

YEAR 1	AUTUMN 1 The Superpower in Us	AUTUMN 2 The Superpower in Us	SPRING 1 Amazing Africa	SPRING 2 Amazing Africa	SUMMER 1 Underwater World	SUMMER 2 Spectacular Space
MATHS 	Number and Place Value: Counting - Count within 10, forwards and backwards, starting with any number. - Count numbers to 10 in numerals. - The number line Addition and Subtraction within 10 - Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. - Develop fluency in addition and subtraction facts within 10. Geometry: 2D and 3D Shapes - Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. - Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.		Number and Place Value - Identify and represent numbers using objects and pictorial representations. - Read and write numbers to 50 in numerals. - Read and write numbers to 50 in words. Number and Place Value: Using PV and Comparing - Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$ - Identify one more and one less than a given number. Addition and Subtraction: Calculation - Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. - Add and subtract one-digit and two-digit numbers to 20, including zero. Addition and Subtraction: Problem Solving - Solve one-step problems using concrete and pictorial resources, and missing number problems. Measurement: Using Measures Compare, describe and solve practical problems for: - lengths and heights - mass/weight - capacity and volume - time Measure and begin to record the measures above.		Number and Place Value - Portioning - The number line to 100 - Cmparing numbers with same number of tens - Comparing any two numbers to 100 Multiplication and Division - Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers. - Solving one-step problems involving multiplication and division by using objects, pictures and arrays (with the support of the teacher). Fractions - Recognise, find and name a half as one of two equal parts of an object, shape or quantity. - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Geometry: Position and Direction - Describing turns - Describing position - forwards, backwards, above, below, left and right. Money - Unitising - Recognising coins, notes - Counting in coins	

ENGLISH	Drawing Club		Reading Text	Reading Text	Reading Texts	Reading Text
	Reading Texts The Colour Monster by Anna Llenas Supertato The Mighty Splash People that Help Us Super Pigs Midnight Superhero Super Daisy Super Ducks A Superhero Like you MegaBoy Zippo the Hippo Traction Man by Mini Grey A Superpower like mine		One Day on our Blue Planet Meerkat Mail Meet the Meerkat	We're Going on a Lion Hunt Handa's Surprise	The Storm Whale The Secret of Black Rock Commotion in the Ocean	Look Up Beegu
	Writing Story writing Captions Finger spaces, capital letters, full stops. Looking at characters, settings and adventures of different books inspiring children to use their creativity in sentence writing.	Writing Finger spaces, capital letters, full stops. Adjectives and conjunctions Looking at characters, settings and adventures of different books inspiring children to use their creativity in sentence writing.	Writing Non-Chronological Reports Presenting Information	Writing Story sequencing	Writing Recounts Story writing Poetry Riddles	Writing Report/Recounts
SCIENCE Plymouth Scheme	Seasonal changes and weather • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies • Materials and their properties • 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.		Seasonal changes and weather • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies Animals including humans (animals) • 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) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		Seasonal changes and weather • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies Plants • 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.	

HISTORY	History of Harlow Begin to observe and use photographs and artefacts to find out about the past with adult support. Begin to ask questions about the past. Listen to stories about the past and discuss the historical content with adult support. To know that a timeline goes in order, from oldest to newest. Past to present. Sequence artefacts from oldest to newest. Describe memories and changes that have happened in their own lives. Use vocabulary: old, oldest, new, newest, before, after To know about the area they live in, its history and where it sits in Britain's history.				
GEOGRAPHY			Human Geography United Kingdom VS Kenya Comparing life in the UK to life in Kenya Comparing the wildlife, landscapes and lives. Learn names of some places within and around the UK e.g. Harlow, London and other cities, countries such as England, Scotland, Wales and Northern Ireland. To understand that there are living things and they need to be looked after. Recognise a map is about a place. Investigate their surroundings. Make observations about where things are e.g. within school or local area. Follow directions (up, down, left, right, forwards and backwards). Draw picture maps of imaginary places from stories. Use symbols on an imaginary map. Use a simple map to move around the school. Physical Geography - There are 6 main bodies of water: oceans, seas, lakes, rivers, streams, and glaciers. - Different bodies of water have different purposes. - Different wildlife lives in each body of water. Teacher led enquiries - to ask & respond to simple closed questions. Use information books/pictures as sources of information. Use relative vocabulary e.g. bigger, smaller, like and dislike. Draw around objects to make a plan. To understand we can recycle some items.		

COMPUTING Teach Computing Online Safety 1 lesson every Half Term	Computing systems and networks - Technology around us - To identify technology - To identify a computer and its main parts - To use input devices such as a mouse, keyboard and touch screen to control a computer/program.	Creating Media - Digital Painting/Writing - To use the shape tool and the line tools - To use a computer on my own to paint a picture - To add and remove text on a computer - To make careful choices when changing text	Programming A - Moving a Robot - To combine four direction commands to make sequences - To plan a simple program - To find more than one solution to a problem	Data and Information - Grouping Data - To describe an object using labels - To group and count - To describe an object - Making different groups - To compare groups	Creating Media - Digital Writing - Exploring a keyboard - Adding and removing text - Exploring the toolbar - Making changes to text - Explaining my choices - Pencil or keyboard	Coding and Programming - Introduction to Animation (Scratch Jr) - To choose a command for a given purpose - To show that a series of commands can be joined together - To identify the effect of changing a value - To use my algorithm to create a program
D&T		Cooking <i>Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</i> <i>to evaluate their product by discussing how well it works in relation to the purpose</i> <i>to evaluate their products as they are developed, identifying strengths and possible changes they might make</i> <i>to evaluate their product by asking questions about what they have made and how they have gone about it</i> <i>Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created.</i>		Mechanics <i>With support, use simple design criteria; state what their products are, who and what they are for and how they will work.</i> <i>Begin to generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate,</i> <i>With support, plan by suggesting what to do next; select from a range of tools, equipment, materials and components.</i> <i>Begin to follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components.</i> <i>With support, make simple judgements about their products and ideas against design criteria</i> <i>With support, explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them.</i> <i>Begin to understand about the simple working characteristics of materials and components, the movement of simple mechanisms,</i>		Structures <i>With support, use simple design criteria; state what their products are, who and what they are for and how they will work.</i> <i>Begin to generate ideas using their own experiences and existing products; use talk, drawing, templates, mock-ups and, where appropriate,</i> <i>With support, plan by suggesting what to do next; select from a range of tools, equipment, materials and components.</i> <i>Begin to follow procedures for safety and hygiene; measure, mark out, cut, shape, assemble, join, combine and finish a range of materials and components.</i> <i>With support, make simple judgements about their products and ideas against design criteria</i> <i>With support, explore who and what products are for, how they work and are used, what materials they are made from and what they like and dislike about them.</i> <i>Begin to understand how</i> <i>freestanding structures can be made stronger, stiffer and more stable; use the correct technical vocabulary.</i>

ART Record and explore ideas from first hand observations in a sketchbook. With support, make annotations of work and ideas. Ask and answer questions about starting points of their work. Develop and share their ideas, try things out and make changes. Describe the differences and similarities between different practises and disciplines, and make links to their own work. With support, evaluate their art work saying what they like about it and what they wish was different.	Yayoi Kusama Painting focus -Experiment with different paints Use a variety of tools and techniques including the use of different brush sizes and types. Begin mixing primary colours remembering what different primary colours make when mixed. Experiment with different types of paint. Learn about the properties of powder paint. Create different textures Eg. Use of sawdust.		3D Form (linked to History topic & Geography) With support, sketch ideas for 3D form projects. Manipulate dough in a variety of ways eg. rolling, kneading, shaping, cutting and joining. Focus - Barbara Hepworth AFTER History Sculpture walk Discuss the purpose of 3D art form, other and own.		Drawing focus Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalk and other dry media. Draw from observation and imagination. Begin to explore the use of line, shape and colour. Eric Carle	
PSHE	All About Me Health and Wellbeing - PSHE ASSOCIATION - What helps is stay healthy? - To learn what the meaning of being healthy is. - To learn who can help you stay healthy eg. Parent, dentist, doctor. - To learn how things people put into or onto their bodies can affect how they feel. - To learn how to follow simple hygienic routines can stop germs from being passed on. - To learn how to take care of themselves on a daily basis.	Friendships - To be able to identify the characteristics related to being a 'good friend'. - To be able to recognise that people can have different opinions/think differently to others. - To be able to identify and understand why working together is important. - To be able to identify positive strategies that can be used to resolve issues that may arise between friends. - To be able to think of positive strategies for resolving conflict.	Resilience and Coping Living in the Wider World - PSHE ASSOCIATION - What makes a community? - To learn how money is obtained eg. earned, borrowed, presents. *To learn how people make choices with their money. *To learn the differences between needs and wants eg. that you may not receive everything that you want. *To learn how to keep money safe.	Belonging - To be able to create a positive classroom ethos that is personal to them within the classroom. - To begin to recognise difference and identity how families can all look different. - To be able to identify important figures in their lives. - To be able to identify people/places/things that make them feel happy in their lives. - To be able to identify the emotions that are associated with being included. - To be able to reflect on prior learning. - Topic Link	My Wider World - To begin to understand what a community is. - To begin to think about their community. - To be introduced to the idea of being connected to others and will start to identify connections between themselves and peers. - To be introduced to the concept of helping others without reward. - To start to think about how they can work with others to improve their environment. - To be introduced to what a responsibility is and will begin to think about the responsibilities of those around them. - Topic Link	Being the Best Me I can Be Health and Wellbeing - PSHE ASSOCIATION - Who helps to keep us safe - To learn about different roles in the community to keep us safe. - To learn how to ask for help in a safe way. - To learn how to feel comfortable in asking for help or support when unsafe or worried. - To learn how to call for help in an emergency eg. dialling 999.

	Global learning link & Topic Link Big Question: Is it good to be different... What makes us all different? Global Learning -Our diversity Makes us Stronger Guess Who 					
Life Skills SMSC		Life Skill: Cooking	Life Skill: Telling the Time		Life Skill: Money	
RE	How do ceremonies give a sense of identity? <i>Talk about their own experiences and feelings Identify the things that are important and of concern in their own lives and others Ask questions about puzzling aspects of life Talk about their own values in relation to right and wrong. Explain how actions affect others</i>	Why is light an important symbol? <i>Talk about their own experiences and feelings Identify the things that are important and of concern in their own lives and others Ask questions about puzzling aspects of life Talk about their own values in relation to right and wrong. Explain how actions affect others</i>	How did the universe come to be? <i>Talk about their own experiences and feelings Identify the things that are important and of concern in their own lives and others Ask questions about puzzling aspects of life Talk about their own values in relation to right and wrong. Explain how actions affect others</i>	What do Christians believe about God? <i>Talk about their own experiences and feelings Identify the things that are important and of concern in their own lives and others Ask questions about puzzling aspects of life Talk about their own values in relation to right and wrong. Explain how actions affect others</i>	What did Jesus teach about in his parables? <i>Talk about their own experiences and feelings Identify the things that are important and of concern in their own lives and others Ask questions about puzzling aspects of life Talk about their own values in relation to right and wrong. Explain how actions affect others</i>	

PE	Outside - Games - Throwing and Catching • I can catch various size balls. • I can throw various size balls overarm, using the correct technique • I can develop flexibility, strength, technique and control when throwing • I can bounce a ball with control whilst moving. Indoor - Multiskills • I can develop flexibility, strength, technique and control when running, throwing and jumping. • I can analyse, modify and refine skills and techniques and how these are applied.	Outside - Games - Football • Invasion games - I can dribble, defend, attack, and pass to a friend. I can understand the basic rules of invasion games. • I can analyse, modify and refine skills and techniques and how these are applied. Indoor - Dance • I can respond to a range of music. • I can sequence a range of dance moves. • I can move in time to music. • I can explore space, directions, levels and speed. • I can move into different positions and different formations. • I can establish sequences of actions and skills which have a clear beginning, middle and ending.	Outside - Games - Invasion Games • I can use the terms attacking and defending, • I can throw, catch and kick a ball in a game. • I can perform learnt skills with good control. • I can travel with a ball in different directions. Indoor - Dance • I can create a dance with different formations, different movements throughout a piece of music • I can analyse, modify and refine skills and techniques and how these are applied.	Outside - Games - Running • I can run at different speeds and use the correct technique when running. • I can analyse, modify and refine skills and techniques and how these are applied Indoor - Gymnastics • I can move and balance with agility and coordination • I can roll with coordination • I can use the vault safely by executing take off and landing using control and consistency in different levels. • I can make a sequence on the floor and on the apparatus and then link the sequences together.	Outside - Games - Cricket • I can strike a ball with a range of bats for accuracy and distance. • I can catch a ball accurately • 3Tees Cricket - learning the rules, throwing and catching. • I can analyse, modify and refine skills and techniques and how these are applied Indoor - Gymnastics • I can execute a controlled jump taking off with precision and landing accurately. • I can roll with coordination • I can consolidate existing skills and develop a range of landing skills safely. • I can analyse, modify and refine skills and techniques and how these are applied	Outside - Games - Cricket • I can strike a ball with a range of bats for accuracy and distance. • I can catch a ball accurately • 3Tees Cricket - learning the rules, throwing and catching. • I can analyse, modify and refine skills and techniques and how these are applied Indoor/Outdoor - Athletics • I can develop flexibility, strength, techniques and control when running, throwing and jumping. • I can analyse, modify and refine skills and techniques and how these are applied.
	MUSIC Charanga	Listening: Vivaldi: The Four Seasons (Autumn & winter)	Charanga Unit: Hey You! <i>Follow instructions on how and when to sing or play an instrument.</i> HIPHOP Introduce Glockenspiels	Listening: Vivaldi: The Four Seasons (Winter & Spring)	Genre Focus / Composer: Florence Price – Symphony No. 1 in E minor (3rd Mvt) (African America Woman – Took traditions of Classical/West African Rhythms) Montserrat African Music Festival / Circle of Life - Lion King FEMALE / AFRICAN Introduce Djembes	Listening: Vivaldi: The Four Seasons (Spring & Summer)
Authentic Outcomes	Superhero capes and Christmas cards. Fashion show to Y2			Information Leaflet about an Meerkats to send to the zoo.	Presentation: Saving our oceans/looking after sea creatures.	



VISITS/ TRIPS	Business Link: STEM Ambassador Visit - Healthcare Worker. Link to heroes	Harlow Sculpture trail	Business Link: Vet visit	Colchester Zoo		
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