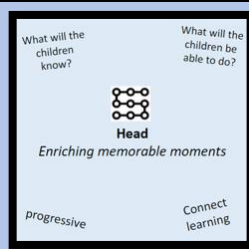


Year: 1 Sum 1

Main theme/ driving subject:



	Week 1	Week 2	Week 3 (4 days)	Week 4 (4 days)	Week 5	Week 6
Reading for Pleasure	The Lighthouse Keeper's Lunch	The Lighthouse Keeper's Lunch	Sharing a shell	Sharing a shell	The Sea Saw	The Sea Saw
Reading Lenses	Solving problems	Themes	Impact	Characters	Author	Genres
Phonics/ Spelling/	Phonics assessments Level 5 remaining phonemes/graphemes	Book 29 continued Oo u-e	Book 30 Ue ew	Book 30 Oi oy	Book 31 Ow ou	Book 31 Or our
Grammar & Punctuation	Questions What is a question?	Questions Question openers	Questions Recognising and using questions	Questions Question or not question?	Singular or plural Single nouns	Singular or plural Plural nouns
Writing Genre	Writing a narrative	Writing a set of instructions	Short story	Short story	Adventure tale	Adventure tale
Maths	Comparing and measuring capacity Multiplication & Division	Multiplication & Division	Multiplication & Division	Fractions	Fractions	Geometry
Science	Animals inc Humans What are reptiles?	Animals inc Humans What are birds?	Animals inc Humans What are mammals?	Animals inc Humans What body parts do we have?	Animals inc Humans What are our 5 senses?	Animals inc Humans Who was Bin Sina and what can he teach us?
History	Holidays in the Past Why were seaside holidays popular in the past?	Holidays in the Past What did people wear at the seaside in the past?	Holidays in the Past What did people like to do at the seaside in the past?		Holidays in the Past How do seaside holidays in the past compare with holidays today?	
Geography						
Art						
DT		Puppets Joining Fabrics	Puppets Designing my puppet	Puppets Making and joining my puppet	Puppets Decorating my puppet	
Computing	Programming a virtual bee bot Getting to know a virtual device	Programming a virtual bee bot Making a virtual Bee-Bot video	Programming a virtual bee bot Precise instructions	Programming a virtual bee bot Bee-Bot world virtual	Programming a virtual bee bot Bee-Bot adventures	
Outdoor PE	Multi-skills (Running & Jumping) Changing Gears	Multi-skills (Running & Jumping) Changing Routes	Multi-skills (Running & Jumping) Kangaroos	Multi-skills (Running & Jumping) Jumping Frogs	Multi-skills (Running & Jumping) Island Jumping	Multi-skills (Running & Jumping) Shadow Jumping

Indoor PE	Gymnastics Traditional Tales	Gymnastics Traditional Tales	Gymnastics Traditional Tales	Gymnastics Traditional Tales	Gymnastics Traditional Tales	Gymnastics Traditional Tales
Music		Having Fun with Improvisation	Having Fun with Improvisation	Having Fun with Improvisation	Having Fun with Improvisation	Having Fun with Improvisation
RE	What might people learn from the story of Abraham?	What might people learn from the story of Abraham?	What might people learn from the story of Abraham?	Why is Abraham important to Jews and Christians?	Why is Abraham important to Jews and Christians?	Why is Abraham important to Jews and Christians?
Jigsaw	Relationships Families	Relationships Making Friends	Relationships Greetings	Relationships People Who Help Us	Relationships Being My Own Best Friend	Relationships Celebrating My Special Relationships

Assessment- what do the children need to know?

<p>Science: Draw scientific diagrams of birds, mammals and reptiles. They can identify their key features. Label parts of the human body. Explain each of their senses. Explain why we remember Ibn Sina. Using & Applying Know that objects can be identified or sorted into groups based on their observable properties Know that we can write down numbers and words or draw pictures to record what we find</p>	<p>History: Knowledge: Know why people went to the seaside for their holidays in the past. Know who Queen Victoria was and what people wore in Victorian times. Know that Queen Victoria lived a hundred years ago. Know what recreational activities people enjoyed at the seaside a hundred years ago. Skills: Sequence events in their life. Recognise the difference between past and present in their own and others' lives. Be able to order a set of photographs from the past. Compare adults talking about the past- know how reliable their memories are. Find answers to simple questions about the past using sources of information.</p>	<p>DT: 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. Music: Demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. Demonstrate a basic understanding of how feelings can connect with/relate to music. Demonstrate some basic understanding of musical style.</p>		
<p>Computing: Recognise cause and effect when pressing buttons on a Bee-Bot. Discuss and demonstrate how the Bee-Bot works. Record video ensuring everyone is in the shot. Give a a number of clear instructions in sequence. Program a Bee-Bot to reach a destination. Identify and correct mistakes in their programming.</p>	<p>Indoor PE: Adapt star, straight and tuck shapes to create balances showing some control; Choose and perform two contrasting balances showing some control; Travel and balance in different ways, showing changes in speed and direction; Create a sequence using a range of controlled balances and different ways of travelling; Maintain a clear body shape when performing a log and egg roll; Perform a controlled straight jump on the floor, landing safely; Create their own sequence using a variety of rolls and balances; Create an interesting sequence using a range of skills that they have practised;</p>	<p>Outdoor PE: Run at different speeds, recognising the difference between walking, jogging and sprinting; Move along a wide range of different pathways; Jump as high and as far as possible using correct technique; Use different ways of jumping; Land safely with control; Create a sequence of jumps and show it to a partner.</p>	<p>RE: Explain why Abraham is important to both Jewish and Christian traditions (NB he is also important to Muslims). For example, Christians and Jews believe Abraham was the beginning of the promises (covenant) God made with them. He is also an example of faith. (Use examples from different traditions). Begin to show curiosity and ask questions about at least 3 Christian, Jewish and/or Muslim stories. Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning. Begin to talk thoughtfully with respect to a range of spiritual</p>	<p>Jigsaw: Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help in the school community</p>

			questions, e.g. What happens when you die? Why do people worship? What do others think about God? (Use examples from different traditions/worldviews)	
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