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| Year group: 1 | Autumn 1<br><b>Topic:</b><br><b>Rotation A</b> - Once Upon a Time – Fables<br><b>Rotation B</b> - Once Upon a Time – Traditional Tales   | Autumn 2<br><b>Topic:</b><br><b>Rotation A</b> - Inspiration Inventors<br><b>Rotation B</b> – Let’s Celebrate   |
|               | Class books:<br><b>Rotation A</b> – Aesop’s fables<br><b>Rotation B</b> – Traditional tales  | Class books:<br><b>Rotation A</b> – Mrs Armitage on wheels<br><b>Rotation B</b> – Rama and Sita. Chocolate Cake.  |
| History       |  | <b>Rotation A</b> – Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]<br><br><b>Rotation B</b> – learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life    |
| Geography     |  |   |
| Science       | distinguish between an object and the material from which it is made<br><br>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock<br><br>compare and group together a variety of everyday materials on the basis of their simple physical properties.<br><br>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock<br><br>Describe the simple physical properties of a variety of everyday materials |   |
| D&T           | build structures, exploring how they can be made stronger, stiffer and more stable<br>evaluate their ideas and products against design criteria  | explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products – levers A<br>explore and evaluate a range of existing products<br>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology<br>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics<br>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |

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| Art               | to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   | to use a range of materials creatively to design and make products  |
| Computing         | <b>Online safety</b><br><b>Grouping and sorting</b><br>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies   | <b>Lego Builders</b><br><b>Maze Explorers</b><br>use technology purposefully to create, organise, store, manipulate and retrieve digital content  |
| P.E.              | <b>Outside - Multi-skills, agility, balance, coordination games</b><br><b>Inside – Gymnastics</b><br>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns. | <b>Outside – tagging games</b><br><b>Inside – circuit training</b><br>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| R.E.              | <b>Rotation A – Who is a Christian and what do they believe? (Christianity -believing)</b><br><b>Rotation B - How should we care for others in the world and why does it matter? (Christianity - living)</b>   | <b>Rotation A – Christianity - How and why do we celebrate special and sacred times? (Christianity - expressing)</b><br><b>Rotation B - Christianity - How and why do we celebrate special and sacred times (Christianity - expressing)</b>                 |
| Music             | <b>Charanga – Hey you</b><br>use their voices expressively and creatively by singing songs and speaking chants and rhymes  | <b>School Play preparation</b><br>use their voices expressively and creatively by singing songs and speaking chants and rhymes  |
| P.S.H.E. (Jigsaw) | <b>Being me in my world</b>  | <b>Celebrating differences</b>  |
| English genres    | Stories with repetitive language<br>Character/Setting descriptions<br>Letters<br>Instructions/ commands  | Explanations<br>Stories from other cultures<br>Poetry – using senses<br>Information texts   |

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| <b>Year group: 1</b> | Spring 1<br><b>Topic:</b><br><b>Rotation A</b> - The Great Fire of London<br><b>Rotation B</b> – Historical Superheroes   | Spring 2<br><b>Topic:</b><br><b>Rotation A</b> - Katie Morag<br><b>Rotation B</b> – Dungeons and Dragons   |
|                      | Class books:<br><b>Rotation A</b> – Toby and the Great Fire of London<br><b>Rotation B</b> – One Giant Leap. Man on the Moon  | Class books:<br><b>Rotation A</b> – Katie Morag<br><b>Rotation B</b> – The egg. King Arthur.   |
| History              | <b>Rotation A</b> - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]<br><br><b>Rotation B</b> - learn about significant historical events, people and places in their own locality   | <b>Rotation B</b> - Learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  |
| Geography            |   | name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br><br>use world maps, atlases and globes to identify the United Kingdom and its countries<br><br><b>Rotation A</b> - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |
| Science              |   | describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).<br>identify and name a variety of common animals that are carnivores, herbivores and omnivores<br>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals   |
| D&T                  | explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products – wheels B<br><br>explore and evaluate a range of existing products<br><br>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology<br><br>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics<br><br>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] |  |

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|                      | design purposeful, functional and appealing products for themselves and other users based on other design criteria.   |  |
| Art                  | to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination   |
| Computing            | <b>Pictograms</b><br>use technology purposefully to create, organise, store, manipulate and retrieve digital content  | <b>Rotation A – animated story books</b><br><b>Rotation B – Spreadsheets and Technology outside school</b><br><br>use technology purposefully to create, organise, store, manipulate and retrieve digital content                  |
| P.E.                 | <b>Outside – Hockey</b><br><b>Inside – Boccia</b><br>participate in team games, developing simple tactics for attacking and defending   | <b>Outside – Tennis</b><br><b>Inside - Dodgeball</b><br>participate in team games, developing simple tactics for attacking and defending   |
| R.E.                 | <b>Rotation A</b> – How should we care for others in the world and why does it matter? (Christianity – living)<br><b>Rotation B</b> - Who is Jewish and what do they believe? (Judaism – believing)     | <b>Rotation A</b> – How and why do we celebrate special and sacred times? (Christianity - <b>expressing</b> )<br><br><b>Rotation B</b> - How and why do we celebrate special and sacred times? (Christianity - <b>expressing</b> ) |
| Music                | <b>Charanga – In the Groove</b><br>play tuned and untuned instruments musically<br>listen with concentration and understanding to a range of high-quality live and recorded music                       | <b>Charanga – Round and round</b><br>experiment with, create, select and combine sounds using the inter-related dimensions of music.   |
| P.S.H.E.<br>(Jigsaw) | <b>Dreams and Goals</b>   | <b>Healthy me</b>  |
| English genres       | Diaries/recounts<br>Factual writing   | Non-chronological report<br>Story writing  |

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| <b>Year group: 1</b> | <p>Summer 1</p> <p><b>Topic:</b></p> <p><b>Rotation A</b> - Wish you were here...in the desert</p> <p><b>Rotation B</b> – Wish you were here...in the ocean</p>   | <p>Summer 2</p> <p><b>Topic:</b></p> <p><b>Rotation A</b> - A pirate life for me</p> <p><b>Rotation B</b> – Down on the Farm</p>  |
|                      | <p>Class books:</p> <p><b>Rotation A</b> – Meerkat mail</p> <p><b>Rotation B</b> – Commotion in the Ocean. Tree: Seasons come, seasons go5 (for Geography)</p>  | <p>Class books:</p> <p><b>Rotation A</b> – Seaside Poetry. Pirate Post</p> <p><b>Rotation B</b> – Farmer Duck</p>   |
| History              |   |   |
| Geography            | <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>  | <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p><b>Rotation B</b> - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> |
| Science              | <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>observe changes across the four seasons</p> <p>describe the simple physical properties of a variety of everyday materials</p> | <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>   |
| D&T                  |   | <p>Understand where food comes from</p> <p>Understand basic principles of a varied diet to prepare dishes</p>   |
| Art                  | <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>  | <p>to use a range of materials creatively to design and make products</p>   |
| Computing            | <p><b>Coding</b></p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>  | <p><b>Rotation A - Spreadsheets and Technology outside School</b></p> <p><b>Rotation B – Animated story books</b></p> <p>recognise common uses of information technology beyond school</p>  |

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|                   | <p>create and debug simple program</p> <p>use logical reasoning to predict the behaviour of simple program</p>  |  |
| P.E.              | <p><b>Outside –Tri Golf</b><br/> <b>Inside – Rounders</b><br/> participate in team games, developing simple tactics for attacking and defending</p>   | <p><b>Outside – Athletics</b><br/> <b>Inside – Summer games</b><br/> participate in team games, developing simple tactics for attacking and defending</p>  |
| R.E.              | <p><b>Rotation A</b> –What makes some places sacred? (Christianity, Islam and Judaism – expressing)<br/> <b>Rotation B</b> - What can we learn from sacred books? (Christianity, Islam and Judaism – believing)</p> | <p><b>Rotation A</b> – What does it mean to belong to a faith community? (Christianity, Islam and Judaism – living)<br/> <b>Rotation B</b> - Who is a Muslim and what do they believe? (Islam – believing)</p> |
| Music             | <p><b>Charanga – Your Imagination</b><br/> use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>   | <p><b>Charanga – Reflect, rewind, apply</b><br/> use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>  |
| P.S.H.E. (Jigsaw) | <p><b>Relationships</b></p>   | <p><b>Changing me</b></p>  |
| English genres    | <p>Poetry – features of poetry<br/> Descriptions<br/> Non fiction<br/> Diaries/recounts</p>   | <p>Chronological report<br/> Instructions<br/> Performance poetry</p>  |