

Year R/ 1- Cycle B – 2022-2023

Values / Themes/ Forest School/ Trips and visitors	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Respect	Hopefulness	Kindness	Courage	Integrity	Curiosity
Topic Themes – Leading Question	What can We find in our School?		What would you put in your own Museum?		Where would you travel to?	
Guided Reading	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
English	Lost and Found by Oliver Jeffers Outcome - Fiction: adventure story based on the structure of the text. Greater Depth Change the setting of the Story	Nibbles by Emma Yarlett Outcome - Recount: diary entry Greater Depth – Add in further details about other characters' feelings	Lion Inside by Rachel Bright Outcome - Fiction: story based on the structure of the text Greater Depth – Change both animals in the story	The curious case of the missing mammoth by Ellie Hattie Outcome - Fiction: story based on the structure of the text Greater Depth – Change the setting of the story	Toys in Space by Mini Grey Outcome - Fiction: story based on the structure of the text Greater Depth - Choose their own toy to write about and change the space creature.	Goldilocks and Just the One Bear by Leigh Hodgkinson Outcome - Fiction: traditional story based on the structure of Goldilocks and just the one bear Greater Depth - Change the animal and the setting
Poetry	Sea Songs Outcome - Action rhyme and list poem	There Are No Such Things as Monsters!! by Roger Stevens Outcome - Descriptive poem based on a model	If I Had a Beak by The Literacy Company Outcome - Descriptive poem using the senses	At the Zoo by W. M. Thackeray Outcome - List poem	I Spun a Star by John Foster Outcome - List poem	Poetry Fruit Salad Outcome – Senses poem
Maths – Y1	<ul style="list-style-type: none"> Number and Place Value (within 10) Number: Addition and Subtraction (within 10) 	<ul style="list-style-type: none"> Number: Addition and Subtraction (within 10) cont. Geometry Shape Consolidation. 	<ul style="list-style-type: none"> Number and Place Value (within 20) Number: Addition and Subtraction (within 20) 	<ul style="list-style-type: none"> Number and Place Value (within 50) Measurement: Length and Height Measurement: weight and volume 	<ul style="list-style-type: none"> Number : Multiplication and Division Number: Fractions Geometry; Position and Direction 	<ul style="list-style-type: none"> Number and Place Value (within 100) Measurement: Money Measurement: Time Consolidation

Maths – EYFS	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 	<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system 	<ul style="list-style-type: none"> Children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure 	<ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> Children will experience rich opportunities to develop their spatial reasoning skills in shape, space and measure
History & Geography	History – How have explorers changed the world?	Geography – What is it like here?	Geography – How is life different in Shanghai?	History - How am I making History?	History – How have toys changed?	Geography – What is the weather like in the UK?
EYFS Links	Talk about the lives of the people around them and their roles in society	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	Understand the past through settings, characters and events encountered in books read in class and storytelling	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps
Art & Design & Design & Technology	DT – Food: Fruit and Vegetables – Design and Make a meal for Journey to the South Pole	A&D – Painting – Colour Splash – Kandinsky/ Hundertwasser	DT – Textiles: Puppets – Make an animal puppet	A&D – Sculpture and 3D: Creation Station	A&D – Painting and Mixed Media: Paint my world – Van Gogh – Starry Night	DT – Structures: Boats – Design and test, whose can travel the furthest? Can your boat float?

EYFS Links	Use a range of small tools, including scissors, paintbrushes and cutlery.	Share their creations, explaining the process they have used. Begin to show accuracy and care when drawing.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Science	Our Environment (Autumn Comparison)	Animal Kingdom (Year 1)	Materials (Y1)	Our Environment (Spring Comparison)	Plants (Y1 unit)	Weather (Y1)
EYFS Links	The Natural World ELG Children at the expected level of development will: <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
Religious Education	F4 – Being Special, Where do I belong?	1.3 Why does Christmas Matter to Christian?	1.7 Who Is Jewish and how do they live? (Part 1)	1.5 Why does Easter matter to Christians?	1.6 Who is Muslim and how do they live? Part 1	1.9 How should we care for the world and others and why does it matter?
EYFS Links	People Culture and Communities ELG Children at the expected level of development will: <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 					
SMSC/ RSE	Keeping and Staying Safe Baseline Road Safety Keeping and staying Healthy Washing Hands	Relationships Baseline Friendship	Being Responsible Baseline Water Spillage	Feelings and Emotions Baseline Jealousy	Computer Safety Baseline Online Bullying Our World Growing in our World	Hazard Watch Is it safe to eat or drink/ Is it safe to play with?
EYFS Links	Self-Regulation ELG Children at the expected level of development will: <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self ELG Children at the expected level of development will: <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Building Relationships ELG Children at the expected level of development will:					

	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. 					
Computing	1.1 Online Safety 1.8 Spreadsheets	1.3 Pictograms 1.4 Lego Builders	1.6 Animated Stories No – Unit Practice Typing	1.7 Coding	1.2 Grouping and sorting 1.3 1.5 Maze explorers	1.9 Technology outside of the classroom No – Unit Practice Typing
Music	Exploring sounds-body percussion Vocal music from around the world	Pulse and rhythm Kodaly rhythm names Christmas Performance	Chinese Dragon dances. Move fast and slow. Improvise Pentatonic music	Sing for Spring Make a song with actions and accompaniments	Perform a story Peter and the Wolf Instruments of the orchestra	Telling a story with music Picture scores
EYFS Links	Being Imaginative and Expressive ELG Children at the expected level of development will: <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 					
PE	Multi Skills Travelling Uni-Hoc	Gymnastics Yoga Dance	Alternative Sports Boccia New Age Kurling	Multi Skills Rolling & Throwing OAA	Multi Skills Receiving Athletics	Multi Skills Kicking Multi Skills Striking
EYFS Links	Gross Motor Skills ELG Children at the expected level of development will: <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 					
MFL	Alphabet Numbers and Counting		Songs and rounds		Introductions and going on Holiday!	