

Year 1	School Global theme	Relationships		Living in the Wider World		Health and Well-Being	
	Significant Person						
	Anchor Point (Locality Study)					Dover- St Radigunds Area, School, Kearsney Abbey	
	National & whole school events	Art Week Harvest	Children in Need Christmas Craft Day Nativity / Carol Service	Mental Health Week Shrove Tuesday	World Book Day Science Week Comic Relief Easter	World Earth Day Book Week	Sports Week Enterprise Week
	Assemblies	Harvest	Anti-Bullying Week Remembrance Day	Safer Internet Day	Easter	Book Week	Health and Well Being Sports Week
	Theme						
	Term	Term 1 (8 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks)
	English	Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount		Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount		Discussion text Instructions Narrative Non-chronological Persuasion Poetry Recount	
	Quality Text						
	Mathematics	Number and place value Addition and subtraction 2D shapes Addition and subtraction Measurement – length and height Number and place value Multiplication and division Position and direction Addition and subtraction Fractions Money		Number and place value Addition and subtraction 3D shapes Multiplication and division Number and place value Measurement – mass Addition and subtraction Measurement – time Number and place value Fractions Measurement – volume and capacity		Number and place value Addition and subtraction Position and direction Multiplication and division Number and place value Measurement – length and height Addition and subtraction 2D and 3D shapes Multiplication and division Fractions Time	
	Science	Everyday Materials <ul style="list-style-type: none"> 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 <i>asking simple questions and recognising that they can be answered in different ways - waterproof test</i> <i>performing simple tests- outcomes / waterproof test</i>		Animals, including Humans <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) <i>identifying and classifying – Venn/ 2 Carroll/ sorting</i>		Plants <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees <i>observing closely, using simple equipment - magnifiers</i> <i>using their observations and ideas to suggest answers to questions - labelling</i>	
				Seasonal changes			
	<ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <i>gathering and recording data to help in answering questions – continuous across changes – class book</i>						
Geography	Comparison with London <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries <i>locational knowledge, direction, map work</i>		<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom <i>physical geography (link to Science topic and fieldwork opportunity of observing seasonal changes)</i>		Focus Area: Dover (Fieldwork Opportunity) <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom use basic geographical vocabulary to refer to: 		

				<ul style="list-style-type: none"> - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season, weather - key human features, including city, town, factory, farm, house, office, shop • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p><i>field work, enquiry, map work, human and physical features</i></p>		
History	The Gunpowder Plot <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally <i>historical enquiry, historical interpretation, Understanding of events, people and changes</i> 	Elizabeth I and Queen Victoria <ul style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • <i>understanding of events, people and changes, historical enquiry</i> 	Changes in Living Memory <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • significant historical events, people and places in their own locality <p><i>Understanding of events, people and changes</i></p>			
Art	Chosen Media: 3D Form <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p><i>introduce sketchbooks, recycled, natural and manmade materials</i> <i>junk modelling linked to Science</i></p>	<ul style="list-style-type: none"> • Chosen Media: textiles • use sculpture to develop and share their ideas, experiences and imagination observe and learn about the work of a range of craft makers and designers <p><i>explore and develop ideas using sketchbooks, cutting material, weaving techniques</i> <i>fabrics, patterns, clothing comparison linked to History</i></p>	Chosen Media: printing <ul style="list-style-type: none"> • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p><i>explore and develop ideas using sketchbooks, natural and manmade objects, rubbings, Use of ICT</i> <i>printing linked to Science- natural materials, leaf rubbings</i></p>	Chosen Media: drawing and painting <ul style="list-style-type: none"> • use drawing and painting to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space observe and learn about the work of a range of artists <p><i>evaluate and build on ideas using sketchbooks, dry media, colour mixing, brush types,</i></p>		
D&T	3D Form/Product Making <ul style="list-style-type: none"> • select from and use a wide range of materials and components, including construction materials and ingredients • build structures, exploring how they can be made stronger, stiffer and more stable • generate, develop, model and communicate their ideas through talking and drawing • explore and evaluate a range of existing products <p><i>developing, planning and communicating ideas, evaluating processes and products</i> <i>linked to science topic of materials, junk modelling/construction linked to Geography</i></p>	Textiles (planning) <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through information and communication technology • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <p><i>cutting material, weaving techniques (same skills as Art)</i> <i>linked to History and Art</i></p>	Food Tech <ul style="list-style-type: none"> • select from and use a wide range of materials and components, including ingredients <p><i>basic food hygiene, food processes and personal hygiene</i> <i>Where is food from? Healthy lifestyle</i></p>	3D Form/Product Making <ul style="list-style-type: none"> • select from and use a wide range of materials and components, including construction materials and ingredients • generate, develop, model and communicate their ideas through talking and drawing <p><i>developing, planning and communicating ideas, evaluating processes and products</i> <i>Enterprise week</i></p>		
MFL						
PE	Agility, Balance, Coordination /Multi-Skills (Sportshall Athletics Activities)	Games Focus Dodgeball Throwing/Dodging	Gymnastics	Dance	Games Cricket Focus (Striking and Fielding Tactics)	Athletics
	<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 		<ul style="list-style-type: none"> • perform dances using simple movement patterns. 		SPORTS WEEK/SPORTS DAYS <ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending 	
Computing	<ul style="list-style-type: none"> • recognise common uses of information technology beyond school • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <p><i>understanding technologies, coding and algorithms, data handling</i> <i>linked to fieldwork opportunities in Geography- direction, map work, beebots</i></p>		<ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p><i>online safety</i> <i>linked to Safer Internet Day and PSHE</i></p>		<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content <p><i>digital images, sound and music linked to History, Music and Art</i></p>	
Music	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes <p><i>personal development, performing skills: singing, cultural development music studied: tradition, cultural and popular</i> <i>Nativity/Christmas performances, singing traditional children's songs</i></p>		<ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music <p><i>evaluation</i> <i>talking about pieces of music linked to History- mood, likes etc.</i></p>		<ul style="list-style-type: none"> • play tuned and untuned instruments musically <p><i>performing skills: instruments, aural and theoretical knowledge</i></p> <ul style="list-style-type: none"> • <i>explore rhythm, pulse- rhythm sticks</i> 	
RE	Christianity – stories, beliefs, festivals		Jewish People – stories, beliefs, traditions, festivals		<ul style="list-style-type: none"> • Christianity and Jewish People – places of worship & belonging (comparison) 	
					Christianity and Jewish People – celebrating special times (comparison)	

	RSE	<i>Families and Friendships Safe Relationships Respecting Ourselves and Others</i>	<i>Belonging to a Community Media Literacy and Digital Resilience Money and Work</i>	<i>Physical Health and Mental Wellbeing Growing and Changing Keeping Safe</i>
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