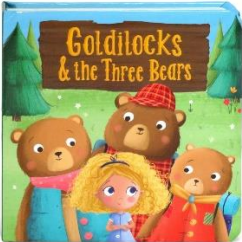
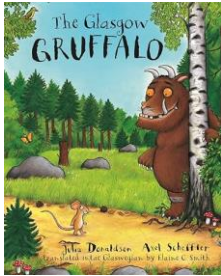
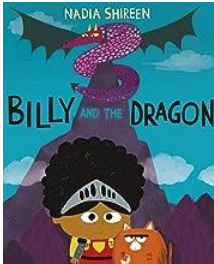
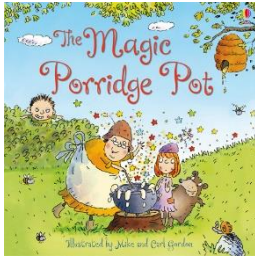
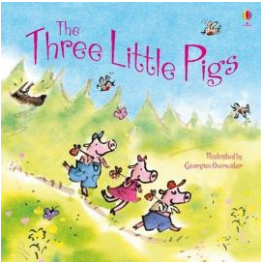
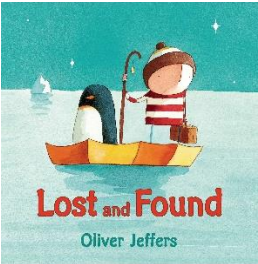


YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where We Live: London <i>Our School</i>	History: Toys through time	Authors and Artists: Nadia Shireen & Matisse	History: History of Flight	Nature all around us: Flowers	Our World: Coasts <i>Southend</i>
TRIPS	Cazenove walk			Science Museum	Springfield Park	Beach at Chalkwell
English	Narrative Discussion texts 	Narrative Diaries 	Narrative Information texts 	Narrative Instructions 	Narrative Persuasive advert 	Narrative Explanation texts 
Art or DT project	<b>DT cooking:</b> use the design process to make the perfect sandwich.	<b>DT toys:</b> build marble mazes using a variety of materials and analyse their success.	<b>Collage</b> – children explore accidental art and purposeful art using Matisse as an example.	<b>Drawing:</b> explore the idea of depth in a drawing by thinking carefully about the size of object in the sky.	<b>Painting:</b> using flowers as their inspiration children build on their skills of painting what they see.	<b>Ceramics:</b> rolling and pinching to make impressions in air drying clay using a variety of natural objects i.e. shells
Computing	<b>Online Safety</b>	<b>Publishing</b> using Book Creator to create ebooks	<b>Programming</b> Code.org Course A		<b>Coding</b> on Espresso Discovery Year 1- Simple Inputs	
History or Geography	<b>Geography</b> <b>London: Our School</b> Key Learning Question: What is the geography of our school?	<b>History</b> <b>Toys Through Time</b> Key Learning Question: How are toys in the present different from toys in the past?		<b>History</b> <b>History of Flight</b> Key Learning Question: How has air travel changed through time?		<b>Geography</b> <b>Coasts: UK</b> Key Learning Question: What happens where the sea meets the land?
PSHE	<b>Being me in my world</b>	<b>Celebrating difference</b> (including anti-bullying)	<b>Dreams and goals</b>	<b>Healthy me</b>	<b>Relationships</b>	<b>Changing me</b>
RE		<b>Christianity:</b> Why is Christmas a special time?		<b>Judaism:</b> How is Judaism Unique?		<b>Islam:</b> How is Islam unique?
Science	<i>Start seasonal changes discussions</i>		<b>Everyday materials</b> Distinguishing between objects and materials, identifying, grouping and comparing common materials		<b>Plants, including seasonal changes</b> Identify common plants and their structure including trees, deciduous, evergreen, observe changes in season and weather	<b>Animals and Humans</b> <i>Working Scientifically focus</i> Name range of common animals, carnivores, herbivores, omnivores, label basic body parts, senses
Music	<b>Singing:</b> children develop their accuracy of pitch, tempo, dynamics and cue, through Toy songs.	<b>Pulse work:</b> Children develop their accuracy of tempo in pulse games, and then put what they know onto un-tuned percussion.	<b>Families of the Orchestra:</b> Children use Benjamin Britten's Young Persons Guide to the Orchestra further their first aural and touch investigations into instruments.	<b>Rhythm:</b> Children use their knowledge of pulse and tempo to explore structure in rhythm using body and un-tuned percussion.	<b>Active listening:</b> Children develop their aural identification of instruments, as well as pulse, dynamics and tempo in active listening games using musical words.	<b>Getting creative:</b> Children develop their ideas around purpose and choice in music, using un-tuned percussion instruments to create a class soundtrack entitled "Coasts".
PE	<b>Football</b> Change direction using inside and outside of foot.	<b>Multi-skills</b> Changing foot patterns	<b>Parachute games</b> Following instructions and working as a team	<b>Gymnastics</b> Copying movements (mirroring) and travelling	<b>Athletics</b> Practice for sports day	<b>Striking and fielding</b> (introduction to rounders) Striking a ball and fielding