



Parks Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me and The Gun Powder Plot	Local Area	Significant People Throughout History	Toys	Weather	London
Enrichment, Trips or Visits	St Paul's Church – Religion and Worldviews link	Carol Concert Local Area Walks (rural and urban) - Geography link		Forest School Toy Workshop – History link		Tower Bridge Trip – Art and Geography Link
Literature Spine	Pumpkin Soup by Helen Cooper, The Friendship Bench by Wendy Meddour and Daniel Egneus <i>To complement these books the children read a range of stories celebrating themes of friendship.</i>	Shine by Sarah Asuquo and Nadia Fisher, The Proudest Blue by Ibtihaj Muhammad, S.K.Ali and Hatem Aly <i>To complement these books children read a range of stories with themes of celebrating what makes us unique.</i>	The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and other traditional tales/twisted traditional tales	The Worries by Jion Shebani	The Enormous Crocodile by Roald Dahl	Leo and Ralph by Peter Carnavas
English Key text • genres • Grammar NB: Core skills including transcription (handwriting and spelling) and key punctuation and sentence structure are explicitly taught in each unit of	Handwriting >Develop fine motor skills >Form letters correctly > Sit in the correct position for writing, with the paper slightly angled Core Writing Skills > Use and apply phonic knowledge	The Lonely Beast – Friendship Tale >Capital letters and full stops >Capital letter for the pronoun I >Using capital letters for names of people and places >Joining words and clauses using 'and' >Use adjectives to describe nouns	Traditional (Warning Tale) – The Three Little Pigs >Develop confidence using capital letters, full stops and finger spaces >Use capital letters for proper nouns and the word I >Join sentences using the conjunction and	Diary of Bunting the Cat >Write sentences using capital letters, full stops and finger spaces with confidence, including days of the week > Writing in the first person >Joining words and clauses using 'and' and 'but' > Time conjunctions to sequence events	Letters Write in role as Gregory Cool >Write in the 1 st person using the pronouns I, we and they > Joining words and clauses using 'and', 'but', 'or' > Add suffixes using 'er' e.g helper	Journey Tale – Katie in London >Write a narrative based on personal experiences >Begin to use ! >Use suffixes ing and ed > Powerful verbs for effect > Capital letters, full stops, exclamation marks, question marks



<p>work and are fundamental to children becoming confident writers.</p>	<ul style="list-style-type: none"> >Consolidate understanding of sentences starting with capital letters and ending with a full stop. >Add suffixes using ing where no change to the root word is needed e.g. helping >Consistent use of the present tense e.g. I can see >Regular plural suffixes >Capital letters for the personal pronoun I <p>Sound Collector – Poetry</p> <ul style="list-style-type: none"> >Write a poem about sounds in their environment >Use capital letters, full stops and finger spaces >Use adjectives for description >Begin to use rhymes 	<ul style="list-style-type: none"> >Consistent use of the past tense >Introduction of exclamation marks <p>Instructions on how to make a sandwich and fairy bread</p> <ul style="list-style-type: none"> > Consistent use of the present tense >Joining words and clauses using and > Imperative verbs >Use time conjunctions to sequence steps 	<ul style="list-style-type: none"> >Introduction of exclamation marks >Use adjectives to describe nouns >using the prefix –un to change the meaning of verbs and adjectives e.g. unkind, undo <p>Information Text about significant person (David Attenborough)</p> <ul style="list-style-type: none"> >Capital letters and full stops >Capital letter for the pronoun I >Using capital letters for names of people and places > Joining words and clauses using 'and', 'but', 'or' 	<ul style="list-style-type: none"> > Use adjective to describe nouns >Up level work with support <p>Non-Chronological Report of Toys from the past</p> <ul style="list-style-type: none"> >Show confidence and consistency with using basic sentence punctuation >Use time conjunctions to sequence steps > Use adjective to describe nouns >Joining words and clauses using 'and' and 'but' >Use the ed suffix with confidence 	<ul style="list-style-type: none"> > Question marks > Exclamation marks > Capital letters for names, places, days of the week and the personal pronoun 'I' <p>Riddles/ Calligrams on endangered animals</p> <ul style="list-style-type: none"> >Include the features of riddles and calligrams > Vocabulary choices including adjectives to describe nouns > Question marks 	<ul style="list-style-type: none"> > Consistent use of the past tense verbs <p>Recount of London Trip</p> <ul style="list-style-type: none"> >Use basic sentence punctuation with confidence >Retell events in chronological order >Write sentences using and to join clauses >Use the ed /est suffix with confidence when writing in the past tense
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<p>Reading</p>	<p>Using the Read Write Inc scheme children will learn the set 1,2, or 3 sounds at their assessed level. This will enable them to develop reading for fluency, using expression and developing confidence with their phonic knowledge. They will develop comprehension skills answering questions based on the RWI text at their appropriate level. When children have completed the RWI programme they will move onto the RWI comprehension scheme. The children will be exposed to a range of genres of stories from our Literature Spine and listen to and learn poems. They will participate in book talk discussions, forming opinions about texts, sharing their likes and dislikes, and making simple comparisons. This approach ensures that all children leave year 1 with confidence in early reading and a love of books.</p>					
<p>Maths</p> <ul style="list-style-type: none"> • number • concept 	<p>Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Given a number, identify one more and one less</p>	<p>Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p>	<p>Addition and subtraction within 20</p> <p>Choose and use manipulatives with confidence</p> <p>Numbers to 50</p>	<p>Consolidate addition and subtraction within 20</p> <p>Introduction to height and length, weight and volume</p>	<p>Multiplication as repeated addition and arrays</p> <p>Division as repeated subtraction and grouping</p> <p>Fractions: halves and quarters</p>	<p>Numbers to 100</p> <p>Position and direction</p> <p>Money</p>
<p>Science</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Which body parts are linked to our 5 senses?</p> <p>Identify, name and compare parts of our bodies</p> <p>Describe, compare and group different edible materials by using the sense of taste</p> <p>Identify, compare and group the sounds</p>	<p>What are the properties of wood, plastic, glass, metal, water, and rock?</p> <p>Identify and name everyday materials</p> <p>Identify and name paper in a variety of form</p> <p>Identify and name a variety of fabrics</p> <p>Recognise that most objects are made from more than one material</p> <p>Describe how the same type of object can be made using different materials</p> <p>Identify and describe the physical properties of a selection of materials</p>	<p>What is the same and what is different about plants and flowers?</p> <p>Identify, name, describe and compare some familiar garden plants in the local environment</p> <p>Compare a variety of familiar flowering plants and group them according to the similarities in their flowers</p>	<p>What do animals need to stay alive?</p> <p>Identify different animals seen around school at different times of the year</p> <p>Describe and identify birds that visit our bird feeders at different times</p> <p>Describe the needs of snails and what</p>	<p>How do animals differ from one another?</p> <p>Identify and name a variety of common animals</p> <p>Describe and compare the body structures of different kinds of animals</p> <p>Describe and compare different kinds of fish</p> <p>Observe the main features of birds, including feathers, and to</p>	



	<p>collected during a sound walk</p> <p>Describe how our sense of touch helps us to learn about the world around us.</p> <p>Describe and compare a variety of different smells, identifying which are the most and least liked by the class</p> <p>Describe how our senses help us to find out about the world</p> <p>Seasonal Change:</p> <p>Observe and describe weather associated with the seasons</p>	<p>Investigate the stretchiness and flexibility of selected materials</p> <p>Explore the properties of absorbency and waterproofing</p> <p>Seasonal Change:</p> <p>Observe and describe how day length varies.</p> <p>What colour are the leaves on the plants?</p> <p>Observe and describe weather associated with the seasons</p>	<p>Describe and compare the root systems of a variety of familiar plants</p> <p>Identify and name, describe and compare a variety of trees in the local environment</p> <p>Seasonal Change:</p> <p>Observe and describe how day length varies.</p> <p>What flowers do we see?</p> <p>What colour are the leaves on the plants?</p>	<p>happens as they change and grow.</p> <p>Describe the day to day needs of a pet and how they should be cared for over an extended period of time</p> <p>Seasonal Change:</p> <p>Observe and describe weather associated with the seasons</p>	<p>compare these in different kinds of birds</p> <p>Describe and compare how different kinds of animals move</p> <p>Recognise that some animals mainly eat meat (carnivores), some only eat plant materials (herbivores) and some eat both (omnivores)</p> <p>Describe how the lives of nocturnal animals differ from those of animals seen during the daytime</p>	
<p>Computing</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>What are the positives and negatives of online communication?</p> <p>Create, name and date my digital creative work</p> <p>Safely search for images online</p> <p>Understand how to communicate safely online</p>	<p>What the components of a computer and what are they used for?</p> <p>Identify technology</p> <p>Identify a computer and its main parts</p> <p>Use a mouse in different ways</p> <p>Use a keyboard to type on a computer</p> <p>Use the keyboard to edit text</p>	<p>What are the differences between using a computer to create text and writing on paper?</p> <p>use a computer to write</p> <p>add and remove text on a computer</p> <p>identify that the look of text can be changed on a computer</p> <p>make careful choices when changing text</p>	<p>Do you prefer painting with or without digital devices and why?</p> <p>Describe what different freehand tools do</p> <p>Use the shape tool and the line tools</p> <p>Make careful choices when painting a digital picture</p> <p>Explain why I chose the tools I used</p> <p>Use a computer on my own to paint a picture</p>	<p>What are the four levels of running a programme?</p> <p>Explain what a given command will do</p> <p>Act out a given word</p> <p>Combine 'forwards' and 'backwards' commands to make a sequence</p> <p>Plan a simple program</p>	<p>How can I make a rocket move on a screen?</p> <p>Choose a command for a given purpose</p> <p>Show that a series of commands can be joined together</p> <p>Identify the effect of changing a value</p> <p>Explain that each sprite has its own instructions</p> <p>Design the parts of a project</p>



	<p>Understand what personal information I need to keep safe</p> <p>Explore how to use email to safely communicate.</p> <p>Apply my online safety knowledge to help others make good choices online</p>	<p>Create rules for using technology responsibly</p>	<p>explain why I used the tools that I chose</p> <p>compare typing on a computer to writing on paper</p>	<p>Compare painting a picture on a computer and on paper</p>	<p>Find more than one solution to a problem</p>	<p>Use my algorithm to create a program</p>
<p>History</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Who was Guy Fawkes and what was his involvement with the Gunpowder Plot?</p> <p>Develop an understanding of the past by learning about the build-up to the Gunpowder plot</p> <p>Explore the life of Guy Fawkes</p> <p>Identify some of the difference in how people such as Guy Fawkes lived, compared with today</p> <p>Recount the main events of the Gunpowder Plot</p>		<p>What have these significant people done to help other people?</p> <p>Identify who Rosa Parks was and what difference did she make in the lives of other people</p> <p>Understand why Dr. Martin Luther King Jr's speech was so important in history</p> <p>Explore the life of Ruby Bridges and understanding how she made a difference on children's lives today</p> <p>Discuss similarities and differences between these individuals and their impact on the lives of other people</p>	<p>How are our toys different from those in the past?</p> <p>Understand changes within living memory by exploring toys from today</p> <p>Explore a range of toys from the past</p> <p>Compare similarities and differences between toys from today and in the past</p> <p>Recognise how toys have changed over time</p>		
<p>Geography</p> <ul style="list-style-type: none"> • knowledge • skills 		<p>What makes my local area unique?</p> <p>Rural and urban areas</p>			<p>How does the weather affect different jobs?</p>	<p>What is special about the UK and London?</p>



		<p>Features of the school ground and local area</p> <p>Symbols on an ordinance survey map</p> <p>Create a map of the local area</p>			<p>Seasonal and daily weather patterns in the United Kingdom</p> <p>Effects of weather on jobs and clothes</p> <p>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical similarities and differences between UK and Jamaica</p>	<p>Four countries, seas and capital cities of the UK</p> <p>Use aerial photos to locate human and physical features of London</p> <p>Fieldwork of London landmarks</p>
<p>Art</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>How can I recreate Fireworks using my knowledge of colour theory?</p> <p>Explore primary and secondary colours</p> <p>Colour theory and what happens when colours are mixed</p> <p>Making tints and shades</p> <p>Explore different styles of painting techniques to create fireworks</p> <p>Examine "The Rocket" by Edward Middleton Manigault</p>				<p>Post-impressionist art: Henri Rousseau 'Surprised' (1891)</p> <p>Landscape</p> <p>Mixed media – combine collage, drawing, painting and chalk pastels</p> <p>Experiment with different techniques to create prints</p>	<p>Artist study: Stephen Wiltshire</p> <p>How can I show tone and texture in my drawings?</p> <p>Learn about the work of an important modern artist: Stephen Wiltshire</p> <p>Use drawings to develop and share ideas, experiences and imagination</p> <p>Explore different textures and tones</p> <p>Observe and draw landscapes</p>



	<p>Use different materials to create a bonfire at the foreground of the painting</p>					
<p>Design and Technology</p> <ul style="list-style-type: none"> • knowledge • skills 		<p>Food: Preparing fruit and vegetables</p> <p>Product: Fruit feast to be shared with parents</p> <p>Understand where a range of fruit and vegetables come from</p> <p>Use a range of utensils to cut, slice, peel, grate and squeeze</p> <p>Understand and use basic principles of a healthy diet</p> <p>Evaluate ideas and final product</p>	<p>Mechanisms: Sliders and Levers</p> <p>Product: Information book for a Year 1 pupil based on a significant person in history/other relevant theme e.g. traditional tales.</p> <p>Understand that different mechanisms produce different types of movement</p> <p>Use simple cutting, shaping, joining and fastening skills</p> <p>Understand that different mechanisms produce different types of movement</p>	<p>Structures: Freestanding structures</p> <p>Product: Toy chair for a teddy bear</p> <p>Know how to make freestanding structures stronger, stiffer and more stable</p> <p>Select from and use a wide range of materials and components according to characteristics and use simple cutting, shaping, joining and fastening skills</p> <p>Generate ideas based on simple design criteria</p>		



			<p>Use simple cutting, shaping, joining and fastening skills</p> <p>Generate ideas based on simple design criteria</p> <p>Evaluate ideas and the finished final product</p>	<p>Evaluate ideas and final product</p>		
<p>PE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Team Building: How do I communicate in sports?</p> <p>Communicate and follow simple instructions.</p> <p>Suggest ideas to solve tasks. Listen to others' ideas.</p> <p>Work with a partner and a small group. Understand why games have rules.</p> <p>Fundamentals: What actions can I do with my body?</p> <p>Change direction when moving at speed.</p> <p>Recognise changes in my body when I do exercise.</p> <p>Select my own actions in response to a task.</p> <p>Show balance and co-ordination when static</p>	<p>Dance: How does my body move to differently to music?</p> <p>Explore travelling actions and use counts of 8 to move in time with the music</p> <p>Copy, remember and repeat actions</p> <p>Use different parts of the body in isolation and together</p> <p>Choose appropriate movements for different dance ideas.</p> <p>Show some sense of dynamic and expressive qualities in my dance.</p> <p>Sending and Receiving: What skills are needed for an accurate aim?</p> <p>Develop their sending skills through target</p> <p>Sending and receiving skills</p> <p>Organise and manage their own activities</p>	<p>Gymnastics: How can I move my body in different ways?</p> <p>Link together a set of actions and shapes into a sequence</p> <p>Explore how my body can change through exercise</p> <p>Evaluate what is good about a performance</p> <p>Know how to use apparatus safely</p> <p>Invasion Games: How do I keep possession of a ball?</p> <p>Send and receive a ball with hands and feet</p> <p>Change direction to move away from a defender</p> <p>Move to stay with another player when defending</p> <p>Use simple rules to play fairly Recognise changes in my body when exercising</p>	<p>Yoga: How can being mindful help me to focus?</p> <p>Remember and repeat actions</p> <p>Show an awareness of space when travelling</p> <p>Develop flexibility and balance</p> <p>Work collaboratively with other to create poses</p> <p>Net and Wall: What skills do I need when playing Net and Wall games?</p> <p>Develop control when holding a racket</p> <p>Track equipment sent to me i.e. a ball</p> <p>Use a ready position</p> <p>Develop decision making</p> <p>Develop under and overarm throwing techniques</p>	<p>Athletics (Sports Day Practice)</p> <p>What different skills do I need in athletics?</p> <p>Develop a range of throwing techniques (overarm, underarm)</p> <p>Know which throw is used to throw towards a target</p> <p>Recognise changes in the body when exercising</p> <p>Understand the difference between a hop, jump and leap and which one allows them to jump the furthest.</p> <p>Ball Skills: How can I develop control with different ball skills?</p> <p>Explore catching with two hands</p>	<p>Striking and Fielding: What skills do I need when striking a ball and fielding?</p> <p>Track a ball that is coming towards me.</p> <p>Catch a variety of sized balls</p> <p>Begin to understand simple tactics.</p> <p>Strike a ball with hands and feet</p> <p>Understand the use of aiming at a target</p> <p>Target Games: How can I develop my accuracy when throwing at a target?</p> <p>Know how to throw towards a target with accuracy</p> <p>Develop the under and over arm throwing techniques</p>



	<p>and moving at a slow speed.</p> <p>Move my body at different speeds and in different movements</p>	<p>Understand the importance of abiding by the rules to keep themselves and others safe</p>			<p>Understand simple tactics</p> <p>Roll and throw with some accuracy towards a target</p> <p>Develop control and co-ordination when dribbling a ball with hand and feet</p> <p>Work co-operatively with a partner</p>	<p>Select the correct technique for different throwing situations</p> <p>Understand what good techniques look like</p> <p>Work co-operatively with a partner</p>
<p>Music</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>How do pitch and tempo affect the performance of a piece?</p> <p>Use my voice and hands to make music</p>	<p>What is special about Reggae Music?</p> <p>listen and appraise – Rhythm in the Way We Walk</p> <p>Singing and performing the song</p> <p>Listen and appraise– Banana Rap then sing and perform the song</p>	<p>How can different sounds be used to represent characters in a fairytale?</p> <p>Use voices expressively to speak and chant</p> <p>Select suitable instrumental sounds to represent a character</p> <p>Select suitable instrumental sounds to Compose and play a rhythm</p> <p>Recognise how timbre is used to represent characters in a piece of music</p> <p>Keep the pulse using untuned instruments</p>	<p>Who were The Beatles and why is their music still important today?</p> <p>Listen to and appraise a range of music by a notable British band.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Use our voices expressively and creatively to sing a song.</p> <p>Explore percussion sounds to enhance storytelling.</p> <p>Recognise how graphic notation can represent created sounds</p>	<p>How can a tuned instrument be played?</p> <p>Listen and appraise – Your Imagination</p> <p>Learn to sing – Your Imagination</p> <p>Perform with confidence – Your Imagination</p> <p>Play instruments with the song</p>	<p>How can musical instruments be used to represent an animal?</p> <p>Sing a song in sections</p> <p>Perform a song</p> <p>Use instruments to create different sounds</p> <p>Create and choose sounds</p>
<p>RE</p> <ul style="list-style-type: none"> • knowledge • skills 	<p>Believing: Who is a Christian and what do they believe?</p>	<p>Expressing: How and why do we celebrate special and sacred times?</p>	<p>Believing: Who is a Muslim and what do they believe?</p>	<p>Believing: What can we learn from sacred books?</p>	<p>Believing: Who is Jewish and what do they believe?</p>	<p>Expressing: What makes some places sacred?</p>



	<p>Explore what Christians believe about God.</p> <p>Discuss what Bible teaches Christians about God.</p> <p>Understand that Christians believe God is just one thing.</p>	<p>Consider family celebrations and the stories told.</p> <p>Explore the nativity and the birth of Jesus.</p> <p>Understand the story of Hanukkah and the significance of the events leading up to the miracle.</p> <p>Consider how we celebrate special and sacred times in our society.</p>	<p>Learn about the Muslim belief about God.</p> <p>Understand the importance of the Prophet Muhammad (pbuh) to Muslims.</p> <p>Listen to and discuss religious stories from the Muslim faith.</p> <p>Understand what makes a mosque special and what happens in a mosque.</p>	<p>Understand what a holy book and the significance of this.</p> <p>Explore how the bible contains the parable of the Lost Sheep and the message within the story.</p> <p>Explain how Jesus instructs how to treat others.</p> <p>Consider how holy books should be treated.</p>	<p>Talk about how the mezuzah reminds Jewish people about God.</p> <p>Explore the purpose of Shabbat and the celebrations involved.</p> <p>Understand the festival of Hannukah.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p>	<p>Understand what a sacred place is and why they feel safe.</p> <p>Explore how Churches are sacred places for Christians.</p> <p>Explore how Synagogues are sacred places for the Jewish people.</p> <p>Explore and learn about how mosques are sacred places.</p>
<p>PSHE / Citizenship</p> <ul style="list-style-type: none"> • knowledge • Skills 	<p>Physical health and wellbeing:</p> <p>Fun times</p> <p>Food associated with special times</p> <p>Global playground games</p> <p>Sun safety</p> <p>P4C Theme - Fair and unfair</p> <p>Events – Multicultural Week</p>	<p>Keeping safe and managing risk:</p> <p>Feeling safe</p> <p>Staying safe in familiar situations</p> <p>Personal safety</p> <p>People who help us</p> <p>P4C Theme- Say No to Bullying</p> <p>Events – Anti Bullying Week</p>	<p>Identity, society and equality:</p> <p>Me and others</p> <p>Identify people who can help keep us safe</p> <p>Roles and responsibility at home and school</p> <p>Behaviour and how to affect change in a positive way</p> <p>P4C Theme – Growing Up from Young to Old</p> <p>Events – Safer Internet Day</p>	<p>Drug, alcohol and tobacco education:</p> <p>What do we put into and on to bodies?</p> <p>What we put into our bodies and how it makes people feel</p> <p>What goes onto our bodies and how it makes people feel</p> <p>Safety Rules</p> <p>P4C Theme – Staying Safe Online, CREW week</p>	<p>Mental health and emotional wellbeing:</p> <p>Feelings</p> <p>Emotions</p> <p>Know when to ask for help</p> <p>Change and loss</p> <p>How to help themselves and others</p> <p>P4C Theme – Winning and Loosing</p>	<p>Careers, financial capability and economic wellbeing:</p> <p>My money</p> <p>Where money comes from</p> <p>Make financial choices</p> <p>Saving money</p> <p>Jobs</p> <p>P4C Theme –How Does David Attenborough inspire us to help protect the environment?</p>



						Events – Outdoor Learning Week Sports Day, Values Parliament
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