Year 1 Year Group Plan

	Autumn 1 (7)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (7)	Summer 1 (6)	Summer 2 (7)
English	Transition Week Unit (1 week) **Text: The Colour Monster goes to School** by Anna Llenas Writing Outcomes: -simple sentence to describe the first week Fiction: Journey story (3 weeks) Text: **The Shopping Basket** by John Burningham Writing Outcome: - Shopping lists - Food labels - Captions EGPS focuses: -Finger spaces -Segmenting and blending to spell Non-Fiction: Recounts (2 weeks) Text: **Spooky Rumpus** by Tony Mitton Writing Outcomes: -Recount of Spooky Disco EGPS focuses: -capital letters at the start of sentences -Full stops -Capital letter for	Fiction: Traditional Tales (4 weeks) Text: Cinderella Writing Outcomes: - Imitate story - Letter: to say why Cinderella should go to the ball EGPS focuses: ⬚ Conjunctions ⬚ Adjectives Poetry: Acrostic poems (2 weeks) Text: The Snowflake Mistake by Lou Treleaven Writing Outcomes: -Write and perform an acrostic poem using senses EGPS focuses: ⬚ Adjectives Christmas Week (1 week) Text: A Letter to Santa story (provided by the English team) Writing Outcomes: Letters EGPS focuses: ⬚ Capital letters at the start of sentences ⬚ Full stops	Fiction: Problem and resolution story (3 weeks) Text: Lost and Found by Oliver Jeffers Writing Outcome: -Story writing: imitation EGPS focuses: ⬚ Conjunctions (and, but) Fiction: Action story (4 weeks) Text: Traction Man by Mini Grey Writing Outcomes: - Character description of a super hero to join Traction Man's team. Perform as an 'audition'. - Story writing with innovation of characters (use character descriptions already written) EGPS focuses: ⬚ Adjectives ⬚ Conjunctions (review all)	Fiction: Traditional Tales (4 weeks) Texts: Jack & the Beanstalk (main text), Jim & the Beanstalk (example of innovation) Writing Outcome: - Story writing: innovate alternative ending - Letter: from the giant with ways to help him EGPS focus: ⬚ Suffixes (ed, ing, er…linked to text, climbed, shouted, running, faster, growing, taller, stomping etc) Non-Fiction: Instructions (2 week) Text: Jim & the Beanstalk by Raymond Briggs Writing Outcome: -Write instructions of how to plant a seed. EGPS focuses: ⬚ Imperative verbs ⬚ Nouns and plural	Fiction: Fantasy settings (2 weeks) Text: How to grow a Dinosaur by Caryl Hart Writing Outcome: -Newspaper report about the cracked dinosaur egg. Perform as reporters. EGPS focus: ⬚ Prefix un (linked to topic…unbreakable, unfortunately, unhappy etc) Fiction: Rhyming fiction (3 weeks) Text: Superworm by Julia Donaldson Writing Outcomes: - Character description of Wizard Lizard - Innovation EGPS focuses: ⬚ Prefix un (linked to topic…unkind, unfortunately, unhappy, unbelievable, untidy, untie etc) ⬚ Adjectives ⬚ Time connectives	Fiction: Adventure story (3 weeks) Texts: The Pirates Next Door by Jonny Duddle Writing Outcome: - Write class pirate adventure story EGPS focus: ⬚ Simple past and present tense Non-Fiction: Fact files: pirates and sea creatures (3 weeks) Texts: The Pirates Next Door by Jonny Duddle Writing Outcome: - Fact files linked to pirate and sea creature themes Themed week: Health and wellbeing week (1 week) Writing Outcome: Write a review of your healthy smoothie. Perform as a short video clip. EGPS focus: ⬚ Simple past and

	pronoun I	⯀ Capital letter for pronoun I		noun suffixes (es, s)		present tense
Maths	Number: Place Value (within 10) 5 weeks Number: Addition and Subtraction (within 10) 2 of 5 wks	Number: Addition and Subtraction (within 10) 3 of 5 wks Geometry: Shape 1 wk Number: Place Value (within 20) Consolidation 3 wk	Number: Place Value (within 20) 3 wk Number: Addition and Subtraction (within 20) 3 wk	Number: Place Value (within 50) 2 wk Measurement: Length and Height 2 wk Measurement Mass and Volume 2 wk	Number: Multiplication and Division 3 wk Number: Fractions 2wk Geometry: Position and Direction 1 wk	Number: Place Value (within 100) 2 wk Measurement: Money 1 wk Time 2wk Consolidation 2wk
Science	**Who am I?** Children will learn about the basic parts of the human body and explore their five senses.	**Celebrations** Children will explore a number of curriculum areas, including everyday materials, plants and light.	**Polar Places** Children plan an expedition to the polar regions, learning about properties of different materials, and a range of living things in the polar regions.	**Plants and Animals** Children explore their local environment to find out about the plants and animals that live in their locality.	**On Safari** Children go on safari to explore invertebrates and other plants and animals in the local area. Comparing ourselves and invertebrates	**Holiday** Children will plan what they need to pack for a holiday, and explore the different animals they might encounter at the seaside and the human impact on the environment
Computing	**iAlgorithm** To understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise instructions.	**iwrite** To enter and print text, save and retrieve work. (Word processing).	**iProgram** To understand that programs execute by following precise and unambiguous instructions. To create and debug simple program.	**idata** To use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**imodel** To understand that a computer can be used to model an environment where choices can be made.	**iprogram** To understand that programs execute by following precise and unambiguous instructions. To create and debug simple program.
DT	**Structures: Constructing A Windmill** Design, decorate and build a windmill for		**Design Technology Textiles:** Puppets 4 lessons		**Design Technology Food:** Fruit and vegetables 4 lessons	

	their client to live in, developing an understanding of different types of windmill, how they work and their key features.					
History		**My Family History** What was life like when our grandparents were children?		**The Greatest Explorers** Who were the greatest explorers? To delve into the lives of significant explorers**.**	**Great Inventions** Children will explore the stories of two significant events in the history of travel, and the impact they had on people's lives.	
Geography	**Our Local Area** Children will develop locational knowledge based on the view from the school and local walks.		**People and their Communities** Children take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations			**Animals and their Habitats** Children will explore five continents and shows what animals homes are like across the world.
Art		**Art and Design Drawing:** Make your mark 4 lessons Painting: Colour splash 4 lessons		**Art and Design Sculpture and 3D:** Paper play 5 lessons		**Art and Design Craft ad Design:** Embellishments 5 lessons
Music	**Ourselves** **Musical Focus:** Exploring Sounds **Subject Link:** English	**Seasons** **Musical Focus:** Pitch **Subject link:** Science	**Machines** **Musical Focus:** Beat **Subject Link:** PSHCE	**Weather** **Musical Focus:** Exploring Sounds **Subject Link:** Geography	**Animals** **Musical Focus:** Pitch **Subject Focus:** PE	**Travel** **Musical Focus:** Performance **Subject Link:** PE

PE	Gymnastics	Dance	Multi-Skills (Sports UK festival)	Football (Invasion Games)	Rounders (Striking & Fielding)	Athletics
RE	**Theme:** Creation Story **Concept:** God/Creation **Key Question:** Does God want Christians to look after the world? **Religion:** Christianity	**Theme:** Christmas **Concept:** Incarnation **Key Question:** What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? **Religion:** Christianity	**Theme:** Jesus as a friend **Concept:** Incarnation **Key Question:** Was it always easy for Jesus to show friendship? **Religion:** Christianity	**Theme:** Easter - Palm Sunday **Concept:** Salvation **Key Question:** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? **Religion:** Christianity	**Theme:** Shabbat **Key Question:** Is Shabbat important to Jewish children? **Religion:** Judaism	**Theme:** Rosh Hashanah and Yom Kippur **Key Question:** Are Rosh Hashanah and Yom Kippur important to Jewish children? **Religion:** Judaism
PSHE	**Me and my relationships**	**Valuing differences**	**Keeping myself safe**	**Rights and responsibilities**	**Being my best**	**Growing and changing**
Educational Events and Visits	Spooky disco	Theatre group panto	TBC			