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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Writing** | See Writing LTP |
| **Phonics and Reading** | Little Wandle Letters and Sounds Revisited Planning |
| **Handwriting** | PenPals Reception & Year 1 |
| **Numeracy**  | See White Rose LTP |
| **Science** | **Animals including Humans*** Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals
* Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
* Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).
* Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.
 | **Everyday Materials** * Distinguish between an object and the material from which it is made.
* Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.
* Describe the simple physical properties of a variety of everyday materials.
* Compare and group together a variety of everyday materials on the basis of their physical properties.
 | **Plants** * Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen
* Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.
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| Seasonal Change (on-going across year)* Observe changes across the four seasons
* Observe and describe weather associated with the seasons
* Observe and describe how day length varies
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| **Art** | Painting and Mixed MediaJasper JohnsClarice Cliff | Sculpture | Craft and Design |
| **DT** | Control: Moving Storybook (sliders) linked to ChristmasTo construct a moving picture book Investigating existing productsExploring mechanismsInitial Designing DesigningMaking Evaluate |  Structure: WindmillTo construct a WindmillInvestigating existing productsExploring mechanismsInitial Designing DesigningMaking Evaluate | Cooking and Nutrition: Fruit and vegetable smoothie To make a smoothie. Investigating existing productsExploring mechanismsInitial Designing DesigningMaking Evaluate |
| **PE** | Invasion GamesGymnasticsP.E/Fundamental Skills  | DanceNew/Wall Games | Striking and Fielding GamesAthletics  |
| **Computing** | Computing systems and networks – Technology around usWhat is a computer? | Digital PaintingCross curricular link – D.T design front cover for sliding Christmas book.  | Moving Robot | Grouping Data | Digital Writing | Programming animations |
| **Online Safety** | Smartie the Penguin Story A  | Smartie the Penguin Story B | Using the internet safely  | Online Emotions | Always be kind and considerate  | Posting and Sharing Online |
| **PSHCE** | **Families & Relationships:** What is family?What are friendships?Recognising people’s emotionsWorking with othersFriendship problemsHealthy friendshipsGender stereotypes  Tolerance | **Health & Well-being**Understanding my emotionsWhat am I like?Ready for bedRelaxationHandwashing & personal hygieneSun safetyAllergies People who keep us healthyMutual Respect | **Citizenship:** RulesCaring for others: Animals *\*Extend with a visit\**The needs of othersSimilar, yet differentBelongingDemocratic decisions Democracy | **Economic Well-being:** Introduction to moneyLooking after moneyBanksSaving and spendingJobs in schools*\*Use democracy to vote for jobs in class\** Individual Liberty  | **Safety and the changing body** Adults in schoolAdults outside schoolGetting lostMaking an emergency phone callAppropriate contactSafety with substances Safety at homePeople who keep us safe Rule of Law |
| **Music (Charanga)** | Hey You! (Hip Hop) | Rhythm in the Way We Walk  (Reggae)Banana Rap (Hip Hop) | In the Groove (Blues, Folk, Funk) | Round & Round (Latin Bosa Nova, Film music, Big Band Jazz, Mash up) | Your Imagination (Pop) | Reflect, Rewind & Replay (Western classical music + selection of music from across the year) |
| **History**  | How has our local high street changed?* Changes within living memory

Resources / Trips / Visitors: * DLR box
* Visit from Durham Outreach
* Visit to Bishop Auckland High Street
* Auckland Castle (Summer Term study)
 | Who were George Stephenson and Timothy Hackworth and why were they important to our area? * To learn about events beyond living memory that are significant nationally or globally.
* To know about the lives of significant individuals in the past who have contributed to national and international achievements.

  Resources / Trips / Visitors: * Shildon Railway Museum
* Resource Box – Darlington Railway Museum
 | Why is there a castle in our area? * To learn about changes beyond living memory and develop a understanding of significant historical places in their own locality.

    Resources / Trips / Visitors: * Auckland Castle
* Durham Castle
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| **Geography** | Weather and SeasonsKnowledge* Months of the year and seasons.
* Differences between the seasons.
* Features of different seasons.
* Clothing worn in different weather.
* Weather types in the UK.
* How the weather affects different jobs.
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 | Local Area Study Knowledge* Differences between urban and rural areas.
* Features of our school grounds.
* Features of our local area.
* How to identify Ordnance Survey map symbols.
* How to create a map of our local area.

Resources / Trips / Visitors: * Local area – Woodhouse
 | United KingdomKnowledge* The United Kingdom is part of the continent of Europe.
* It is made up of four countries, which all have their own capital city.
* Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack.
* The United Kingdom is an island: it is surrounded by water.
* The UK has human and physical features. Human features are made by people and physical features are made by nature.

Resources / Trips / Visitors: * Virtual trip to London
* Local area – survey human and physical features
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| By the end of Year 1, children should *know:** the location and features of the local area, situating it within the nations of the UK (whose principal features and place names they should also know);
* this should include a basic understanding of the local climate, including seasonal change.
* look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;
* work together to create a simple map of the local area;
* observe, record, discuss and ask questions about the main features of the local area, based on direct experience;
* use appropriate vocabulary when describing local features and those of the UK, including words for seasons and local weather.
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| **RE** | What can we find out about Christianity from visiting a church? Visit to Faith Museum What do Christians believe about God?  Creation Story, Harvest, St Francis of AssisiWhy are gifts given at Christmas?   | Why is Jesus special to Christians?  What is the Easter story?   | What can we find out about Buddha?   |

