Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	**The Snail and The Whale** Non-fiction **The Bear and The Piano** Narrative	**Penguins** Non-fiction **Train Ride** Narrative	**Rosie's Walk** Narrative **Ice Planet Adventure Park** Non-fiction	**On Safari** Non-fiction **Song of the Sea** Narrative	**Seasons** Non-fiction **When I am By Myself** Poetry	**Handa's Surprise** Narrative **How to Catch a Star** 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>Creating Media</u>
Digital Painting

EYFS Early Learning Goal Opportunities
Understanding the World: Past and Present</td><td colspan="4">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 B</u>
Introduction to Animation

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>Data and Information</u>
Grouping Data

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
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>What can you discover?</u>
Mary Anning (palaeontologist and collector) and David Attenborough (natural historian). Why is Mary Anning an important person? Why are fossils helpful to people now?

EYFS Early Learning Goal Opportunities
Understanding the World: Past and Present | People, Culture and Communities</td><td colspan="4">Year 1 Curriculum

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

<u>What shall we play?</u>
Focus on aspects of ‘old and new’.
What toys do we enjoy playing with now?
What toys did our grandparents enjoy playing with?
How can we tell that a toy is old? How can we tell that a toy is new?

EYFS Early Learning Goal Opportunities
Understanding the World: Past and Present | People, Culture and Communities</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>Who lived in castles?</u>
What are castles and why were they built?
How did castles change?
Why are there castles near us? (E.g. Skipton, Knaresborough, Spofforth, York.)
What happened in the castles?

EYFS Early Learning Goal Opportunities
Understanding the World: Past and Present | People, Culture and Communities</td></tr>
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<tr><td rowspan="2">Geography</td><td colspan="3">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="3">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="3">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.
Mexico City
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EYFS Early Learning Goal Opportunities
Understanding the World: The Natural World</td></tr>
<tr><td colspan="8">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="3"><u>Drawing and Painting</u>
Self-Portraits</td><td colspan="3"><u>Printing and Textiles</u>
Easter Cards</td><td colspan="3"><u>Collage and Sculpture</u></td></tr>
<tr><td colspan="8">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>Witch Witch</u>
Call-and-response, composing.

<u>Row Row</u>
Singing, playing</td><td colspan="2"><u>Nativity Performance</u></td><td><u>Coronel Hathis March</u>
Listening and responding to music, describe contrasts. composing.</td><td><u>Class 1 Performance</u></td><td><u>Come Dance with me</u>
Call-and-response with voices and instruments. Create musical phrases.</td><td colspan="2"><u>Magical Musical aquarium</u>
Experimenting with sounds, singing, and playing.

<u>Cat and Mouse</u>
Creating rhythm patterns, recording using graphic notation</td></tr>
<tr><td colspan="8">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>
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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. Christmas Puppets **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. Whizzy Wheels **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. Summer Smoothies **EYFS Early Learning Goal Opportunities** Expressive Arts and Design: Creating with Materials | Being Imaginative and Expressive Personal, Social and Emotional Development: Managing Self	
PE	Initial Physical Education	Fundamental Movement Skills	Gymnastics + Dance	Target Games	Athletics	Ball Control Skills
	EYFS Early Learning Goal Opportunities Physical Development: Gross Motor Skills | Fine Motor Skills					
RE	**F6** Which stories are special and why?	**1.3** Why does Christmas matter?	**1.1** What do Christians believe God is like?	**1.5** Why does Easter matter?	**1.6** Who is Jewish and how do they live?	**1.9** What makes some places sacred to believers? F5 Which places are special and why?
	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					