. Finding out our capital city Behaviour in a formal setting such a meal with the Queen.	Traditional myths. Exposure to guests of diverse backgrounds Insight into travelling abroad	Visit a planetarium online? Online access to space exploration. ESA programme?	Historian invited to discuss his work.	Artist to be invited to school to discuss life-style.

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