

YEAR 1 THEME	All About Me	Animals	London’s Burning	Plants	The Zoo	Sun, Sea and Sand
YEAR 1 T4W linked LINKED TEXTS	Goldilocks and the Three Bears Goldy Luck and the Three Pandas By Natsha Yim illustrated by Grace Zong (read additionally – again during CNY January)	The Gruffalo	Toby and the Great Fire of London	Jasper’s Beanstalk	National Geographic Book of Animal Poetry: 200 Poems with Photographs That Squeak, Soar, and Roar! (Stories & Poems) I want to be a zookeeper (USE FOR WAGOLL for instructions)	The Lighthouse Keeper’s Lunch
YEAR 1 Extended Curriculum Reading List: authors	Dr Seus		Francesca Simon		Valerie Thomas	
	Throughout the year from EYFS-KS 1: Vashiti Harrison Carole Boston Weatherford Yangsook Choi Linda Sue Park					
Unit theme	Animals including Humans	Animals including Humans	Materials	Plants	Materials	Animals including Humans
Significant people SCIENCE	Aristotle	David Attenborough	John Dunlop (tyres)	Beatrix Potter	John McAdam (tarmac)	Jane Goodall
NATIONAL CURRICULUM OUTCOMES SCIENCE	Throughout the year: Seasonal changes, One lesson every half term Clocks change Autumn 2/Spring 2, Longest day – 21 st June, Shortest day – 21st December ● observe changes across the 4 seasons WS – using their observations and ideas to suggest answers to questions ● observe and describe weather associated with the seasons and how day length varies WS – observing closely using simple equipment					

<ul style="list-style-type: none">gathering and recording data to help in answering questions <i>Making tables and charts about the weather, making displays of what happens in the world around them, including day length, as the seasons change (display created and updated throughout the year - every half term as and when changes occur i.e. discuss when the clocks change – Autumn 2/Spring 2)</i>						
<ul style="list-style-type: none">identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <i>Using senses to compare different texture, sounds and smells</i> <i>Including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth through games actions songs and rhymes</i>	<ul style="list-style-type: none">identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals WS – identifying and classifying<ul style="list-style-type: none">observe closely using first hand experience/photo/videos<i>Learn common names of each group of animals including those that are kept as pets e.g. fish - salmon</i>	<ul style="list-style-type: none">distinguish between an object and the material from which it is madeidentify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock WS - Using their observations and ideas to suggest answers to questions (explore brick, paper, fabric, elastic, foil as well as those above)describe the simple physical properties of a variety of everyday materials <i>Examples of properties: hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent,</i>	<ul style="list-style-type: none">identify and name a variety of common wild and garden plants, including deciduous and evergreen trees: WS - Observe closely using simple equipment (magnifying glasses and rulers) <i>Compare and contrast familiar plants</i> WS – identify and classify <i>Describe how they were able to identify and group them</i> <i>Use the local environment throughout the year to explore and answer questions about plants growing in their habitat</i> <i>Observe the growth of flowers and vegetables that they have planted</i> <i>Names of different deciduous and evergreen trees and flowers</i> <i>Keep records of how plants have changed over time</i>identify and describe the basic structure of	<ul style="list-style-type: none">compare and group together a variety of everyday materials on the basis of their simple physical properties WS – identifying and classifying Perform simple tests to explore questions such as ‘What is the best material for an umbrella...for lining a dog basket?...for curtains?...for a bookshelf?...for a gymnast’s leotard?’	<ul style="list-style-type: none">describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) WS – identifying and classifying<ul style="list-style-type: none">observe closely using first hand experience/photo/videosidentify and name a variety of common animals that are carnivores, herbivores and omnivores WS – identifying and classifying<ul style="list-style-type: none">observe closely using first hand experience/photo/videos<i>Grouping animals according to what they eat</i>	

			<p><i>opaque/transpare nt</i></p> <p>WS - using their observations and ideas to suggest answers to questions</p>	<p>a variety of common flowering plants, including trees</p> <p><i>Names of plant structures including: leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches and stem</i></p> <p><i>Draw diagrams showing the parts of different plants including trees</i></p> <p><i>Keep records of how plants have changed over time</i></p> <p><i>Draw diagrams showing the parts of different plants including trees</i></p>		
Curriculum linked texts:				In the Garden (Key Stage 1 text)		
Significant people HISTORY			Samuel Pepys			
Black History	<p>Rosa Parks</p> <p>The lives of significant individuals in the past</p>					
NATIONAL CURRICULUM FOCUS	Significant historical events, people and places in their own locality. (Canvey Floods)		Events beyond living memory that are significant nationally (Great Fire of London)			

HISTORY	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Canvey Floods)		The lives of significant individuals in the past (Samuel Pepys)			
Curriculum linked texts:			The Great Fire of London Anniversary Edition of the Great Fire Of 1066			
Significant people GEOGRAPHY					Alexander von Humboldt (physical geography)	
NATIONAL CURRICULUM FOCUS GEOGRAPHY OUTCOMES	<p>Throughout the year: Seasonal changes, <i>One lesson every half term</i></p> <p>OUTCOMES links to SCIENCE = Identify seasonal and daily weather patterns in the United Kingdom</p>					
	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Locational and directional language [for example, near and far; left and right], to describe</p>				<p>Understand geographical human and physical geography of a small area of the United Kingdom, (Canvey Island)</p> <p>Key physical features, including: beach, cliff, forest, hill, mountain, sea, river, soil, season and weather</p> <p>Key human features, including: city, use simple fieldwork and observational skills to study the geography</p>	

	the location of features and routes on a map				of their school and its grounds. town, farm, house, office, and shop	
Significant People DT	Chef: Jamie Oliver		Architect: Christopher Wren		Architect: Karl Benz	
NATIONAL CURRICULUM FOCUS DT	Area: Nutrition Skill: Use metal knives to spread.		Area: Structures Skill: Building structures using toilet roll holders, lollypop sticks, masking tape and bluetac, exploring how they can be made stronger, stiffer and more stable.		Area: Mechanisms Skill: Use wheels and axils. Measure using objects.	
Significant People ART		Artist: Irish and Icelandic traditional clothing?		Artist: Andy Warhol		Artist: Vincent Van Gogh
NATIONAL CURRICULUM FOCUS ART		Area: Textiles Skill: Sorting, cutting, shaping and joining fabrics to make puppets.		Area: Print Skill: Use found objects e.g. potatoes, celery, leaves to create a print. Use knives to carve objects.		Area: Collage Skill: Create an image using watercolours. Cut, glue and trim a range of materials to create a beach picture.
Significant Person MUSIC	Throughout the year: Sergei Prokofiev					

NATIONAL CURRICULUM FOCUS MUSIC	Hey You (Charanga Unit 1) Style: Old School Hip Hop		Rhythm In The Way We Walk and Banana Rap (Charanga Unit 2) Style: Reggae		In the Groove (Charanga Unit 3) Style: Blues, Latin, Folk, Funk, Baroque, Bhangra		Round And Round (Charanga Unit 4) Style: Bossa Nova		Your Imagination (Charanga unit 5) Style: Pop		Reflect, Rewind and Replay (Charanga Unit 6) Style: Classical	
Significant People PE	Cen Xiaolin (skipping record holer)	Max Whitlock	Billy Wingrove	Max Whitlock	Mia Hamm (female football player)		Andy Murray		Mithali Raj (female cricketer)		Bukayo Saka	Max Whitlock
NATIONAL CURRICULUM M PE	CM- Fundamentals	Class teacher- Gymnastics	CM- Ball skills	Class teacher- Gymnastics	CM- Sending and Receiving	Class teacher- Dance	CM- Net and Wall	Class teacher- Dance	CM- Striking and Fielding	Class teacher- Dance	CM- Invasion	Class teacher- Dance
Significant People PSHE					Joe Wicks						Dalai Lama/ David Attenborough	
NATIONAL CURRICULUM PSHE	What is the same and different about us?		Who is special to us?		What helps us stay healthy?		What can we do with money?		Who helps to keep us safe?		How can we look after each other and the world?	
Significant People COMPUTING	Bill Gates - Windows				Steve Shirley - Women in tech Xansa		Steve Jobs -Apple					

NATIONAL CURRICULUM COMPUTING	E safety & Logging in PM1.1 Include CEOP lessons	Typing PM 3.4	Lego builders PM 1.4 Maze runner PM 1.5		Coding - PM 1.7 -basic algorithms -collision detection	Apply coding PM - PM 1.7 continued
NATIONAL CURRICULUM RE	Special people (in the home) bridging topic	Special symbols and objects (in the home)	Special words and stories (in the home)	Special things in nature (in the home)-	Special Places (in the home)	Special ways of living (in the home).
		Christmas Harvest		Easter		