

	Autumn 1 6 weeks and 4 days 1 inset	Autumn 2 7 weeks and 1 days 1 inset	Spring 1 7 weeks 1 inset	Spring 2 5 weeks	Summer 1 6 weeks 1 bank hol	Summer 2 7 weeks 2 inset
Y1 Topics	Me and my world		Castles and Turrets		Explorers	
Texts that link	Jaspers Beanstalk Where the Wild things are.	The Teddy Bears Picnic Lost in a Toy Museum	A kiss that missed Alice in Wonderland	The Three Little Pigs (Materials Science Link)	Aliens Love underpants Meekcat Mail	Man on the Moon Lost and Found
Tillington Wishes	Teddy Bear's Picnic	Sudbury Hall/ Black Country Museum - Toy Museum	Theatre - Alice and Wonderland	Stafford Castle	Scoot ability	
Parental Engagement	Meet the Teacher	Christmas Show	Class Assembly	Mother's day workshop	Father's Day breakfast	Sports Day
Cultural Capital	National Poetry Day 6 th October (One week English) World Mental Health Day - 10 th Oct. 1 PSHE lesson Black History Month- 17 th Oct. English 1 week cycle + 1 DLP lesson Harvest - 12 th October - Chruch Assembly	Anti-Bullying week 14-18 th Nov. 1 PSHE lesson. Remembrance Day 11 th Nov Children in Need 18 th November Road Safety Day 14-20 th November Christmas Parties World Cup - 21 st Nov - 18 th Dec. Christingle assembly Thursday 15 th Dec	Chinese New Year 1 st Feb World Religion Day 16 th Jan NSPCC Number Day - 3 rd Feb Children's Mental Health Awareness Week 6-12 th Feb Safer Internet Day 14 th Feb	World Book Day 2 nd March Science Week (STEM) March 10-19 th March Red Nose Day 15 th March Autism Awareness Friday 31 st March	VE Day 8 th May Red Cross First Aid week - 8 th May	NSPCC day 10 th June Father's day Breakfast Geography Fieldwork week 5 th -9 th June- DLP lessons. National Sport week - June
History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change		Significant historical events, people and places in their own locality. (H4)		The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare	

	<p>in national life (H1)</p> <p>Changes within living memory - toys</p>	<p>Castles - place of historical significance in the locality</p>	<p>aspects of life in different periods (H3)</p> <p>Lives of important individuals</p> <p>Christopher Columbus</p> <p>Captain Scott</p>
<p>Geography</p>	<ul style="list-style-type: none"> 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 (G8) 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. (G10) devise a simple map; and use and construct basic symbols in a key (G9) <p>Stafford - School location</p>	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (G2) G5 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (G5) G6 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (G6) G2 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (G2) <p>Castles and Turrets</p>	<ul style="list-style-type: none"> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (G4) i identify seasonal and daily weather patterns in the United Kingdom (G4a) Hot/Cold places
<p>Science</p>	<p>Plants</p> <ul style="list-style-type: none"> 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. <p>Seasonal Change</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	<p>Materials</p> <ul style="list-style-type: none"> 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. <p>Seasonal Change</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	<p>Animals</p> <ul style="list-style-type: none"> 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. <p>Seasonal Change</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with

			the seasons and how day length varies.
Art	<p>Link to Toys -Printing and study of Richard Long.</p> <ul style="list-style-type: none"> 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. 	<p>Junk Modelling and textiles linked to castles using Paul Klee and John Constable.</p> <ul style="list-style-type: none"> 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. 	<p>Different medias to create weather pictures and study of Andy Goldworthy.</p> <ul style="list-style-type: none"> 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.
DT	<p>Food technology: Teddy bears picnic/ Fruit Salad</p> <ul style="list-style-type: none"> 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 [for example, cutting, shaping, joining and finishing] evaluate their ideas and products against design criteria 	<p>Construction: Making castles</p> <ul style="list-style-type: none"> 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 [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics build structures, exploring how they can be made stronger, stiffer and more stable evaluate their ideas and products against design criteria explore and evaluate a range of existing products 	<p>Design: Fantasy Land or Sundial using STEM project</p> <ul style="list-style-type: none"> 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 [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics build structures, exploring how they can be made stronger, stiffer and more stable evaluate their ideas and products against design criteria

<p>Music</p>	<p><u>Enchanted Wood/Me and my world</u></p> <ul style="list-style-type: none"> • Ourselves • Our bodies • Story time • Machines • Pattern <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p><u>Castles and Turrets</u></p> <ul style="list-style-type: none"> • Number • Our school <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p><u>Explorers</u></p> <ul style="list-style-type: none"> • Travel • Water • Weather • Seasons • Animals <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>ICT</p>	<p><u>Technology all around us</u></p> <ul style="list-style-type: none"> • Technology around us • Using technology • Developing Mouse skills • Using a keyboard • Developing keyboard skills • Using a computer responsibly <p><u>Creating Media - Digital painting</u></p> <ul style="list-style-type: none"> • How can we paint using computers? • Using shapes and lines • Making careful choices • Why did I choose that? • Painting all by myself • Comparing computer art and painting <ul style="list-style-type: none"> • use technology purposefully to create, 	<p><u>Programming A - Moving a robot</u></p> <ul style="list-style-type: none"> • Buttons • Directions • Forwards and backwards • Four directions • Getting there • Routes <p><u>Data and Information - Grouping Data</u></p> <ul style="list-style-type: none"> • Label and match • Group and count • Describe an object • Making different groups • Comparing groups • Answering questions <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs 	<p><u>Creating Media - Digital writing</u></p> <ul style="list-style-type: none"> • Exploring the keyboard • Adding and removing text • Exploring the toolbar • Making changes to text • Explaining my choices • Pencil or keyboard. <p><u>Programming B - Programming animations</u></p> <ul style="list-style-type: none"> • Comparing tools • Joining blocks • Make a change • Adding sprites • Project design • Following my design <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs

	<p>organise, store, manipulate and retrieve digital content</p> <ul style="list-style-type: none"> recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
RE	<p>Christianity</p> <p>Does God want Christians to look after the world?</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p>Christianity</p> <p>Was it always easy for Jesus to show friendship?</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>Judaism</p> <p>Is Shabbat important to Jewish children?</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>
PSHE	<p><u>Being me in my world</u></p> <ol style="list-style-type: none"> Feeling safe and special in class Understanding my rights and responsibilities Making the classroom a safe place to learn Being proud of my achievements Choices and consequences Our own learning charter. <p><u>Celebrating differences</u></p> <ol style="list-style-type: none"> Similarities between us Differences between us Understanding what bullying is How to deal with bullying Making friends Celebrating our differences 	<p><u>Dreams and Goals</u></p> <ol style="list-style-type: none"> Setting goals Recognising how I learn best Working with a partner Facing new challenges Overcoming obstacles Feelings of success <p><u>Healthy Me</u></p> <ol style="list-style-type: none"> Healthy vs unhealthy Making healthy choices Being clean Using medicine safely Road safety Raising awareness of the importance of being healthy. 	<p><u>Relationships</u></p> <ol style="list-style-type: none"> Types of families Being a good friend Acceptable ways to greet friends Help in the school community My good friend qualities Appreciating the people in our lives <p><u>Changing me</u></p> <ol style="list-style-type: none"> Life cycles of humans Things that have stayed the same Changes since I was a baby Body parts Learning means changing Changes in my life

P.E.	<p>Football Gymnastics</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, • throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a • range of activities; • participate in team games, developing simple tactics • for attacking and defending; • perform dances using simple movement patterns. 	<p>Tag Rugby Dance</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, • throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a • range of activities; • participate in team games, developing simple tactics • for attacking and defending; • perform dances using simple movement patterns. 	<p>Netball Dodgeball</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, • throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a • range of activities; • participate in team games, developing simple tactics • for attacking and defending; • perform dances using simple movement patterns. 	<p>Quidditch Hockey</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, • throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a • range of activities; • participate in team games, developing simple tactics • for attacking and defending; • perform dances using simple movement patterns. 	<p>Cricket Handball</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, • throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a • range of activities; • participate in team games, developing simple tactics • for attacking and defending; • perform dances using simple movement patterns. 	<p>Tennis Athletics</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, • throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a • range of activities; • participate in team games, developing simple tactics • for attacking and defending; • perform dances using simple movement patterns.
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