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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. | |
| 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 | | | | | | | | |
| **Art** | Painting and Mixed Media  Jasper Johns  Clarice Cliff | | Sculpture | | | | Craft and Design | | |
| **DT** | Control: Moving Storybook (sliders) linked to Christmas  To construct a moving picture book  Investigating existing products  Exploring mechanisms  Initial Designing  Designing  Making  Evaluate | | | Structure: Windmill  To construct a Windmill  Investigating existing products  Exploring mechanisms  Initial Designing  Designing  Making  Evaluate | | | | Cooking and Nutrition: Fruit and vegetable smoothie  To make a smoothie.  Investigating existing products  Exploring mechanisms  Initial Designing  Designing  Making  Evaluate | |
| **PE** | Invasion Games  Gymnastics  P.E/Fundamental Skills | | | Dance  New/Wall Games | | | | Striking and Fielding Games  Athletics | |
| **Computing** | Computing systems and networks – Technology around us  What is a computer? | Digital Painting  Cross 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 emotions  Working with others  Friendship problems  Healthy friendships  Gender stereotypes    Tolerance | **Health & Well-being**  Understanding my emotions  What am I like?  Ready for bed  Relaxation  Handwashing & personal hygiene  Sun safety  Allergies  People who keep us healthy  Mutual Respect | | **Citizenship:**  Rules  Caring for others: Animals  *\*Extend with a visit\**  The needs of others  Similar, yet different  Belonging  Democratic decisions    Democracy | **Economic Well-being:**  Introduction to money  Looking after money  Banks  Saving and spending  Jobs in schools  *\*Use democracy to vote for jobs in class\**    Individual Liberty | | | **Safety and the changing body**  Adults in school  Adults outside school  Getting lost  Making an emergency phone call  Appropriate contact  Safety with substances  Safety at home  People 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 | |
| **Geography** | Weather and Seasons  Knowledge   * 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. | | | 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 Kingdom  Knowledge   * 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 | |
| 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. | | | | | | | | |
| **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 Assisi  Why are gifts given at Christmas? | | | Why is Jesus special to Christians?  What is the Easter story? | | | | What can we find out about Buddha? | |

