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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. |
| 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) |
| 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) |
| Mathematics | Content overview  MM programme | * Numbers within 10 * Addition and subtraction within 10 * Shapes and patterns | * Numbers within 20 * Addition and subtraction within 20 |
| 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. |
| 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) |
| 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 |
| 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) |
| 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 |
| 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 |
| 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 |
| 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 |
| 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) |
| Maths | * Links with music. Counting songs to 10 and 20. | * Space countdowns (counting to 20) * Link to space themes using planets, moons and aliens. |
| Other | * English link with history. An awareness of nursery rhymes. * Art links with science (self-portrait) | * Geography and space (looking at globes) |