

| Yr 1  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|---|---|--|---|---|---|--|
| Theme   | Long, Long Ago  | City Scape   | Once Upon a Time  | Toys  | Ahoy There Me Hearties  | Africa Africa  |
| <b>Books</b>  | Mad about Dinosaurs by Giles Andreas<br>First Facts – Dinosaurs<br>‘Albie and the dinosaur’ based on How to grow a dinosaur by Caryl Hart & Ed Eaves              | Katie in London by James Mayhew.<br>First book of Nature – Nicola Davies   | The Three Little Pigs<br>- <i>Article 26 Safe space to live.</i><br>Jack and the Beanstalk  | Traction Man by Mini Grey<br>Dear Green Peace   | The Pirates Next Door by Jonny Duddle<br>Port Side Pirates by Oscar Seaworthy<br>Nonsense Poetry: She sells sea shells...<br>Commotion in the ocean | Meerkat Mail by Emily Gravett<br>Lila and the Secret of Rain<br>Tinga Tales<br>Rumble in the Jungle  |
| <b>English</b>  | Story – Albie and the dinosaur<br>Non-fiction- Non-chron report about dinosaurs<br>Poetry – Mad about dinosaurs   | Story – Katie in London<br>Non-fiction – Persuasive text<br>Poetry – T’was the night before Christmas<br>-<br><i>Articles 12, 13 and 14, Right to express opinion.</i> | Story – Fairy tales Little Red riding hood – <i>Article 19 Protection from Violence.</i><br>defeating/warning tale<br>Non-fiction – instructions  | Story- Traction Man<br>Non-fiction-letters<br>Poetry – Nursery rhymes   | Story – The Pirates Next Door<br>Non-fiction – Instructions<br>Poetry –Commotion in the Ocean   | Story – Tinga Tales<br>Non-fiction- non-chronological reports on animals   |
| <b>History</b>  | Where do dinosaurs fit in history?<br><br>Lives of significant individuals - Mary Anning – <i>Articles 28/29 Equal opportunities to Education.</i><br>Mary Anning |  |   | History of Toys – what were toys like when your parents were young?<br>Grandparents?<br>Victorians?<br>- <i>Article 31 Right to play.</i> | Going to the seaside – Victorian holidays   |  |
| <b>Geography Generic Objectives:</b>  |   | Locational knowledge<br>Place knowledge<br>Physical and Human<br>Geography of a city versus a town   |   |   | Countries, continents and oceans<br>- <i>Article 7 Right to name and nationality.</i>   | Continent of Africa  |
| <b>Science</b>  | Animals including humans (dinosaurs)  | Uses of everyday materials<br>+ seasonal changes   | Animals including humans  | Plants<br>+<br>Seasonal changes   | Seasonal changes  | Animals including humans (African animals)   |
| <b>Computing</b>  | Computing –Technology around up as a carousel rather than whole class   |  |   | Algorithms and programming  |   | Creating media and effective use of tools  |
| <b>DT</b><br><br>- <i>Article 29. Aims of Education to develop skills and talents.</i><br><i>Article 31- Right to partake in play, art and cultural activities.</i> |   | <b>Structures - Free standing structures</b><br><b>Project title:</b> Design, make and evaluate a 3D model of a Saffron Walden building.                               | <b>Mechanisms, sliders and levers</b><br><b>Project title</b><br>Design, make and evaluate a <u>storyboard</u> (product) for a <u>younger child</u> (user) for <u>pleasure</u> (purpose). |   |   | <b>Food – preparing fruit and vegetables</b><br><b>Project title</b><br>Design, make and evaluate a <u>Fruit salad</u> (product) for <u>themselves</u> (user) for <u>healthy snack</u> (purpose).<br>- <i>Articles 24 and 27, Right to food, family support.</i> |
| <b>Art</b><br><i>Article 29. Aims of Education to develop skills and talents.</i><br><i>Article 31- Right to partake in play, art and cultural activities.</i>      | <b>Modelling</b> – clay fossils<br>Make imprint and make fossils<br><b>Sculpture</b><br>Richard Long  | <b>Drawing Skills</b> –create a charcoal cityscape/skyline   | <b>Textiles/Weaving</b><br>Anni Albers. Mixed media weaving.  | <b>Painting</b><br>1.2 weeks. Starry Starry Night – Van Gogh  |   | <b>Printing</b><br>Tinga art.<br>African animals.<br>Animal skins<br>Kente cloth<br>1 week   |
| <b>Music</b><br><i>Article 29. Aims of Education to develop skills and talents.</i><br><i>Article 31- Right to partake in play, art and cultural activities.</i>    | Charanga unit: Hey you! (Hip Hop focus)   |  | <b>Once upon a time – Jack and the Beanstalk</b>  | Charanga unit: Round and Round  | Sea shanties<br>Pirate songs<br><br>Charanga unit: In the groove  | Possible African music (Djembe Drums Workshop)<br>Traditional African Music  |
| <b>PSHE – Year A</b><br>2024-2025   | <b>Working Together</b><br>Cit3 WT12<br>+<br><b>Beginning and Belonging</b> MMR4 BB12   | <b>Family and Friends</b><br>MMR6 FF12<br>+<br><b>Anti-bullying</b> MMR7 AB12  | <b>Financial Capability</b><br>EW1 FC12   | <b>Managing Risk</b><br>HSL4 MR12<br>+<br><b>Safety Contexts</b> HSL5 SC12  | <b>Healthy Lifestyles</b><br>HSL7 HL12  | <b>Relationship &amp; Sex Education</b><br>HSL6 SR1  |
| <b>PSHE – Year B</b><br>2023-2024   | <b>Working Together</b><br>Cit3 WT12<br>+<br><b>Rights, Rules and Responsibilities</b> Cit5 R12   | <b>My Emotions</b> MMR5 ME12<br>or <b>Zones of regulation</b> +<br><b>Anti-bullying</b> MMR7 AB12  | <b>Diversity and Communities</b> Cit4 DC12  | <b>Drug Education</b><br>HSL8 DE12  | <b>Personal Safety</b> HSL9 PS12<br>+<br><b>Managing Change</b> MMR8 MC12   | <b>Personal Safety</b> HSL9 PS12<br>+<br><b>Managing Change</b> MMR8 MC12<br><br><b>Relationship &amp; Sex Education</b> HSL6 SR1  |
| <b>RE</b><br><i>Article 30 – Right to practice religion and culture, Articles 12, 13 and 14, Right to express opinion.</i>  | <b>Enquiry 1</b><br>What do my senses tell me about the world of religion and belief?<br>Christian, Hindu, Jewish   | <b>Enquiry 2</b><br>How does a celebration bring a community together? Muslim, Christian   | <b>Enquiry 3</b><br>What do Jewish people remember on Shabbat? Jewish   | <b>Enquiry 4</b><br>What does the cross mean to Christians? Christian   | <b>Enquiry 5</b><br>How did the universe come to be? Hindu, Christian   |  |
| <b>PE - JS lessons</b>  | <b>Apparatus</b>  | <b>Real PE - Cognitive Unit</b>  | Fundamental Skills<br>Circuits:<br>Combination of running, jumping, throwing and catching   | Health and fitness unit – Real PE   | Athletics:  | <b>OAA</b>   |
| <b>CT lessons</b><br><i>Article 24 Right to Health.</i>   | <b>Real PE - Personal Unit</b>  | <b>Real PE- Social Unit</b>  | <b>Real PE- Gym</b>   | <b>Real PE -Dance</b>   | <b>Athletics:</b> Elevating Athletics   | 3 Tee’s Cricket (Basic Game)   |
| <b>MFL</b> Not taught explicitly in yr 1  |   |  |   |   |   |  |

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| Visits / Trips                        | Possible trip to Saffron Walden library<br><br>Dinosaur visit   | Walk/Tour of Saffron Walden   | Story Telling Event   | Saffron Walden Museum<br>Pop up Play Village   | Pirate day  | Colchester Zoo<br><br>Djembe Drum Workshop (enrichment activity)   |
| Entry and Exit point events /outcomes | <b>Entry:</b> Dinosaur footprints / egg hatched<br><br><b>Exit:</b> Create a museum and a dig for EYFS to visit | <b>Entry: Tour of Saffron Walden</b><br><br><b>Exit:</b> Create our own 3D town in our classrooms from parents to visit | <b>Entry:</b> Story telling event<br><br><b>Exit:</b> Story telling event (by the children to EYFS) | <b>Entry:</b> old toy and games afternoon28.2.20<br><br><b>Exit:</b> Museum of Childhood 27.3.20 | <b>Entry:</b> Pirate Day - dressing up and pirate themed activity<br><br><b>Exit:</b> Pirate performance to parents | <b>Entry:</b> Colchester Zoo<br><br><b>Exit:</b> Exhibition of all work – art, non-chronological reports, photos etc |