| Year 1 | | | | | | | | | | | | |
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| **Term** | **Term 1** | | **Term 2** | | **Term 3** | | **Term 4** | | **Term 5** | | **Term 6** | |
| **Parental engagement** | Meet the teacher sessions with parent and child week 1 and 2 | | Fabulous Fridays – book looks and post its | | Thrive Tuesdays | | Marvellous Mondays – book looks and post its | | Thrive Thursdays | | Class celebration/presentation of the year | |
| **Trips/Visitors** | Local Walk | | Visit from Grandparents<br>Visit local church | | Weather day – experience lesson | | Fire brigade visit | | Hidden Woods | | Bath Stone Museum | |
| **Learn Together** | Feelings<br>Family | | Love | | Seasons | | Making a difference | | Our environment | | Introduction to democracy | |
| **PSHE** | Being Me In My World | | Celebrating Difference | | Dreams and Goals | | Healthy Me | | Relationships | | Changing Me | |
| **RE** | Why are some places special?<br>What makes a temple a special place for some Hindus?<br>Love (Hinduism) | | Why are some places special?<br>What makes a church a special place for some Christians? | | Why is our world special?<br>Seasons (Atheism/Agnosticism/Humanism) | | | | How should we live our lives?<br>Christianity | | How should we live our lives?<br>Judaism | |
| **Core English Text** | Traditional Tales<br>Little People Big Dreams Marcus Rashford<br>Perfectly Norman | | Kipper's Toybox | | The Way Back Home | | Paddington and the Easter Egg Hunt.<br>Toby and the Great Fire of London. Baker's Boy. (Historical) | | The Giant Jam Sandwich | | Iggy Peck, Architect<br>Brick who found herself in architecture | |
| **English**<br>**Unit outcomes** | Character description | Biography writing | A reimagined story | Non-chronological report (Toys and games) | Narrative: adventure story | Instructions – Recipes (Mr Wolf's Pancakes) | Setting description | Diary in role (Great Fire of London) | Character description | Recount of school trip<br>Thank you letters | Postcard Reimagined story | Persuasive letters: Letters for real purposes (to R children about moving to Y1) |
| **Maths** | Place value (within 10) | | Addition and subtraction (within 10)<br>Geometry | | Place value (within 20)<br>Addition and subtraction (within 20) | | Place Value (within 50)<br>Length and height<br>Mass and volume | | Multiplication and division<br>Fractions<br>Position and direction | | Place Value (within 100)<br>Money<br>Time | |
| **Science** | Animals including humans – all about me | | Exploring everyday materials 1 | | Seasonal changes | | Animals including humans – all about animals | | Exploring everyday materials 2 | | Plants | |
| **History / Geography** | Where do we live? | | What toys did your grandparents play with? | | Why is the weather different across the UK? | | Events beyond living memory – Great Fire of London How did the great fire of London start and who helped? | | What is our school environment like? | | What makes Bath buildings so special? | |
| **Art and Design / Design and Technology** | Drawing and sketch books: Spirals | | Mechanisms Sliders and levers: moving pictures | | Surface and colour: Exploring colour | | Structures<br>Freestanding structures: Whose home? | | Working in three dimensions: Making birds | | Cooking / nutrition – Preparing fruit and vegetables | |
| **Computing** | Computer Systems & Networks – Technology around us<br><br>Online safety – how can we spread happiness? | | Creating Media – Digital painting<br><br>Online safety - Why is it important to be kind and considerate online? | | Programming – moving a robot<br><br>Online safety - Is everything online real? | | Data & Information – grouping data<br><br>Online safety - What happens with my data? | | Creating Media – digital writing<br><br>Online safety - Who owns what I create? | | Programming – animations<br><br>Online safety – what is screen time? | |
| **Music** | Introduction to recorders: learning B. Singing more complicated songs. | | Introduction to recorders: B and A.<br>Playing tuned instruments together.<br>Season songs. | | Recorders: B and A on more complex rhythms. Rhythmic call and response. Listening activities. | | Build on recorder knowledge. Develop musical terminology further. Engage in musical performance. | | Develop notation on B, A and G on the recorders. Responding to rhythmic cues. | | Songs involving instruments and voices. Learning more complicated songs. | |
| **PE** | Object control 2<br><br>Gymnastics | | Striking & Fielding Game Skills 1<br><br>Locomotion 2 | | Invasion Games Skills 1<br><br>Fundamental Movement Skills 2 | | Locomotion 2<br><br>Dance – great fire of London | | Athletics 2<br><br>Yoga | | Unit 2 - The Enchanted Forest<br><br>Gymnastics – Balancing & spinning on Points & Patches | |