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| Year 1 | 1st Half Term | 2nd Half Term |
| Theme/Topic title | Once Upon a Times and Happy Ever Afters | To Infinity and Beyond |
| Educational visits/Visitors | Visit from a nurse/health worker to discuss how children should look after their bodies | Space workshop led by STEM ambassadors  |
| Hook | The Jolly Postman to visit Year 1 to deliver the book | Alien landing (Beegu)Book and space capsule. |
| Texts | * The Jolly Postman
* Each Peach Pear Plum
* The senses pack (non-fiction)
 | * Beegu
* The way back home
* Whatever Next?
* Toys in space
* Mousetronaut (Mark Kelly)
* Astronauts (read it yourself with ladybirds)
 |
| English | Fiction focus | * Traditional tales and stories
* Using sounds to make words
* Rhymes-spelling
* Recount
* Sentence structure
 | * Composing sentences orally before writing them
* Sequencing sentences to form short narratives.
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| Non-fiction focus | * Non-fiction texts linked to senses and body parts (class exploration of the structure of these)
* Instruction texts (linked to clay portrait)
 | * Diary
* Recounts
* Instructions (DT link design and make rockets)
* Report writing (linked to how a rocket is landed)
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| Poetry | * Jack and Jill rhyme (focus: rhyming words)
 | * There’s no place like space- Dr Seuess (focus: rhyming words)
* Poetry (adjectives focus)
* Autumn poems (Shirley Hughes Out and About)
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| Mathematics | Content overviewMM programme | * Numbers within 10
* Addition and subtraction within 10
* Shapes and patterns
 | * Numbers within 20
* Addition and subtraction within 20
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| Science | Focus | Animals, including humans.(linked text: The Avocado Baby) | Materials |
| Content overview N.C. P.O.S. | * Learn the names and location of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes
* Use senses to compare different textures, sounds and smells
 | * 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.
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| Cornerstones Investigation | How does it feel? | What makes the loudest sound? |

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| Computing | Focus |  | Robots |
| N.C. subject content |  | * Controlling Beebots by giving a series of commands.
* Recording instructions and testing (algorithms)
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| Online safety message | What are the classroom expectations for the safe use of technology including IPads? | What are the differences between real and imaginary experiences? (To be explored through role play) |
| Geography | Focus |  | Seasons(Linked activities to include starting writing a seasonal weather diary, a seasonal walk through the local community and looking at a bird’s eye view of Earth from space.) |
| N.C. subject content |  | * Use world maps, atlases and globes to identify the UK and its countries
* Identify seasonal and daily weather patterns in the UK
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| History | Focus | History linked to traditional tales and nursery rhymes (including Jack and Jill) | The history of space travel(including the first moon landing, Tim Peake, Mark Kelly (Moustronauts) and Neil Armstrong) |
| N.C. subject content | * Develop an awareness of the past using common words and phrases relating to the passing of time
 | * Explore the life of significant individuals in the past and who have contributed to international achievements (e.g. Neil Armstrong)
* Explore significant globally events beyond living memory (e.g. first moon landing)
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| Physical education | Content overview | Hockey (Onside) and Gymnastics | Dance (linked to leaves and fireworks)And Yoga |
| N.C. subject content | * Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others
* Master basic movements including balance, agility and co-ordination, and begin to apply these in a range of activities
 | * Perform dances using simple movement patterns
* Extend agility, balance and coordination, individually and with others
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| Art and design | Focus | Self Portrait (line) and exploring paints and colour mixing | Using a range of media to create planets |
| N.C. subject content | * Become proficient in drawing and sculpture (clay portraits)
* Learn more about different artists - Van Gogh, Rembandt and Pollack
* Use a range of materials creatively
 | * Develop a wide range of art and design techniques, colour, pattern and texture
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| Design and technology | Focus |  | Design, make and evaluate a rocket and a moon buggy. |
| N.C. subject content |  | * Design a purposeful product based on design criteria
* Generate and communicate ideas through drawing
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| Music | Focus | Singing (action songs linked with science and the Mr Skelly Bones song) and nursery rhymes | Space compositions and songs |
| N.C. subject content | * Use voices expressively and creatively by singing songs and speaking chants and rhymes
* Play tuned and un tuned instruments musically
 | * Experiment with, create, select and combine sounds
* Use voices expressively and creatively
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| PSHE | Family and Friends | Bullying |
| R.E. | Key question: What is a Christian? |  |
| Cross curricular links | English | * Nursery rhymes links with science and music
* The Avocado Baby (English and Science)
 | * Space links with art and music (creating space planets)
* English links with geography and dance (autumn poems, diary writing and autumn leaf dance)
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| Maths | * Links with music. Counting songs to 10 and 20.
 | * Space countdowns (counting to 20)
* Link to space themes using planets, moons and aliens.
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| Other | * English link with history. An awareness of nursery rhymes.
* Art links with science (self-portrait)
 | * Geography and space (looking at globes)
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