

YEAR 1 LADYBIRDS	Autumn 1 Awesome Autumn	Autumn 2 Cool Yule	Spring 1 Amazing Animals	Spring 2 Precious Plants	Summer 1 Crazy Castles	Summer 2 Marvellous materials
English	Books: Little Red Hen Town Mouse & Country Mouse (Harvest) The Enormous Turnip Ruby Bridges (History) Lila and the Secret of Rain (Link to Geography: What continent?) Laura's star (Instruction writing – writing for a purpose) INSTRUCTION WRITING: Sandwich Making	Books: Guy Fawkes (The gunpowder plot- History). Remembrance Day - poetry The Magic Bed Poetry: Weather Link to Science: Seasons The owl who was afraid of the dark Excitable Edgar Links to RSE – who is special to me and why?	Books: Pig the Pug. Oil Get off our train. Wolf. Beatrice Potter- Peter Rabbit Link to Science: Animals	Non Fiction: Factfiles Plants. What are the features of a non-fiction book? Books: Ten Seeds Jack and the Beanstalk. Link to Science: Plants	Non Fiction books: Newspaper articles Castles. Links to History: Castles Re-cap learning of Kings and Queens Books: The Magnificent Thing. Two Kings. What are the features of a non- fiction book? Diary entries after trip to Bodiam Castle. One Year with Kipper (links to previous learning on seasons)	Books: The Paper Bag Princess. Links to Science: Materials Instruction writing: How to make a paper aeroplane. Egg drop Link to Science: Materials Link to STEAM Three Little Pigs Link to Science: Materials Link to STEAM
	Re- telling a story through role play and writing. Spoken Language: Listen and respond appropriately to adults and their peers. Participate in discussions, presentations, performances, roleplay/improvisations and debates. Composition: Writing sentences. Saying sentences aloud before writing. Being able to read what they have written clearly. Leaving spaces between words. Handwriting Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and	Punctuation: Capital letters/full stops, when to use them. Question marks. Composition: Writing sentences. Saying sentences aloud before writing. Being able to read what they have written clearly. Leaving spaces between words. add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Punctuation: Capital letters/full stops, when to use them. Question marks. Writing sentences. Saying sentences aloud before writing. Being able to read what they have written clearly. Leaving spaces between words.	Punctuation: Capital letters/full stops, when to use them. Question marks. Writing sentences. Saying sentences aloud before writing. Being able to read what they have written clearly. Leaving spaces between words.	Punctuation: Capital letters/full stops, when to use them. Question marks. Writing sentences. Saying sentences aloud before writing. Being able to read what they have written clearly. Leaving spaces between words.	Punctuation: Capital letters/full stops, when to use them. Question marks. Writing sentences. Saying sentences aloud before writing. Being able to read what they have written clearly. Leaving spaces between words.

	correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.					
Maths	<p>Abacus: Counting and representing numbers. Addition and Subtraction. 2D Shapes. Place value and representing numbers.</p> <p>Links to History: Timelines</p>	<p>Abacus: Place value and representing numbers. Addition and Subtraction. Position and direction-length. Addition and subtraction-money.</p>	<p>Abacus: Place value. Number facts. Addition and subtraction. 3D shapes; time. Numbers and counting; fractions.</p> <p>Grandfathers clock- for time.</p>	<p>Abacus: Numbers and counting; fractions. Number facts. Time. Addition and subtraction. Place value and money. Links to Science: Seasons</p>	<p>Abacus: Place value Addition and subtraction. Measures. Fractions; money. Links to Science: measuring growth of plants. Links to English: precise measures in instruction writing.</p>	<p>Abacus: Place value. Multiplication and division. Time; Measures; 2D shapes. Addition and subtraction. Place value; multiplication. Links to History: Timelines of years/days of the week</p>

Science	Seasonal Changes- Autumn to Winter	Continuing to observe seasonal changes – Autumn to Winter	Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Seasonal Changes- Spring to Summer.	Distinguish between an object and the material from which it is made
	<p>Observe changes across all four seasons. Observe and describe weather with associated seasons and how day length varies.</p> <p>Links to Maths: Time</p> <p>Activities: drawing what clothes they would wear in each season.</p> <p>Look at the trees outside, what do we notice?</p> <p>Autumn Walk</p> <p>Look at how we adapt to Winter, how do we think animals might have to adapt?</p>	<p>Links to STEAM: Ice balloon experiment.</p> <p>Activities: Looking at the trees – has anything changed?</p> <p>Ice balloon experiment, investigating a mystery object. What happens if we put salt on the ice? Where in winter might we see someone putting salt? (On roads to keep cars safe)</p>	<p>Birds found in the UK Amphibians: Frogs Reptiles: Snakes Mammals: Dogs/dolphins</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Activities: Grouping animals into birds, mammals, fish, amphibians and reptiles</p> <p>Comparing mammals to fish</p> <p>Labelling parts of the body</p> <p>Looking at the 5 senses, blindfolded food tasting</p>	<p>Local trees Flowers: Daisies, Lavender</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Activities: Trees – what do we notice about them? Have they changed as the seasons have changed?</p> <p>The difference between deciduous and evergreen</p> <p>Labelling parts of a plant</p> <p>Planting our own seeds and watching them grow.</p>	<p>Observe changes across all four seasons.</p> <p>Observe and describe weather with associated seasons and how day length varies.</p> <p>Activities: Look at trees, what is different? What has stayed the same? Re-cap deciduous and evergreen.</p> <p>Discuss day length – looking at how the days get longer in the summer.</p> <p>Think about what clothes we need to wear in the summer and how to stay safe in the heat. Do animals adapt in the summer? How?</p>	<p>Links to STEAM and English</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Activities: Exploring different materials. What material is best? Look at the properties of materials Think about which materials would float best, design and make something to float on water.</p>

Geography	<p>Locational Knowledge: Name and locate the world's seven continents and five oceans. Which continent do we live on? Link to History: Which continent does Ruby Bridges live on?</p> <p>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</p> <p>Key human features including: city, village, town, factory, farm, house, office, port, harbour, shop</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Link to seasons and weather around the UK</p> <p>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</p> <p>Activities:</p> <p>Locate the 4 countries of the UK on a map.</p> <p>Locate the 7 continents on a map.</p> <p>Look at human and physical features within the UK (Tandridge and London)</p>	<p>Place knowledge- understand geographical similarities and differences through studying a small area of the UK. With a small area of a contrasting country.</p> <p>Tandridge compared to London Links to History: Guy Fawkes</p> <p>UK compared to Kenya Links to previous learning of the UK.</p> <p>Kenya links to Lila and the Rain re-cap.</p> <p>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</p> <p>Activities:</p> <p>Look at home town (Tandridge) – discuss human and physical features</p> <p>Look at pictures of Kenya/UK – can the children say which they think the picture is from?</p>	<p>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</p> <p>Link to Science: animals in different parts of the world.</p> <p>Link to Geography: Seven Continents</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Activities:</p> <p>Learn where the North and South pole are and where the equator is – mark these on a map.</p> <p>Look at different animals in the world (Different continents)</p> <p>Using aerial photographs to identify human and physical features</p> <p>Look at a map of London to devise a simple key</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p>Katie Morag</p> <p>Look at plants in physical and human features places eg in London recap learning about Capital cities and in Tandridge to recap previous learning about the countryside.</p> <p>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</p> <p>Activities:</p> <p>Looking at how plants vary in the countryside to London.</p> <p>Look at weather in the UK – what has changed? Complete weather diary.</p>	<p>Geographical skills and fieldwork- use world maps, atlases and globes to identify the UK and its countries.</p> <p>Links to History: find places on a map where there is a castle.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds/ and surrounding environment.</p> <p>Compare to fieldwork completed on school trip to Bodiam castle.</p> <p>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</p> <p>Activities:</p> <p>Use a map to find cities where there are castles.</p> <p>Re cap using map/globe to find the four countries that make up the UK.</p> <p>Re cap seven continents.</p> <p>Look at environment at school, what's human what's physical? Compare to Bodiam castle on school trip.</p>	<p>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</p> <p>Continue to re cap learning about the UK and the comparison between Kenya and the UK.</p> <p>Activities:</p> <p>Continue with weather diary. What is changing?</p> <p>Look at weather in Kenya, has that changed?</p> <p>What do we notice when comparing the two countries?</p>
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<h1>History</h1>	<p>Significant People- Ruby Bridges. Links to English writing and Geography for knowledge of 7 continents</p> <p>Comparison to children now.</p> <p>Activities: Look at which continent Ruby lives in, can we mark it on a map?</p>	<p>Significant People- Guy Fawkes (The gunpowder plot). Links to Geography studying London and the UK. Links to Ruby Bridges- re capping what a significant person is and why we learn about them.</p> <p>Events beyond living memory- WW1. Remembrance day.</p> <p>Activities: Timeline of events for Gunpowder plot. Put events in order.</p> <p>Who was Guy Fawkes and what did he do? Fact file.</p> <p>Remembrance day acrostic poetry Link to English.</p>	<p>Comparing Queen Victoria and Elizabeth. Look at how this works in other continents- does everyone have a king or queen?</p> <p>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.</p> <p>Activities: Look at the roles of the Kings/Queens.</p> <p>What rules would you make if you were King/Queen?</p> <p>Look at lives of children in Elizabethan times.</p> <p>Lives of children in Victorian times.</p> <p>Compare Queen Elizabeth 1 to Queen Victoria- what was the same/ different?</p>	<p>The future</p> <p>What might happen in the future? Who could be a significant person of the future?</p> <p>Activities: Re cap significant people we have looked at before.</p> <p>Who could be a significant person in the future and why?</p> <p>Could you be a significant person?</p> <p>What would you do to make yourself significant?</p>	<p>History of castles. Who used to live there? Different roles in a castle. Links to Geography: where are there castles? In the UK? On each continent?</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Activities: Labelling parts of a castle.</p> <p>Research who lived in castles.</p> <p>What was life like in a castle?</p> <p>Look at why castles were made the way they were.</p> <p>Writing recounts of school trip.</p> <p>Diary writing pretending we lived in a castle.</p>	<p>Changes within living memory- Toys. What materials were used to make these toys? STEAM links to design and make a toy for the future thinking carefully about the materials chosen.</p> <p>Activities: Look at toys from the past- what materials were used?</p> <p>What's the same/different about them to toys now?</p> <p>Children describing their favourite toy and explaining what materials it's made from.</p> <p>Design a toy you think might be used in the future.</p>
<h1>R.E.</h1>	<p>SDBE scheme of work</p> <p>What responsibility has God given people to take care of creation?</p>	<p>SDBE scheme of work</p> <p>What is the story of Noah really about?</p> <p>Nativity characters: Which character are you? Why are you important?</p>	<p>SDBE scheme of work</p> <p>What is it like to live as a Jew?</p>	<p>SDBE scheme of work</p> <p>Why are saints important to Christianity?</p> <p>Why is Easter the most important festival for Christians?</p>	<p>SDBE scheme of work</p> <p>What does it mean to be a Muslim?</p>	<p>SDBE scheme of work</p> <p>Why is it good to listen to and remember the stories Jesus told?</p>

Art	Self Portraits- Andy Warhol	Christmas cards/ Christmas decorations (salt dough)	Islamic patterns Hassan Mossoudy Islamic artist	Georgia O'Keefe Life of an artist.	Castle artwork using oil pastels.	Summer paintings/ collage.
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Links to RSE, what is the same/different about us.	Links to RE. develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	know 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	know 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	know 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	know 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
	develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
D.T.	Sandwich making.	Using tools to make Christmas decorations. eg scissors, knives, biscuit cutters. Felt tips, oil pastels.	Clay animals	Design a plant shelter/ greenhouse.	Design a catapult. Design and make a castle using junk modelling materials.	Egg drop making Three little pigs (materials for their house) Designing toys for the future.
Computing	Purple Mash scheme of work. Online safety and exploring purple mash	Purple Mash scheme of work. Animated story books	Purple Mash scheme of work. Grouping and sorting	Purple Mash scheme of work. Pictograms	Purple Mash scheme of work. Look into technology beyond school. Recognise common uses of information technology beyond school	Purple Mash scheme of work. Coding

P.E.	<p>Val Sabin Gymnastics</p> <p>Hop, bounce, spring and skip in different directions. i.e forwards, backwards and sideways. Bounce using feet in different combinations and repeat a pattern of movements. Jump from one foot to two and understand how to land safely. Identify, describe and show 'thin' and 'wide' shapes and turning jumps. Understand high and low levels and link two jumps with a low level movement. Apply, adapt and transfer all these ideas, actions and movements, to simple low level apparatus at every stage of learning.</p>	<p>Val Sabin Dance</p> <p>Develop specific spiky shapes with their bodies and take the time to practise them. Move and freeze with control and co-ordination. Link movements suitable to the idea. Observe and talk about each other's dances.</p>	<p>Val Sabin Dance</p> <p>Develop specific spiky shapes with their bodies and take the time to practise them. Move and freeze with control and co-ordination. Link movements suitable to the idea. Observe and talk about each other's dances.</p>	<p>Val Sabin Games</p> <p>To know and show different ways of using a ball. To understand how to use apparatus for its intended purpose. To observe, copy and play games as an individual and in two's. To move safely and actively about the space.</p>	<p>Val Sabin Athletics</p> <p>To remember and repeat a series of running, throwing and jumping activities with growing control. Familiarise themselves with equipment and use it appropriately. Recognise how their bodies feel in different activities. To watch, copy and describe what others have done.</p>	<p>Val Sabin Games</p> <p>To know and show different ways of using a ball. To understand how to use apparatus for its intended purpose. To observe, copy and play games as an individual and in two's. To move safely and actively about the space.</p>
Music	<p>Oak academy scheme Harvest Songs</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Oak academy scheme Songs for Christmas.</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Oak academy scheme Playing Instruments</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p>	<p>Oak academy scheme Listening and thinking about different types of music from around the world</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p>	<p>Oak academy scheme Playing instruments</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p>	<p>Oak academy scheme End of Year songs/seasons</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music;</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

R.S.E	<p>Relationships</p> <p>How to make friends with others.</p> <p>How to recognise when they feel lonely and what they could do about it.</p> <p>How people behave when they are being friendly and what makes a good friend.</p> <p>How to resolve arguments that can occur in friendships. How to ask for help if a friendship is making them unhappy.</p>	<p>Who is special to us?</p> <p>how words and actions can affect how people feel</p> <p>how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</p> <p>how to respond if this happens in different situations</p> <p>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>What helps us to stay healthy?</p> <p>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest</p> <p>that eating and drinking too much sugar can affect their health, including dental health</p> <p>how to be physically active and how much rest and sleep they should have everyday</p> <p>that there are different ways to learn and play; how to know when to take a break from screen-time</p> <p>how sunshine helps bodies to grow and how to keep safe and well in the sun</p>	<p>Living in the wider world- what can we do with money?</p> <p>how jobs help people earn money to pay for things they need and want</p> <p>about a range of different jobs, including those done by people they know or people who work in their community</p> <p>how people have different strengths and interests that enable them to do different jobs</p> <p>how people use the internet and digital devices in their jobs and everyday life</p>	<p>Health and wellbeing- keeping safe, people who help us</p> <p>how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them</p> <p>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</p> <p>how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</p> <p>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</p>	<p>Living in the wider world- how can we look after each other and the world?</p> <p>how to recognise, name and describe a range of feelings</p> <p>what helps them to feel good, or better if not feeling good</p> <p>how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</p> <p>how feelings can affect people in their bodies and their behaviour</p> <p>ways to manage big feelings and the importance of sharing their feelings with someone they trust</p> <p>how to recognise when they might need help with feelings and how to ask for help when they need it</p>
S.T.E.A.M	Rain sticks	<p>Ice balloon</p> <p>The Invisible String (Book Week)</p>	Make somewhere for an animal to live (habitats)	Bean planting	<p>Catapults</p> <p>Designing and making a castle using junk modelling.</p>	<p>Egg drop</p> <p>Houses for three little pigs (materials for a house)</p> <p>Designing toys for the future</p>