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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Author of the Half Term** | **Giles Andreae** | **Michael Bond** | **Nick Butterworth** | **Eric Carle**  | **Traditional Tales** | **Explorers Texts**  |
| **Class Readers**  | **Fantastic Mr Fox – Roald Dahl**  | **Poetry** | **Hotel Flamingo – Alex Milway** | **Aesop’s Fables** |
| **Values** | **Generosity**  | **Friendship** | **Wisdom** | **Freedom**  | **Respect** | **Family** |
| **Predictable****Interest** | **A new school year****Harvest** **Autumn** | **Halloween** **Bonfire night** **Christmas****Remembrance Day** **Winter**  | **New Year****Valentine’s day** **Pancake Day****Chinese New Year**  | **Easter** **Mother’s Day****Spring****World Book Day** | **Sports Day****Earth Day** **Eid** | **Father’s Day****Summer Fair****Choral Speaking**  |
| **Literacy**  | Drawing ClubFictionTraditional TaleTV Video Clip* Spell words containing known phonemes
* Letter formation
* Naming the letters of the alphabet in order
* Write dictated sentences
* Compose a sentence orally before writing it
 | The Curious Quest Fiction Non-FictionPoem* Using finger spaces
* Common Exception Words
* Using adjectives
* Capital letters for names
* Capital letters for personal pronoun ‘I’
 | The Curious Quest Fiction Non-FictionPoem* Plurals
* Using question marks
* Composing sentences orally before writing
* Days of the Week
* Suffixes-er, est
* Use the joining clause ‘and’
 | The Curious Quest Fiction Non-FictionPoem* Time Openers and Imperative verbs
* Exclamation Marks
* Reciting a poem by heart
* Prefix-un
* Questions and Statements
 | The Curious Quest Fiction Non-FictionPoem* Suffixes- ed, ing
* Forming short narratives
* Capital letters for people and places
* Time openers and Imperative verbs
* Joining sentences with conjunctions including ‘and’
 | The Curious Quest Fiction Non-FictionPoem* Forming short narratives
* Suffixes-Recap
* Reciting a poem by heart (End of Year 1 Poem)
* Reading focus-contractions and apostrophe
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| **Maths** | Place Value (within 10)AdditionSubtractionShape  | Number-Place Value (within 20)Number-Addition and Subtraction with in 20. Place Value (within 50)Measurement – Length and height. Measurement – Mass and volume.  | Number – multiplication and division Number – fractions Geometry – position and direction Number – Place value (within 100)Measurement – Money Measurement – Time |
| **COMPUTING**  | Mouse and Cursor Skills  | Programming  | Text and Images  | Comic strips – Balloon journey  | Design a creation using a computer software-design to be made in continuous provision.  | Music creation – Our time in Year 1 (Choral Speaking)  |
| **Music** | Charanga – *Hey You*  Harvest Songs  | Christmas Carol Concert | Charanga – *In the groove*   | Charanga – *Round and Round*   | Charanga – *Your Imagination*  | Charanga – Reflect, rewind and replay |
| **PE** | FMS Baseline Assessment  | Year 1 Dance /FMS- Overarm Throw | FMS-Bouncing and Catching a ball | Year 1 Gymnastics/FMS- Underarm Throw | Sports Day Practice  | KS1 Athletics / Rolling a ball |
| **RE**  | Christianity (God)  Key Question: Why do Christians say that God is a ‘Father’?  Coverage: * God the Father
* Prayer
 | Christianity (Jesus)  Key Question: Why is Jesus special to Christians?   Coverage: * The Nativity Story
* Beliefs about Jesus as God incarnate
* Christmas
 | Islam  Key Question: How might beliefs about creation affect the way people treat the world?   Coverage: * God as a creator
* Care for the planet
 | Judaism  Key Question: Why might some people put their trust in God?   Coverage: * God’s promise
* Noah
* Abraham
* Trusting in God
 | Hindu Dharma    Key Question: What do Hindus believe about God?    Coverage: * One God in many forms
* God in all things
* Expressing ideas about God
 | Christianity (Church)  Key Question: How might some people show that they ‘belong’ to God?  * Baptism
* Belonging
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| **PSHEE** | 1 DecisionKeeping/Staying Safe-Road SafetyKeeping/Staying Healthy-Washing HandsRelationships-Friendship | 1 DecisionBeing Responsible-Water SpillageFeelings and Emotions-JealousyComputer Safety-Online Bullying | 1 DecisionOur World-Growing in our WorldHazard WatchRSE (Whole School) |

Science, foundation objectives and topics will be decided termly according to child-interests from the options below:

(All curriculum areas below will be covered at some point throughout the academic year- the order of which these are covered will be filled out on the yearly overview retrospectively and uploaded to our school website at the end of each term).

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| **Science** | **SCIENCE:***Animals*: Sorting animals (5 groups), diet, habitats, Venn diagram)Human body: Naming the body parts Seasons and weather | **FUN SCIENCE:**A range of science experiment Seasons and weather | **SCIENCE:***Materials* – Explore materials and their properties for the Egg Drop Challenge (Half Term Holiday Challenge) Seasons and weather  | **SCIENCE:**AnimalsPoo investigation Seasons and weather | **SCIENCE:**Plants Types of trees Cress experiment Planting sunflowers Seasons and weather |
| **Subjects and Coverage** | **ART**: To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use a range of materials creatively and make products. Observational DrawingLeaf RubbingsUsing pastels and chalksTo learn about the work of artistsTo learn about Fruit and Vegetable Portrait for Harvest Giuseppe Arcimboldo. **HISTORY:** Changes in living memory**.** **DT:** Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from (Link to Harvest). | **ART**: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.PaintingPrimary and Secondary colours Water colours **GEOGRAPHY:** To use basic geographical vocabulary to refer to: key physical and human features.To identify seasonal and daily weather patterns in the United Kingdom. To name, locate and identify characteristic of the 4 countries and capital cities of the United Kingdom and its surrounding seas. **HISTORY:** Events beyond living memory that are significant nationally or globally e.g., The Great Fire of London.**DT:** Designing and Making-Christmas Makes including calendar and card with moving mechanism. | **ART**: To use a range of materials creatively to design and make products-Mother’s Day cards.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.-Weaving -Printing**GEOGRAPHY:** To use simple field work and observational skills to study the geography of Bowerham School and its grounds and the human and geographical features of its surrounding environment. To use simple compass directions.To use aerial photographs, devise a simple map and construct basic symbols in a key. -Digi Maps-Google Earth**HISTORY:** To learn about significant historical events, people and places in our locality-Lancaster THEN and NOW  | **ART**: To learn about the work of a range of artists, describing the similarities and differences between practices. -Chas Jacobs**HISTORY:** To learn about events beyond living memory that are significantly nationally or globally e.g., first aeroplane flight or events commemorated through festivals or anniversaries).**DT:** Designing and Making-Using an online design software e.g., Purple Mash-Egg Drop Challenge -Teddy Bear House competition (linked to science – materials)  | **ART**: To use sculpture to develop and share ideas, experiences and imagination. -Clay Models**DT**: To design purposeful, functional, appealing products for themselves and others based on design criteria. To select from and use a wide range of materials and components, including construction materials.-Woodwork Project **GEOGRAPHY**To understand geographical similarities between Lancaster and a small area of a non-European country.  | **GEOGRAPHY:** To name and locate the world’s 7 continents and 5 oceans. **HISTORY:** Tolearn about the lives of significant individuals in the past who have contributed to National and international achievements. E.g., Queen Elizabeth/Neil Armstrong |