

| Y1 2023/2024 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|---|---|
| Topic | Superheroes | Moon Zoom! | Enchanted Woodland | It's So Eggsciting! | Paws, Claws and Whiskers | Bright Lights, Big City |
| Drivers: Diversity The World Possibilities | Possibilities: emergency services/NHS Diversity: Rosa Parks | Possibilities: astronaut Diversity: Helen Sharman | World: natural environment/nature | World: natural world/nature | Diversity: fables from Ethiopia, African folk tales (Tinga Tinga Tales) | Possibilities: zookeeper The world/diversity: looking at Zambia, Sri Lanka. |
| Core Skills | Example: Collaboration/motivation: to free the evil peas and superhero rescue. | Example: Collaboration: papier mache solar system. Investigation: crash site samples- recording the properties. | Example: Knowledge: to make their own mini woodland. Investigation- to identify different leaves and trees. | Example: Investigation – floating and sinking experiment. Initiative – to identify which objects float and which objects sink. | Example: Knowledge: to use their knowledge of continents to identify where different big cats originate. | Example: Knowledge: to gain knowledge of London and Zambia. Resilience/motivation: learn to swim |
| fBV | Democracy – School council vote Rule of law – classroom rules Individual liberty – Rosa Parks Respect and tolerance – Rosa Parks, RE | Respect and tolerance – RE Individual liberty – female and male astronauts (equality) | Respect and tolerance – RE | Respect and tolerance – RE Democracy – vote for chick/duck names, chick/duck rules | Respect and tolerance – RE, Tinga Tinga tales | Individual Liberty – NSPCC P.A.N.T.S Respect and tolerance – RE, African culture |
| Core text | Supertato, Nat Fantastic, Super Daisy | Beegu, Man on the Moon, Non-fiction books about space and the planets. | Tidy by Emily Gravett, Stick Man, Non-Fiction books about woodland animals | The Ugly Duckling, Sonya's Chickens, Non-fiction books about chicks/ducks | The Tiger who came to Tea, How the Leopard got his spots, How the Elephant got his trunk | Paddington, The Great Fire of London, The Town Mouse and the Country Mouse. |
| English genres | Diary writing, captions, recounts, descriptions, mnemonics | Posters, character profiles, adverts, science fiction | Recounts, narrative, information books, instructions | Recounts, diary writing, poetry, information books | Recounts, fables, instructions, poetry | Recount, adventure narrative, instructions, letters, character study |
| Maths | <i>Number: place value</i> <i>Number: addition and subtraction</i> | <i>Geometry: shape</i> <i>Number: place value</i> | <i>Number: place value</i> <i>Number: addition and subtraction</i> | <i>Measurement: length and height</i> <i>Measurement: weight and capacity</i> | <i>Number: multiplication and division</i> <i>Number: fractions</i> | <i>Geometry: position and direction</i> <i>Number: place value</i> <i>Measurement: money and time</i> |

| | | | | | | |
|----------------------------|---|---|---|--|---|---|
| | | | | | | |
| Science | Animals (including images) – parts and senses; working scientifically | Properties of everyday materials; seasonal changes | Plants and animals; identifying and classifying | Plants Seasonal changes | Animals (including humans); working scientifically | Everyday materials; working scientifically; seasonal changes |
| Love to Investigate | Can you be a superhero? Does it rain in summer? | What makes the loudest sound? Does it rain in summer? | Are all leaves the same? Does it rain in summer? | How big is a raindrop? Does it rain in summer? | What is camouflage for? Does it rain in summer? | How do you make bread? Does it rain in summer? |
| DT | Making healthy food; making a superhero mask; sewing | Design and make space themed vehicles; evaluating toys | Building structures; making party food | Textiles – weaving | Designing labels; designing and making animal enclosures | Exploring mechanisms; models of London landmarks |
| Computing | E-Safety | Computing systems and networks | | Creating media | | Programming |
| Art | Drawing and painting faces <i>- Picasso</i> | Models of the solar system | Working with natural materials; drawing/painting <i>Andy Goldsworthy</i> | Collage; observational drawings and paintings | Drawing; collage; model making; animal masks <i>George Stubbs</i> | |
| History | Changes within living memory - toys Significant people – <i>Rosa Parks</i> | Significant people – <i>Neil Armstrong, Helen Sharman</i> | | Significant people – <i>Mary Anning</i> | | The Great Fire of London |
| Geography | Fieldwork in the local area | Satellite images | Making maps | Continents and oceans | Using and making maps; describing physical features | Countries and capital cities of the UK; using locational language |
| RE | What do my senses tell me about the world of religion and belief? (Christian, Hindu, Judaism) | How does a celebration bring a community together? (Muslim, Christian) | What do Jewish people remember on Shabbat? (Jewish) | What does the cross mean to Christians? (Christian) | How did the universe come to be? (Hindu, Christian) | |
| PSHE | H1.about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) H2.about making healthy choices. H8/9.about growing, changing and becoming more independent. R6/7. L1/2. about listening to others and playing cooperatively (class rules) L10.about the people who work in their | H3.to recognise what they are good at and set simple goals. R8.about the importance for respect for the differences and similarities between people (gender stereotypes can be covered) R11.that bodies and feelings can be hurt. | H4/R1 about different kinds of feelings. About simple strategies to manage feelings. R13/14.that hurtful teasing and bullying is wrong. What to do if teasing and bullying is happening | H5. about how it feels when there is change or loss. H6/7.about basic personal hygiene routines and why these are important. | L3. about respecting the needs of ourselves and others. L4.about groups and communities that they belong to. L8.that everybody is unique. L9.about the ways we are the same as other people | H16+RSE curriculum.about privacy in different contexts (NSPCC P.A.N.T.S.) R11.that bodies and feelings can be hurt. H12.about rules for keeping safe (in familiar and unfamiliar situations) |

| | | | | | | |
|--------------|--|---|--|--|--|---|
| | community. How to get their help, including in an emergency. | | | | | H13/14/15.how to ask for help if they are worried about something |
| PE | Fundamental Movement Skills 1 Object Manipulation | Target Games 2 Gymnastics – Balancing & Spinning on Points and Patches | Dance – Minibeasts Striking and Fielding Games Skills 1 | Gymnastic – Wide, Narrow and Curled Rolling & Balancing Invasion Games Skills 1 | Net and Wall Games Skills 1 Athletics 2 | Swimming OOA |
| Music | | Nativity | Charanga Hey You! | Charanga Round and round | Charanga Your imagination | |