

YEAR 1

TERM	Autumn Term		Spring Term		Summer Term	
	1 st half This is me	2 nd half Toys	1 st half Journeys	2 nd half Queens	1 st half Plants	2 nd half Seaside
Writing	<p>Labels, lists and captions The children are working to complete the ELG (if they have not already achieved this in Reception). They will be orally composing before writing and discussing what they have written with a teacher. The children will practice joining words and clauses with the word 'and'</p> <p>Handwriting The children will learn to form letters correctly with fluidity. They will write on lines and begin to correctly size each letter. They will place ascending and descending letters correctly.</p>	<p>Labels, lists and captions The children will begin to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' and practice spelling words containing each of the 40+ phonemes they will be taught.</p> <p>Handwriting The children will sit correctly at a table, holding a pencil comfortably and correctly. From this they will progress onto forming lowercase letters in the correct direction, starting and finishing in the right place.</p>	<p>Recount The children will learn to sequence sentences to form a short narrative about a day or journey by using 'and' to join clauses.</p> <p>Stories When writing stories, the children will imitate and innovate on known stories by using a story map. They will plan their story developing ideas and vocabulary. The children will be sequencing sentences to form a short narrative. They will use capital letters and full stops; they will begin to use question marks and exclamation marks. They will join words with the word 'and'.</p>	<p>Stories When writing stories, the children will imitate and innovate on known stories by using a story map. They will plan their story developing ideas and vocabulary. The children will be sequencing sentences to form a short narrative. They will use capital letters and full stops; they will begin to use question marks and exclamation marks. They will join words with the word 'and'.</p> <p>Instructions The children will learn to use the key features of instructions that they have seen in group reading texts, such as numbered steps, what you need and a title. They will add -s or -es as a suffix to show there is more than one of something.</p>	<p>Stories The children will sequence sentences to form short narratives and begin to use question marks and exclamation marks to end sentences where appropriate. Children will then imitate and innovate on known stories by using a story map (Talk for writing) and begin to plan stories by collecting vocabulary and ideas.</p>	<p>Recount The children will learn to sequence sentences to form a short narrative about a day or journey by using 'and' to join clauses.</p> <p>Instructions The children will learn to use the key features of instructions that they have seen in group reading texts, such as numbered steps, what you need and a title. They will add -s or -es as a suffix to show there is more than one of something.</p>
Reading / Phonics	<p>Group reading The children will begin to verbally answer basic 5W questions about texts that are read to them. They will use group reading texts they are familiar with and class texts.</p>	<p>Group reading The children will begin to verbally answer with increasing accuracy using basic 5W questions about texts that are read to them. They will use group reading texts they are familiar with and class texts.</p>	<p>Group reading The children will begin to verbally answer with increasing accuracy using basic 5W questions about texts that are read to them. They will use group reading texts they are familiar with and class texts.</p>	<p>Group reading The children will make simple inferences about characters based on what they can say or have done, and draw upon background knowledge and vocabulary provided by the teacher. Use the evidence from short captions and related</p>	<p>Group reading The children will make simple inferences about characters based on what they can say or have done, and draw upon background knowledge and vocabulary provided by the teacher. Use the evidence from short captions and related</p>	<p>Group reading The children will make simple inferences about characters based on what they can say or have done, and draw upon background knowledge and vocabulary provided by the teacher. Use the evidence from short captions and related</p>

	<p><u>Reading for pleasure</u> The children will listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently. They will also start to link what they read, or have read to their own experiences.</p> <p><u>Phonics – The Basics 2 & 3</u> The children will learn: Phase 2: <ul style="list-style-type: none"> • 19 letter sounds are taught • Children are taught to read and spell CVC words. • Children are taught 5 tricky words. Phase 3 <ul style="list-style-type: none"> • 23 graphemes are taught, including 17 digraphs and 3 trigraphs. • Children are taught to read and spell words featuring these sounds. • 12 tricky words are taught </p>	<p><u>Reading for pleasure</u> The children will listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently. They will also start to link what they read or have read to their own experiences.</p> <p><u>Phonics – The Basics 2 & 3</u> The children will learn: <ul style="list-style-type: none"> • 19 letter sounds are taught • Children are taught to read and spell CVC words. • Children are taught 5 tricky words. Phase 3 <ul style="list-style-type: none"> • 23 graphemes are taught, including 17 digraphs and 3 trigraphs. • Children are taught to read and spell words featuring these sounds. • 12 tricky words are taught </p>	<p><u>Reading for pleasure</u> The children will listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently. They will also start to link what they read or have read to their own experiences.</p> <p><u>Phonics – The Higher Levels 4 & 5</u> The children will learn: Phase 4: <ul style="list-style-type: none"> • Children learn to read words featuring adjacent consonants. • Children learn to read polysyllabic words. • Children are taught 14 tricky words. Phase 5a <ul style="list-style-type: none"> • 22 new graphemes are taught, including 6 split digraphs. </p>	<p>pictures to verbally justify inferences, and begin to record these too.</p> <p><u>Reading for pleasure</u> The children will listen to and discuss a range of poems, stories and non-fiction texts at a level beyond their independent reading level. They will learn to link what they have read to their own experiences. They will appreciate rhyme and join in with predictable phrases. They will become very familiar with traditional tales and participate in class discussions.</p> <p><u>Phonics - Phase 5 (If Ready)</u> The children will learn Phase 5a <ul style="list-style-type: none"> • 22 new graphemes are taught, including 6 split digraphs. • Children are taught to read and spell words featuring these new sounds. • 9 tricky words are taught. Phase 5b • Children are taught the alternative pronunciations of 15 graphemes. Phase 5c <ul style="list-style-type: none"> • Children are taught the alternative spelling </p>	<p>pictures to verbally justify inferences, and begin to record these too.</p> <p><u>Reading for pleasure</u> The children will listen to and discuss a range of poems, stories and non-fiction texts at a level beyond their independent reading level. They will learn to link what they have read to their own experiences. They will appreciate rhyme and join in with predictable phrases. They will become very familiar with traditional tales and participate in class discussions.</p> <p><u>Phonics - Phase 5 (If Ready)</u> The children will learn Phase 5a <ul style="list-style-type: none"> • 22 new graphemes are taught, including 6 split digraphs. • Children are taught to read and spell words featuring these new sounds. • 9 tricky words are taught. Phase 5b • Children are taught the alternative pronunciations of 15 graphemes. Phase 5c <ul style="list-style-type: none"> • Children are taught the alternative spelling </p>	<p>pictures to verbally justify inferences, and begin to record these too.</p> <p><u>Reading for pleasure</u> The children will listen to and discuss a range of poems, stories and non-fiction texts at a level beyond their independent reading level. They will learn to link what they have read to their own experiences. They will appreciate rhyme and join in with predictable phrases. They will become very familiar with traditional tales and participate in class discussions.</p> <p><u>Phonics - Phase 5 (If Ready)</u> The children will learn Phase 5a <ul style="list-style-type: none"> • 22 new graphemes are taught, including 6 split digraphs. • Children are taught to read and spell words featuring these new sounds. • 9 tricky words are taught. Phase 5b • Children are taught the alternative pronunciations of 15 graphemes. Phase 5c <ul style="list-style-type: none"> • Children are taught the alternative spelling </p>
--	--	--	--	---	---	---

<p>Maths</p>	<p><u>Place Value</u> The children will count forwards and back from 100, read/write numbers to 100. They will identify 1 more or 1 less. They will use mathematical language: equal to, more, less, most, least. They can represent numbers using objects or pictures or a number line.</p>	<p><u>Geometry: Shapes</u> The children will use $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ when describing position, direction, and movement.</p> <p><u>Place Value (within 20)</u> The children will apply their place values knowledge to numbers within 20.</p>	<p><u>Place Value (within 50)</u> <u>Addition and subtraction</u> The children will use number bonds and facts to 20. They will read and write symbols, =, +, -. They will learn to solve 1 step problems.</p>	<p><u>Measurement: Length and Height</u> <u>Measurement: Weight and Volume</u> The children will use comparative language relating to lengths and height, mass, capacity and volume and begin to measure and record them.</p>	<p><u>Multiplication and division</u> The children will learn to count in multiples of 2, 5 and 10. They will state whether numbers are odd or even. Multiplication and division will be taught using arrays and concrete objects. They will double numbers and find simple fractions of objects and numbers.</p> <p><u>Fractions</u> The children will recognise and name a half as one of two equal parts. They will know a quarter is one of four equal parts. They will know there as parts of an object, shape or quantity.</p> <p><u>Geometry: Position and direction</u> Children will learn to describe position, direction and movement, including half, quarter and three-quarter turns.</p>	<p><u>Place Value (within 100)</u> The children will apply their place value knowledge to numbers within 100.</p> <p><u>Money</u> The children will recognize and know the values of different denominations of coins and notes.</p> <p><u>Time</u> The children will sequence events in chronological order, measure and record time using hours, minutes and seconds. They will tell the time to the hour and half past the hour, and draw these hands on a clockface. They will use language relating to dates.</p>
<p>Science</p>	<p><u>Animals including humans</u> The children are learning to identify, group and compare a variety of common animals. They will be able to identify carnivores, herbivores, and omnivores. They will learn the basic parts of the human body and know which body part is associated with which sense.</p>		<p><u>Seasonal changes</u> The children will note the changes of the seasons and describe the associated weather and differences to the length of the day.</p>	<p><u>Materials</u> The children will identify a variety of materials and talk about their properties. They will distinguish between an object and the material that makes it.</p>	<p><u>Plants</u> The children will learn the names of common plants including deciduous and evergreen trees. They will describe the basic structure of flowering plants.</p>	
<p>History</p>		<p><u>Toys</u> The children will discuss and explore toys from today. They will consider how to research toys from</p>		<p><u>Queens</u> The children will explore the role of a monarch and investigate and compare the lives of Queen Victoria</p>		<p><u>Seaside</u> The children will identify the features of seaside towns and think about how our town has</p>

		<p>the past. The children will then compare toys from different time periods and create a timeline.</p> <p>The children will learn to talk about how things have changed in their life before today. They will sequence events in their life and place them on a timeline. They will use photographs or pictures to compare people and events in the past. They will use words such as past, old, new, recent, young, days and months.</p>		<p>and Queen Elizabeth II. The children will display information using a timeline.</p> <p>The children will learn to talk about how things have changed in their life before today. They will sequence events in their life and place them on a timeline. They will use photographs or pictures to compare people and events in the past. They will use words such as past, old, new, recent, young, days and months.</p>		<p>changed within their lifetime. The children will sort artefacts and sources of Clacton over different time periods using a timeline. They will consider the similarities and differences between these times.</p> <p>The children will learn to talk about how things have changed in their life before today. They will sequence events in their life and place them on a timeline. They will use photographs or pictures to compare people and events in the past. They will use words such as past, old, new, recent, young, days and months.</p>
Geography			<p><u>The UK and Weather</u> The children will know the differences between the town and countryside. They will find the UK on a globe and name the four countries of the UK locating them on a map. They will be able to name the seas of the UK and use directional language, North, South, East and West. They will be able to talk about the changes in the weather and identify appropriate clothing.</p>			<p><u>Exploring our local area – Our School</u> The children will talk about the area they live in using terms such as near, far, left and right. They will follow a route on a map around the school grounds using N, S, E and W. They will learn to draw a simple map of their classroom using a key.</p>
Art	<p><u>Painting</u> The children will learn to mix secondary colours, tints, tones and shades. They will paint a familiar object using their mixing skills.</p>	<p><u>Textiles</u> The children will be learning simple sewing techniques linked to an artist. They will use</p>				<p><u>Printing</u> The children will be making a clean print and a repeating pattern. They will select their materials and explain their choices.</p>

	<p><u>Clay, sculpture, paper & paste</u> The children will learn to use a rolling pin, a cutter and basic joining techniques. They will explore techniques to create different textures in clay.</p>	different textiles and mediums to meet this.				
D.T.		<p><u>Textiles</u> The children will use a range of materials and textiles. They will use finishing techniques such as adding sequins or printing to enhance the fabric.</p> <p><u>Food</u> The children will sort healthy and unhealthy food and talk about food preferences. The children will design and make a sandwich considering healthy options.</p>		<p><u>Construction</u> The children will learn to use different materials and components. They will explore simple mechanisms.</p>		
Music		<p><u>Singing</u> The children will learn to use their voice to make different sounds, including high and low, and echo a simple melodic pattern. They will sing songs remembering the tune and keeping in time and sing a rising melody.</p>	<p><u>Listening</u> The children will be able to identify some instruments when listening to a piece of music. They will be able to talk about how they have been used to create an effect or mood comparing different pieces. They children will be able to internalise the pulse in a piece of music. They will be able to describe some features of Native American Indian music.</p>	<p><u>Creating</u> The children will select and combine sounds as part of a group. They will select different instrument to create different timbres. They will use simple graphics to illustrate pitch. They will make a song longer by creating another verse.</p>	<p><u>Performing</u> The children will play simple tunes alone and as part of a class. They will copy a rhythm and use their voice to make different sounds. They will learn to echo a simple melodic vocal pattern.</p>	<p><u>Notation</u> The children will learn to clap short and long notes. They will recognise a rest.</p>
ICT	<p><u>Purple Mash</u> <u>Internet Safety</u> <u>Exploring Purple Mash</u> Children will learn how to save and open their work. They will create</p>	<p><u>Purple Mash</u> <u>Pictograms</u> Children will understand what a pictogram is and begin to record data.</p>	<p><u>Purple Mash</u> <u>Lego Builders</u> Children will follow instructions and know what an algorithm is.</p>	<p><u>Purple Mash</u> <u>Animated Stories</u> Children will know how to continue a saved document and use additional features to a e-</p>	<p><u>Purple Mash</u> <u>Coding</u> Children will begin to understand what coding means and get a character to move.</p>	<p><u>Purple Mash</u> <u>Spreadsheets</u> Children will have an introduction to spreadsheets and give images a value.</p>

	<p>an avatar and understand why they need to use them.</p> <p><u>Grouping and Sorting</u> Children will learn how to group and sort items.</p>		<p><u>Maze Explorers</u> Children will learn how to use the direction keys and use this make an algorithm longer.</p>	<p>book. This will include sounds and visual effects.</p>		<p><u>Tech Outside School</u> Children will understand the use of technology in the community. They will record examples of technology at school and at home.</p>
P.E.	<p><u>Football (Invasion games)</u> The children will travel safely in different directions with a ball. They will change direction, stop a ball and travel with varied footwork patterns. They will learn to send and receive the ball and consider how their body feels during exercise and rest.</p> <p><u>Real PE</u> The children will perform a sequence of movement with some changes of level, direction or speed. They will explore making a variety of shapes with their body including tuck, star and straight. The children will set up and tidy away small equipment.</p>	<p><u>Basketball and netball (Invasion games)</u> The children will travel safely in different directions with a ball. They will throw, catch and stop a ball with basic control. The children will send, and receive a ball, they will travel using varied footwork patterns.</p> <p><u>Real PE</u> The children will perform a sequence of movement with some changes of level, direction or speed. They will explore making a variety of shapes with their body including tuck, star and straight. The children will set up and tidy away small equipment.</p>	<p><u>Rugby (Invasion games)</u> The children will travel safely with a ball, throw, catch and stop a ball with basic control. They will travel with a ball using varied footwork patterns.</p> <p><u>Real PE</u> The children will perform a sequence of movement with some changes of level, direction or speed. They will explore making a variety of shapes with their body including tuck, star and straight. The children will set up and tidy away small equipment.</p>	<p><u>Cricket (Invasion games)</u> The children will learn to hold a bat/racket safely. They will travel safely in different directions with a ball. They will change direction, stop a ball and travel with varied footwork patterns. They will learn to send and receive the ball and consider how their body feels during exercise and rest.</p> <p><u>Real PE</u> The children will perform a sequence of movement with some changes of level, direction or speed. They will explore making a variety of shapes with their body including tuck, star and straight. The children will set up and tidy away small equipment.</p>	<p><u>Hockey (Invasion games)</u> The children will learn to travel safely with a ball in different directions. They will throw, catch and stop a ball with basic control. They will also travel with a ball using varied footwork patterns.</p> <p><u>Real PE</u> The children will perform a sequence of movement with some changes of level, direction or speed. They will explore making a variety of shapes with their body including tuck, star and straight. The children will set up and tidy away small equipment.</p>	<p><u>Athletics</u> The children will repeat and link combinations of actions showing greater control and coordination. The children will throw an object towards a target, run and jump. They will perform a jump and hop using a skipping rope. They will watch others and talk about the changes their bodies feel.</p> <p><u>Dance</u> The children will perform and link basic body patterns. They will respond imaginatively to stimuli and use varied speed and dynamic levels, speed and direction. They will learn to follow a dance sequence.</p>
R.E.	<p><u>Christianity</u> The children will identify what is special to them, including special places, objects and symbols and what things are special to Christians. They will learn that not all Churches are the same and</p>	<p><u>Hinduism</u> The children will learn about and describe a Mandir. They will compare their own home to a Mandir. They will learn about the Three Gods.</p>	<p><u>Judaism</u> The children will find out about synagogues and consider what belonging means and how it affects their lives.</p>	<p><u>Sikhism</u> The children will learn about Sikhism and Gurdwaras and what it is like to worship at them. They will consider the jobs different people do, thinking about which jobs</p>	<p><u>Islam</u> The children will look at special people in a Muslim's life. They will describe Muslim's place of worship and compare mosques from around the world.</p>	

	consider their favourite place in a church.			are important for our school and community.		
PSHE	<p>Relationships The children will know how people make friends and what makes a good relationship. The children will learn who to trust and who not to trust and where to seek advice. They will understand that bullying is wrong and that feelings can be hurt. The children will learn about the different roles people we care about can have in their lives.</p>	<p>Living in the wider world The children will understand that people and other living things have rights. They will explore what improves and harms the local, natural and built environments. They will identify various groups and communities that they belong to. Children will discuss with others about the role of the internet and money in everyday life. They will discuss different jobs that people have and how they are important.</p>	<p>Diversity The children will know how people make friends and what makes a good friendship. They will discuss who to trust and how to seek help or advice from others, if needed. Children will begin to identify and respect differences and similarities between people and can explain different ways that family and friends should care for one another. They will learn how to listen to others peoples' views and know how to play and work co-operatively.</p>		<p>Health and well-being The children will start to make simple, informed choices about some aspects of their health and well-being (diet, exercise, sleep, sun protection). They will also understand the importance of, and how to maintain, personal hygiene. They will discuss how to keep themselves physically, emotionally and environmentally safe.</p>	
ReflectED	<p>Learning a new skill The children will start to say what metacognition is. They will start to use colour tags to reflect on their learning.</p>	<p>Growth mindset The children will start to understand what a growth and fixed mindset are. They will begin to understand what targets are.</p>	<p>What a successful learner looks like The children begin to see how being happy, nousey, brave and busy can help them be a successful learner. They start to say why they have chosen a certain colour tag for their learning. Children also begin to understand what a challenge is and what might stop me from learning,</p>	<p>Questioning, summarising and visualisation skills The children will start to recognise how questions help us find out new things. They will begin to summarise using who, what when, where and why. They can start to use simple words to help create a picture in someone's head.</p>	<p>Review knowledge of Growth Mind set The children will take it in turns to give an answer. They begin to think of a response then say it clearly to their talk partner. They also play games to start to justifying their thinking.</p>	<p>Deliberate practice, coaching and feedback Co-operative learning and teamwork The children begin to know what deliberate coaching is, i.e. in PE.</p>
RSE	<p>Families and relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show</p>	<p>Health and wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand</p>	<p>Safety and the changing body Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical</p>	<p>Safety and the changing body Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical</p>	<p>Citizenship Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals;</p>	<p>Economic wellbeing Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and</p>

	feelings differently and that stereotyping is unfair.	washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	exploring our similarities and differences and an introduction to democracy.	saving and some of the job roles in schools.
--	---	--	--	--	--	--