

YEAR ONE

READING SPINES - at least 4 over a range of the spines	OTHER TEXTS – at least 1	WRITING
<p>Archaic text</p> <p>The Magic Faraway Tree (4 book series) – Enid Blyton</p> <p>The Three Billy Goats Gruff – Paul Gallico</p> <p>The Tale of Peter Rabbit (23 book series) – Beatrix Potter</p> <p>The Cat in the Hat – Dr. Seuss</p> <p>Goodnight Moon – Margaret Wise Brown</p> <p>Goodnight Moon – Margaret Wise Brown</p> <p>Aesop's Fables – Aesop</p> <p>Traditional Stories – Various</p> <p>Where the Wild Things Are – Maurice Sendak</p> <p>Non-linear sequences</p> <p>The Trouble with Trolls – Jan Brett</p> <p>Black and White – David Macaulay</p> <p>Grandpa – John Burningham</p> <p>When the Rain Comes – Tom Pow</p> <p>Narratively complex</p> <p>Chester – Melanie Watt</p> <p>And the Dish Ran Away with the Spoon – Janet Stevens</p> <p>Hey Little Ant – Hannah and Phillip Hoose</p> <p>The Little House – Virginia Lee Burton</p> <p>Come Away From the Water, Shirley – John Burningham</p> <p>The Teddy Bear – David McPhail</p> <p>The Day the Crayons Quit – Drew Daywalt</p> <p>Symbolic text</p> <p>Grandpa's Island – Benji Davies</p> <p>Owl Babies – Martin Waddell</p> <p>The Tiger Who Came to Tea – Judith Kerr</p> <p>The Heart and the Bottle – Oliver Jeffers</p> <p>Red Kite, Blue Kite – Ji-Jiang</p> <p>The Building Boy – Ross Montgomery</p> <p>Resistant text</p> <p>The Book with No Pictures – B.J. Novak</p> <p>Lost and Found – Oliver Jeffers</p> <p>Tadpole's Promise – Jeanne Willis</p> <p>Not Now, Bernard – David McKee</p> <p>The Red Trip – Shaun Tan</p> <p>Non – Fiction – multiple texts linked to topics</p>	<p>On Sudden Hill – Linda Sarah and Benji Davies (BB)</p> <p>Beegu – Alec Deacon (BB)</p> <p>Sh! We Have a Plan – Chris Haughton (BB)</p> <p>WANTED: The Perfect Pet – Fiona Robertson (MBB)</p> <p>Into the Forest – Anthony Browne (MBB)</p> <p>Peace at Last – Jill Murphy</p> <p>Dogger – Shirley Hughes</p> <p>Elmer – David McKee</p> <p>POETRY – at least 2</p> <p>The Owl and the Pussycat – Edward Lear (PF)</p> <p>The Star – Jane Taylor (PF)</p> <p>Bed in Summer – Robert Louis Stevenson (PF)</p> <p>Traditional Nursery Rhymes</p> <p>The More it Snows – A.A. Milne</p> <p>The Night Before Christmas – Clement Clarke Moore</p> <p>Scissors – Allen Ahlberg</p> <p>HISTORY</p> <p>Queen Elizabeth II</p> <p>William Shakespeare</p> <p>Christopher Columbus</p> <p>Grace Darling</p> <p>Marie Curie</p> <p>Emily Davison</p> <p>Neil Armstrong</p> <p>Tim Berners-Lee</p> <p>The Spanish Armada</p> <p>The invention of Radio</p> <p>The First Flight</p> <p>The Moon Landing</p> <p>The Gunpowder Plot</p> <p>The Great Fire of London</p> <p>The Fishing Industry of Grimsby</p> <p>Maritime history of Grimsby</p> <p>Dock Tower</p> <p>GEOGRAPHY</p> <p>Mapping the world</p> <p>Describing maps of the world: 1</p> <p>Describing maps of the world: 2</p> <p>The United Kingdom</p> <p>The United Kingdom: England</p> <p>The United Kingdom: Scotland</p> <p>The United Kingdom: Wales</p> <p>The United Kingdom: Northern Ireland</p> <p>England: London</p> <p>England: Newcastle upon Tyne</p> <p>Scotland: Edinburgh</p> <p>Wales: Cardiff</p> <p>Northern Ireland: Belfast</p> <p>Climate</p> <p>Weather</p> <p>DESIGN AND TECHNOLOGY</p> <p>Structures</p> <p>Frame Structures</p> <p>Sleev mechanisms</p> <p>Portable snacks</p> <p>Things to remember: sources, seasonal, safety and hygiene</p> <p>COMPUTING (Kapow)</p> <p>Getting started - how to login, navigate, mouse skills, drag, drop, click and control - Art link Kandinsky and self portraits</p> <p>Programming - Bee-Bot</p> <p>Algorithms unplugged - importance of specific instructions</p> <p>Digital imagery - using creativity, imagination photography and images to plan a miniature adventure story</p> <p>Introduction to data</p> <p>Rocket to the moon - drawing software and recording data; designing and testing rockets</p> <p>Online safety</p>	<p>Through the Threshold Concepts of: Write with purpose; Use imaginative description; Organise writing appropriately; Use paragraphs; Use sentences appropriately; Present neatly; Spell correctly; Punctuate accurately; Analyse writing; Present writing</p> <p>Write stories set in places pupils have been.</p> <p>Write stories and plays that use the language of fairy tales and traditional tales.</p> <p>Write narrative diaries.</p> <p>Write labels.</p> <p>Write lists.</p> <p>Write captions.</p> <p>Present information.</p> <p>Write poems that use pattern, rhyme and description.</p> <p>ART AND DESIGN</p> <p>Through the Threshold Concepts of: Develop ideas; Master techniques; Take inspiration from the greats</p> <p>At the seaside</p> <p>At the seaside – artist spotlight: Claude Monet</p> <p>In the jungle</p> <p>In the jungle: Artist spotlight: Henri Rousseau</p> <p>Food</p> <p>Food – Artist spotlight: Paul Cezanne</p> <p>Weather</p> <p>Weather – Artist spotlight: J.M.W. Turner</p> <p>Love for landscapes</p> <p>Love for landscapes – Artist spotlight: John Constable</p> <p>PSHE (Kapow + NOS + SPECIFIC PROGRAMMES)</p> <p>Through the Threshold Concepts of: Try new things; Work hard; Concentrate; Push oneself; Imagine; improve; Understand others; Not give up</p> <p>Families and Relationships</p> <p>What is family?</p> <p>What are friendships?</p> <p>Recognising other people's emotions</p> <p>Working with others</p> <p>Friendship problems</p> <p>Healthy friendships</p> <p>Gender stereotypes</p> <p>EXPECT RESPECT</p> <p>Health and Well Being</p> <p>Understanding my emotions</p> <p>What am I like?</p> <p>Ready for bed?</p> <p>Relaxation</p> <p>Hand washing and personal hygiene</p> <p>Sun safety</p> <p>ABILITIES</p> <p>People who help us keep healthy</p> <p>RELAX KIDS</p> <p>PRESLEY THE PUG</p> <p>Safety and the changing body</p> <p>Adults in school</p> <p>Adults outside of school</p> <p>Getting lost</p> <p>Making an emergency phone call</p> <p>Appropriate contact</p> <p>Safety with substances</p> <p>Safety at home</p> <p>People who help to keep us safe</p> <p>BIG TALK</p> <p>National Online Safety</p> <p>Self image and identity</p> <p>Online relationship</p> <p>Online reputation</p> <p>Online bullying</p> <p>Managing online information</p> <p>Health, wellbeing and lifestyle</p> <p>Privacy and security</p> <p>Copyright and ownership</p> <p>Citizenship</p> <p>Rules</p> <p>Caring for others: Animals</p> <p>The needs of others</p> <p>Similar, yet different</p> <p>Belonging</p> <p>Democratic decisions</p> <p>Economic Well Being</p> <p>Introduction to money</p> <p>Looking after money</p> <p>Banks and building societies</p> <p>Saving and spending</p> <p>Jobs in school</p> <p>Transition</p> <p>Strengths and transition</p> <p>PHYSICAL EDUCATION (over Year 1 and 2)</p> <p>Through the Threshold Concepts of: Develop practical skills; Be physically active; Compete.</p> <p>Games (Target) – Fair and Square / Python / Beanbag bocce</p> <p>Games (Tag) – Mr. Wolf</p> <p>Games (Striking and fielding) – Give me five / All together now / Flank and weave</p> <p>Games (Net and wall) – Racket fun / On the spot / Throwing tennis</p> <p>Games (Invasion) – Triangle passing / Two on one / Dribble and score</p> <p>Gymnastics – Simple sequence / Vault / Apparatus</p> <p>Dance – Based on a book / Mystery dance / Superheroes</p>
<p>SCIENCE</p> <p>Work scientifically (all topics below should be learnt through working scientifically)</p> <p>(Asking questions, observing, using equipment, performing tests, identifying and classifying, making suggestions from observations, gathering and recording data)</p> <p>BIOLOGY</p> <p>Understand plants</p> <p>Identify and name common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of common flowering plants, including trees (roots, stem/trunk, leaves, flowers)</p> <p>Understand animals and humans</p> <p>Identify and name common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and which part is associated with each sense</p> <p>Investigate living things</p> <p>Differences between living things, those that are dead and those that have never been alive</p> <p>Habitats, how they are suited and how they provide basic needs</p> <p>How animals obtain their food</p> <p>Understand evolution and inheritance</p> <p>How humans resemble their parents in many features</p> <p>CHEMISTRY</p> <p>Investigate materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe physical properties of everyday materials</p> <p>Compare and group everyday materials on physical properties</p> <p>Practical uses of everyday materials</p> <p>PHYSICS</p> <p>Understand movement, forces and magnets</p> <p>Noise how things move, using simple comparisons e.g. fast and slow</p> <p>Understand the Earth's movement in space</p> <p>Changes across the 4 seasons</p> <p>Seasonal weather and how length of day varies</p> <p>Investigate light and seeing</p> <p>Sources of light</p> <p>Reflections</p> <p>Investigate sound and hearing</p> <p>Sources</p> <p>How we hear with our ears</p> <p>Understand electrical circuits</p> <p>Identify common appliances that run on electricity</p>	<p>MUSIC</p> <p>Through the Threshold Concepts of: Play and perform; Improvise and compose; Listen; Musical notation; History of a wide range of music.</p> <p>Classical – Benjamin Britten: Peter Grimes (The Storm Interlude)</p> <p>Debussy: Clair de Lune</p> <p>Beethoven: Moonlight Sonata</p> <p>Rock and Pop - Queen</p> <p>Musicals</p> <p>Traditional – Sea shanties, folk songs and nursery rhymes, London's Burning, London Bridge is falling down, Ring the bells of London</p>	<p>RELIGIOUS EDUCATION</p> <p>Through the Threshold Concepts of: Understand beliefs and teachings; Understand practices and rituals; Understand how beliefs are conveyed; Reflect; Understand values</p> <p>Christianity – including Harvest, Jonah and the Whale, The Good Samaritan, David and Goliath</p> <p>Buddism</p> <p>Hinduism</p> <p>Islam</p> <p>Judaism</p> <p>Sikhism</p> <p>Agree syllabus SACRE</p> <p>Looking at me, looking at you</p> <p>Caring for the world</p> <p>Worship and Festivals</p> <p>Tahiti</p> <p>Caring for others</p> <p>Places of worship</p> <p>Religion and rituals</p> <p>Friendship</p> <p>Gifts and Giving</p> <p>Easter and Surprises</p>