|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Theme | Marvellous Me | | Our Wonderful World | | Animals including Humans | |
| Commando Joe | Year 1 Mission: Building for a lifetime (links with Science) | | Year 1 Mission – Sticky Knowledge recap on materials  Steve Backshall Mission: a home is where you should feel safe. (Science and DT links) | | Year 1 Mission: Teamwork – Working together towards a shared goal. | |
| Power of Reading texts to teach | Power of Reading Texts – The Jolly Postman | | Power of Reading Texts - The Snail and the Whale | | Power of Reading Text - Leaf  Power of Reading Text -  One day on our Blue Planet in the Savannah | |
| Reading (texts to read to class) | Rapunzel by Bethan Woollvin | The Power of Reading Text – The Adventures of Egg Box Dragon | Poems to Perform – Julia Donaldson | Power of Reading Text - Out and about – a first book of poems Shirley Hughes |  |  |
| Writing | labels & captions  Narrative (everyday settings; lists & simple sentences)  Narrative (retelling familiar stories) | | Non-chronological report  Instructions  Poetry (simple list/performance)  Narrative (familiar stories) | | Poetry (riddles)  Recount (report)  Narrative (animal stories) | |
| Maths  White Rose | Number & Place Value (within 10)  Addition & Subtraction (within 10) | Number: Addition and Subtraction within 10  Geometry: Shape  Consolidation | Number: Place Value within 20  Addition and Subtraction within 20  Place Value within 50 | Place Value within 50  MeasurementLength and Height  Measurement: Mass and Volume | Multiplication and Division  Number: Fractions  Geometry: Position and Direction | Number: Place Value within 100  Measurement: Money  Measurement: Time |
| Science | Everyday Materials  What materials are different objects made from?  How do different materials compare? | | Plants  How can we name and sort common flowering plants, garden plants and trees?  How are common flowering plants and trees structured? | | Animals including Humans  What are the similarities and differences  between different groups of animals?  What are the 5 senses, which part of the body is associated with each sense and how do humans use their senses? | |
| Seasonal Changes | | | | | |
| PE | Fundamental Skills  Sending and Receiving | Outdoor Ed  Dance | Gymnastics  Target Games | Yoga  Invasion | Striking and Fielding  Athletics | Net and Wall  Team Building |
| History | What homes were like in the past and how have they changed through time? | What was the Gunpowder Plot and how and why is it remembered? | What was Spennymoor High Street like in the past and how has it changed over time? | | Who was George Stevenson was and discuss why he is significant in history and to our locality?    How was the local area influenced by the development of the railways? | |
| Geography | **OUR LOCAL AREA**  What are the key features of a village, town and city?  How does Spennymoor compare to a Durham? | **COMPASSES AND DIRECTIONS**  Can I use locational language including North, South, East & West? | **OUR COUNTRY**  Can I name the 4 countries that make up the UK, the capital cities and key landmarks of each and the seas that surround the UK? | | **LET’S GO TO LONDON**  What are the key human and physical features of London?  How does the human and physical geography of London differ to Spennymoor? | |
| Identify daily and seasonal weather patterns in the UK and the location of hot and cold areas of the world. | | | | | |
| Art | **Drawing/Painting**  Children can describe the work of Monet    Children can create artwork using thick and thin brushes, showing an awareness of colour mixing and tinting. | | **Collage/Printing**  Children can describe the work of Henry Matisse    Children can create artwork using combination of materials to create texture | | **Sculpture**  Children can describe how Giacometti created the illusion of movement in his sculptures.    Children can create artwork using appropriate materials and techniques. | |
| DT | Mechanisms – Sliders & Levers  Children will design, make and evaluate a moving picture for themselves for entertainment.    Children will learn how to use scissors, hole punches and card drills to shape paper; learn how to create simple sliders and levers which move in different directions; and learn how to select appropriate joining materials. | | Structures - Freestanding Structures  Children will design, make and evaluate a freestanding structure for other children to play with in the small world area.  Children will learn how to measure, mark and cut materials; and learn how to join and strengthen materials to make a structure stable. | | Food - Preparing fruit and vegetables  Children will design, make and evaluate a fruit salad for ourselves for a picnic.  Children will learn how to peel, cut, slice, grate and squeeze a range of fruit and vegetables; and learn how to select from a range according to characteristics (colour, texture, taste). | |
| Music | Lark Ascending (Ralph Vaughan Williams) - BBC Ten Pieces Unit | Christmas song and performance | Singing – Durham Music Service | | Charanga –  Having Fun with Improvisation | |
| Computing | Computing systems and networks – Technology around us.  Children will know how to use technology responsibly | Creating media – digital painting  Children will use digital devices to create artwork | Creating media - digital writing  Children will use a computer to write text | Data and information -grouping data  Children will answer questions about a set of data | Programming A – moving a robot  Children will plan a simple program of commands | Programming B –animations.  Children will use an algorithm to create a program |
| RE | Belief and Authority in Christianity  What is Christianity and what do Christians believe about God?  Why is Jesus special to Christians?  What is the Bible? | | Expression of Belief in Christianity  What does it mean to belong in Christianity and how do Christians worship? | | Impact of Belief in Christianity  How do Christians follow the example of Jesus and what can we find out about the story of St Cuthbert? | |
| PSHE | Relationships  Families, friendships and safe relationships  British Value: Tolerance | Relationships  Keeping Safe  British Value: Individual Liberty | Health and Wellbeing  Physical Health and Mental Wellbeing  Growing and Changing | Health and Wellbeing  Respecting ourselves and others  British Value: Mutual Respect | Living in the Wider World  Media literacy and digital resilience. | Living in the Wider World  Belonging to a Community.  Money and Work.  British Value: Rule of Law  British Value: Democracy |
| Trips & Visits | Church visit for Harvest service | Church visit – Reflection visit  Outdoor Education | Jubilee Park  Church Visit – Easter Service | | St Cuthbert Trip to Cathedral |  |