Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	**Where the Wild Things Are** Narrative **The Queen's Hat** Narrative	**If Sharks Disappeared** Non-fiction **Bold Women in Black History** Non-fiction	**We're Going on a Bear Hunt** Narrative **The Long Way Back Home** Narrative	**I Wanna Iguana** Non-fiction **Wombat Goes Walkabout** Narrative	**Toys from the Past** Non-fiction **Pigs Might Fly** Narrative	**Our Trip to the Woods** Non-fiction **The Storm Whale** Narrative
	Key Stage 1 Curriculum Spoken Language. Reading: Word Reading and Comprehension. Writing: Transcription, Composition, Vocabulary, Grammar, and Punctuation					
	EYFS Early Learning Goal Opportunities Literacy: Comprehension | Word Reading | Writing Communication and Language: Listening, Attention and Understanding | Speaking Physical Development: Gross Motor Skills | Fine Motor Skills					
Numeracy	**Year 1 Curriculum** Number and Place Value Addition and Subtraction **EYFS Early Learning Goal Opportunities** Mathematics: Number | Numerical Patterns		**Year 1 Curriculum** Addition and Subtraction Measures Multiplication and Division **EYFS Early Learning Goal Opportunities** Mathematics: Number | Numerical Patterns		**Year 1 Curriculum** Fractions Properties of Shape Position and Direction **EYFS Early Learning Goal Opportunities** Mathematics: Number | Numerical Patterns	
Science	**Year 1 Curriculum** **Animals Including Humans** Identify and name a variety of common animals including fish, amphibians, reptiles, birds 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 (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		**Year 1 Curriculum** **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, metal, 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 simple physical properties.		**Year 1 Curriculum** **Plants** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	
	EYFS Early Learning Goal Opportunities Understanding the World: The Natural World		**EYFS Early Learning Goal Opportunities** Expressive Arts and Design: Creating with Materials		**EYFS Early Learning Goal Opportunities** Understanding the World: The World	
	Working scientifically Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. **Seasonal Changes** Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.					

<table>
<tr><th>Subject</th><th colspan="2">Autumn 1</th><th colspan="2">Autumn 2</th><th colspan="2">Spring 1</th><th colspan="2">Spring 2</th><th colspan="2">Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="2">Computing</td><td colspan="3">Year 1 Curriculum
Recognise common uses of information technology beyond school.

<u>Computing Systems and Networks</u>
Technology Around Us

EYFS Early Learning Goal Opportunities
Understanding the World: Past and Present</td><td colspan="3">Year 1 Curriculum
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
Create and debug simple programs.
Use logical reasoning to predict the behaviour of simple programs

<u>Programming A</u>
Moving a Robot

EYFS Early Learning Goal Opportunities
Expressive Arts and Design: Creating with Materials</td><td colspan="3">Year 1 Curriculum

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

<u>Creating Media</u>
Digital Writing

EYFS Early Learning Goal Opportunities
Physical Development: Gross Motor Skills | Fine Motor Skills</td></tr>
<tr><td colspan="9">Year 1 Curriculum

E-Safety
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.</td></tr>
<tr><td>History</td><td colspan="3">Year 1 Curriculum
Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality.

<u>The Gunpowder Plot</u>
Why do people celebrate Bonfire Night? Significant dates relevant to the Gunpowder Plot. Who was Guy Fawkes? The importance of York and Knaresborough relating to the Gunpowder Plot. What traditions and celebrations occur and why these are important.

EYFS Early Learning Goal Opportunities
Understanding the World: Past and Present | People, Culture and Communities</td><td colspan="3">Year 1 Curriculum

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.

<u>Why journey into the unknown?</u>
The dates and significance of the explorations of Neil Armstrong (first man on the moon) and Amy Johnson (first female pilot to fly solo from England to Australia). Important moments and events of these journeys. Impact of flights and space travel

EYFS Early Learning Goal Opportunities
Understanding the World: Past and Present | People, Culture and Communities</td><td colspan="3">Year 1 Curriculum

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

<u>How did we get here?</u>
Look at maps to compare our local area then and now. Explore different ways children could travel in the past, looking at cars, buses, and rail. Compare photos of Harrogate in the past to what we know now. How has this changed? What do we notice?

EYFS Early Learning Goal Opportunities
Understanding the World: Past and Present | People, Culture and Communities</td></tr>
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<table>
<tr><th>Subject</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="2">Geography</td><td colspan="2">Year 1 Curriculum

Geographical Skills & Fieldwork: 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. 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.

EYFS Early Learning Goal Opportunities
Understanding the World: The Natural World</td><td colspan="2">Year 1 Curriculum
Location Knowledge: name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
Name and locate the world’s 7 continents and 5 oceans.

EYFS Early Learning Goal Opportunities
Understanding the World: The Natural World</td><td colspan="2">Year 1 Curriculum
Place Knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
Cairo
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EYFS Early Learning Goal Opportunities
Understanding the World: The Natural World</td></tr>
<tr><td colspan="6">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
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
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.</td></tr>
<tr><td rowspan="2">Art</td><td colspan="2"><u>Drawing and Painting</u>
Self-Portraits</td><td colspan="2"><u>Printing and Textiles</u>
Nature printing.</td><td colspan="2"><u>Collage and Sculpture</u>
Clay summer landscape collages</td></tr>
<tr><td colspan="6">Year 1 Curriculum
To use a range of materials creatively to design and make products.
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
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.

EYFS Early Learning Goal Opportunities
Expressive Arts and Design: Creating with Materials</td></tr>
<tr><td rowspan="2">Music</td><td><u>I’ve got a grumpy face</u>
Exploring and combining sounds with voices and instruments</td><td><u>The Sorcerers Apprentice</u>
Listening and responding to music, describe contrasts.

<u>Nativity Performance</u></td><td><u>Menu Song Sing</u>
Active listening, playing and creating a performance</td><td><u>Class 1 Performance</u></td><td><u>Football</u>
Composing, chanting, singing echo songs.</td><td><u>Musical conversations</u>
Composing, playing graphic score

<u>Sea Interludes</u>
Singing and active listening</td></tr>
<tr><td colspan="6">Year 1 Curriculum
Listen with concentration and understanding to a range of high-quality live and recorded music.
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
Experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and un-tuned instruments musically.</td></tr>
</table>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EYFS Early Learning Goal Opportunities Expressive Arts and Design: Being Imaginative and Expressive Communication and Language: Listening, Attention and Understanding | Speaking					
Design Technology	**Year 1 Curriculum** Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Technical Knowledge: build structures, exploring how they can be made stronger, stiffer and more stable. <u>Fly a Kite</u> **EYFS Early Learning Goal Opportunities** Expressive Arts and Design: Creating with Materials | Being Imaginative and Expressive Personal, Social and Emotional Development: Managing Self		**Year 1 Curriculum** Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <u>Moving Animals</u> **EYFS Early Learning Goal Opportunities** Expressive Arts and Design: Creating with Materials | Being Imaginative and Expressive Personal, Social and Emotional Development: Managing Self		**Year 1 Curriculum** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Select from and use a range of tools and equipment to perform practical tasks. <u>Perfect Pizza</u> **EYFS Early Learning Goal Opportunities** Expressive Arts and Design: Creating with Materials | Being Imaginative and Expressive Personal, Social and Emotional Development: Managing Self	
PE	Fundamental Movement Skills	Dance & Movement	Gymnastics	Ball Skills	Athletics	Striking/Net Games
	EYFS Early Learning Goal Opportunities Physical Development: Gross Motor Skills | Fine Motor Skills					
RE	**1.8** Who am I? What does it mean to belong? **F4** Being special: where do we belong	**F2** Why do Christians perform nativity plays?	**1.10** How should we care for the world and for others, and why does it matter?	**F3** Why do Christians put a cross in an Easter garden?	**1.2** Who made the world?	**1.7** Who is a Muslim and what do they believe?
	EYFS Early Learning Goal Opportunities Understanding the World: People, Culture and Communities					
PSHE and Wellbeing	myHappymind: Meet Your Brain – Y1 Places KS1 Safe choices KS1	myHappymind: Places KS1 Celebrate – Y1 Online safety KS1	myHappymind: Appreciate – Y1 myHappymindPSHE: Healthy Choices KS1 Friendships and Showing Respect KS1	myHappymind: Relate – Y1 myHappymindPSHE Families and Trusted Relationships KS1	myHappymind: Engage – Y1 Economic Wellbeing KS1	myHappymind PSHE: Protecting our communities KS1 Changing and Growing KS1 myHappymindPSHE Safe Relationships KS1
	EYFS Early Learning Goal Opportunities Communication and Language: Listening, Attention and Understanding | Speaking Personal, Social and Emotional Development: Self-Regulation | Managing Self | Building Relationships					