Year 1	Autumn 1 The Jolly Postman	Autumn 2 Ourselves	Spring 1 Toys	Spring 2 Around the world with the 'Snail and the Whale'	Summer 1 Percy the Park Keeper	Summer 2 Space
Maths						
Literacy						
History	-	Fairfields- our school Main focus – significant historical places in own locality Key objectives – To understand that an area may contain a mixture of old and new buildings To understand that the area and the school has changed at different times in the past To talk about the school and surrounding buildings using appropriate vocabulary To identify some of the key features of our school built a long time ago To compare to and identify differences between our school and a school built more recently. To use common words and phrases relating to the passing of time To use pictures and photographs to find out about the school in the past. To recognise different rooms and objects from school in the past To describe the characteristics of objects	Toys Main focus – changes within living memory Key objectives – To describe an artefact/toy To sort and identify old and new toys To handle and talk about their own toys and toys in the past To understand how to decide whether an object is old or new To describe the characteristics of old and new toys To identify the similarities and differences between old toys and new toys To use common words and phrases to describe old toys and relating to the passage of time – *modern, new, old, before, after, dusty, worn, torn, scratched etc* To recognise some of the characteristics of toys in the past To give some reasons for the differences between toys now and in the past To speak about how they have found out about old	-	-	Neil Armstrong Main focus – the lives of significant individuals in the past who have contributed to international achievements Key objectives – To identify people from the past and present who are famous To infer information from pictures of the past To place famous people – including Neil Armstrong, events and objects in chronological order To locate the site of a historical event on a map To use common words and phrases relating to the passage of time To use pictures to help to ask and answer questions about Neil Armstrong To ask and answer questions related to the first moon landing from a variety of sources of information To choose and use parts of stories to show that they know and understand key features of events related to the first moon landing To sequence events

		used in schools from a long time ago To learn how to answer questions about objects used a long time ago To make inferences about aspects of school life a long time ago To identify similarities and differences between school life in different periods To apply their knowledge and understanding of school life of a long time ago To communicate through role play what they have learnt about school life in the past	and new toys To understand some of the ways we find out about aspects of the past To understand that oral sources and museum displays can be used to find out about the past To understand how museum exhibits are organised To sequence toys in time To identify ways in which changes in toys reveal aspects of change in national life To ask and answer questions about toys in the past To communicate what they know about old and new toys through talk, play and writing.			leading up to the first moon landing To communicate understanding about why Neil Armstrong is remembered today
Geography	The Jolly Postman- Around our school Main focus – **Geographical skills and fieldwork, human and physical geography** and place knowledge Key objectives – **Geographical skills and fieldwork** To draw around objects to make a plan. To make a simple plan of the classroom To find and interpret information from simple picture and large scale	-	-	Hot and cold countries Main focus – **Human and physical geography,** place knowledge, locational knowledge and geographical skills Key objectives – **Human and Physical Geography** To identify the location of hot and cold countries in relation to the Equator and the North and South Poles. To compare hot and cold countries of the world. To identify seasonal and daily weather patterns in	Percy the Park Keeper (Features in local area and environmental issues) Main focus – **Place knowledge, locational knowledge and geographical skills and fieldwork**, human and physical geography Key objectives – **Geographical skills** To use ICT (Bing maps, multimaps) to investigate postcodes. To use simple compass directions (N-S-E-W) and directional language to plan and describe the	-

	maps (including 1:1250, 1:500, 1:2500 OS maps) To use aerial photographs and plan perpectives to recognise landmarks and human and physical features in the local area. To locate own homes on 1:1250 map. To plan simple routes around the local area. To describe simple route using geographical vocabulary. To use simple fieldwork skills to make observations and collect and record details about features in the local area. To make observations about where things are and other features in the environment. To communicate information about the local area using a range of maps, photographs, pictures and words. To make a simple pictorial or model map of the local area. **Human and Physical Geography** To use geographical vocabulary to identify and describe the human and physical features in the local area i.e. town, house, bungalow, flat, road, shop To identify and describe the key physical and			hot and cold countries around the world. To identify some landscape features in hot and cold countries. **Locational Knowledge/Place Knowledge** To name and locate the world's seven continents and five oceans. **Geographical skills and fieldwork** To map a journey around the world from a hot to a cold country. To use world maps, atlases and globes to locate and identify hot and cold countries around the world. To use simple compass directions (N-S-E-W) to describe a route on a map. To use aerial photographs and maps to recognise and identify landmarks and basic human and physical features of hot and cold countries. Make simple maps to show some of the features of hot and cold countries.	route to the park on a map. To use simple fieldwork skills to make observations and collect and record details about features in the park. To make simple sketch maps of the park. To sequence photographs and locations on a large floor map. To find and interpret information from simple picture and large scale maps. To communicate information about the local park using a range of pictorial and model maps, photographs, pictures and words. **Human and Physical Geography** To use geographical vocabulary to identify and describe features in the local park. To identify and describe what the park is like. To identify where the park is in relation to the school. **Locational Knowledge/Place Knowledge** To understand geographical similarities and differences between the war memorial park and other parks in	

	human features in the local area. To recognise changes in the physical and human features in the local area. **Place Knowledge** To understand geographical similarities and differences in the streets in the local area				Basingstoke.	
Science	**Materials** **Seasons** (Autumn) Refer **National Curriculum** for topic objectives. Working Scientifically: • Asking simple questions and recognising that they can be answered in different ways. • Observing closely using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions.	**Ourselves** (Animals including humans) Refer **National Curriculum** for topic objectives. Working Scientifically: • Asking simple questions and recognising that they can be answered in different ways. • Using their observations and ideas to suggest answers to questions.	**Seasons** (Winter and Spring) Refer **National Curriculum** for topic objectives. Working Scientifically: • Asking simple questions and recognising that they can be answered in different ways. • Observing closely using simple equipment. • Using their observations and ideas to suggest answers to questions.	**Animals** (animals including humans) Refer **National Curriculum** for topic objectives. Working Scientifically: • Asking simple questions and recognising that they can be answered in different ways. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions.	**Plants** (including naming plants) Refer **National Curriculum** for topic objectives. Working Scientifically: • Asking simple questions and recognising that they can be answered in different ways. • Observing closely using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions.	**Seasons** (Summer) Refer **National Curriculum** for topic objectives. Working Scientifically: • Asking simple questions and recognising that they can be answered in different ways. • Observing closely using simple equipment. • Using their observations and ideas to suggest answers to questions.
Computing	E Safety introduction and review - Digital leaders will present a quiz to the class that will lead to discussion and agreement of e-safety dos and don'ts that will be	Using digital equipment • record and edit their ideas in audio and pictorial formats	Beebots/Roamers • begin to understand that an algorithm is the plan of the steps you have to go	Simulation • use simple computer models (Adventure Games / Simulations) to make	Saving work and setting up folders • be able to logon to the school system • understand that	Powerpoint • use applications to sort and organise information and present it in

	handed in for whole school collation. • Begin to be aware of Internet safety rules. Dazzle • record and edit their ideas in pictorial formats		through to solve a problem; • begin to develop algorithms to solve problems; • begin to use algorithms to create programs to control devices such as programmable robots to solve problems; • begin to test their programs and debug (fix errors); Searching using databases • use applications to sort and organise information;	decisions, solve problems, experience action and consequence, and make informed decisions;	work can be saved and retrieved for later use • be able to save and retrieve work Word • use applications to sort and organise information and present it in different forms; • record and edit their ideas in textual and pictorial formats	different forms; • record and edit their ideas in textual and pictorial formats
DT		**Food – Preparing fruit and vegetables** **Prior learning** • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils. **Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of	**Mechanisms – Sliders and Levers** **Prior learning** • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. **Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make.		**Structures – Freestanding structures.** **Prior learning** • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper. **Designing** • Generate ideas based on simple design criteria and their own experiences,	

		fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. **Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. **Technical knowledge and understanding** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The eatwell plate*. • Know and use technical and sensory vocabulary relevant to the project.	• Develop, model and communicate their ideas through drawings and mock-ups with card and paper. **Making** • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. **Evaluating** • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. **Technical knowledge and understanding** • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.		explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. **Making** • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. **Evaluating** • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. **Technical knowledge and understanding** • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.	

Art and design	Printing Looking at buildings Artist?	Colour mixing Portraits Artist?	Drawing/sketching toys Artist- E.H. Shephard?	Clay animals Artist?	Sculptures and weaving Andy Goldsworthy	Collage- aliens and planets Artist?
	To make more complex printing blocks from polystyrene printing tiles or similar. **To build a printing block by applying card, string, wool etc**. To ink up a block and print a regular and off-set pattern, eg. half drop. To investigate a range of other techniques eg. printing on fabric, with a range of objects and as represented in the work of great artists. To use the computer to create patterns.	To recognise and name primary, secondary and most tertiary colours. To develop their painting skills regularly, at least once per half term. To draw or paint through observation at least once per half term.	To use, recognise and describe lines, patterns, textures and basic shapes in their work and the work of artists. To practise and develop the skills of drawing very frequently, including illustrations for other subject areas. To draw or paint through observation at least once per half term.	To mould malleable materials, eg. dough or clay, to create shapes which can be combined to make objects. To use a wider range of simple tools to cut, shape and impress patterns and textures in a range of materials.	To mould malleable materials, eg. dough or clay, to create shapes which can be combined to make objects. To cut threads into a variety of similar lengths. To classify fabrics and threads by colour and texture. To weave with paper and card on a warp made from smooth threads.	To cut straight and curved lines from a range of materials with some accuracy. To tear paper into strips and shapes, with some accuracy. To apply adhesive sparingly and stick shapes down accurately. To classify materials into colours and surface textures.
	<u>In All Art Areas (KS1)</u> To collect and develop information as sketches and drawings prior to a final piece of work. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To learn to use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To recognise and name primary, secondary and most tertiary colours. Care for tools and materials, use them correctly, clean them after use and store them away. To use photographs as resources for the current work without becoming reliant on them. Use the computer in support of their work. To follow instructions. To work safely with new tools, materials and processes.					
Music						
PA						

PSHE/SEAL *See SEAL booklets for planning objs* **See PSHE units of work for objs**	*New beginnings* **Working well together**	*Getting on and falling out* *Say "No" to bullying* (Nov) **Caring for myself**	*Going for goals* **Other people are special too!**	E-Safety (safe online - taught via PSHE) Use technology safely and respectfully, keeping personal information private, understanding that 'stranger danger' rules still apply online Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Use ICT safely to explore digital and online resources to find information and answer questions with support and guidance (choosing appropriate websites) *Good to be me* **Keeping safe**	*Relationships* **Caring for others**	*Changes* **Looking forward**
RRR	**Developing class charter – right to an education**	**Ourselves – we have a right to clean water, healthy food and a family**	**Toys – right to relax and play**	**Around the world – Article 29, 30, 31.**	**Percy and the Park – right to a clean environment**	
FAB	Special Places	Journeys End- Finding baby Jesus	Special things- toys	Sadness to Happiness- Easter	Special Books- make a special book	Remembering- Kryshna's birthday (August)