



YEAR R/1 2020 - 2021

| | | AUTUMN 1 <small>8 WEEKS</small> | AUTUMN 2 <small>7 WEEKS</small> | SPRING 1 <small>6 WEEKS</small> | SPRING 2 <small>5 WEEKS</small> | SUMMER 1 <small>7 WEEKS</small> | SUMMER 2 <small>7 WEEKS</small> |
|--------------------------------|-----------------|---|--|--|--|--|--|
| | | ME AND MY FAMILY - OURSELVES | PEOPLE WHO HELP US / CHRISTMAS | WHERE IN THE WORLD IS BARNEY BEAR? | | GROWTH AND CHANGE | |
| ENGLISH | BOOK | 3 LITTLE PIGS, LITTLE RED RIDING HOOD, THE GINGERBREAD BOY, GOLDILOCKS AND THE 3 BEARS, THE LITTLE RED HEN, BILLY GOATS GRUFF | THE SUPERMARKET ZOO, HANDAS SURPRISE, THE SHOPPING BASKET, DON'T FORGET THE BACON, GRUFFLO AND GRUFFLO CHILD | THE VERY HUNGRY CATERPILLAR, OLIVER'S MILKSHAKE, OLIVER'S FRUIT SALAD / VEGETABLES, THE TIGER WHO CAME TO TEA | A RANGE OF POETRY BOOKS DON'T PUT YOUR FINGER IN THE JELLY NELLY THE BUG CHANT | WALLACE AND GROMMIT, ALIENS IN UNDERPANTS SAVE THE WORLD, SPACE TRAVEL, WHATEVER NEXT | HANSEL AND GRETEL REPUNZEL |
| | NARR | TRADITIONAL TALES | STORIES WITH FAMILIAR SETTINGS | STORIES RELATING TO FOOD | POETRY – ANIMAL / FOOD POEMS | STORY BOOKS RELATING TO SPACE | FANTASY FAIRY TALES |
| | NON-NARR | WEEKLY WEEKEND NEWS RECOUNTS | INSTRUCTIONS RECOUNTS LISTS | RECOUNTS WEEKLY WEEKEND NEWS INSTRUCTIONS | WEEKLY WEEKEND RECOUNT POETRY- ACROSTIC POEMS WRITING SKILLS- USING THE LITERACY SHED. | WEEKLY WEEKEND RECOUNT FACT FILES INFORMATION TEXTS COMPREHENSION SKILLS | CHARACTER DESCRIPTIONS DIALOGUE AND PLAY SCRIPTS. PERFORMANCE WRITING CONSOLIDATION. |
| RECEPTION | | Name writing Give meaning to their marks. Initial sounds | Name writing Give meaning to their marks Initial sounds | CVC words captions | CVC words, CVCC words Captions | Short sentences Captions/CVC/ CVCC words | Short sentences Captions/CVC Story writing |
| MATHEMATICS REC NUMBER | | Recognition 0-5 1:1 counting 0-5 Writing 0-5 More/less 0-5 | Recognition 0-10 1:1 counting 0-10 Writing 0-10 More/less 0-10 | More/less Estimations Practical addition/subtraction doubling Recording marks | More/less Estimations Practical addition/subtraction Recording marks | Count and order 0-20 1 more/1 less 2digit addition/subtraction | Counting on and back 0-20 Doubling/halving /sharing |
| MATHEMATICS REC SSM | | Positional language Shape language Building with shapes Order by size | Shape names 2D Shape descriptions | Order by height/length Patterns | Order by weigh/capacity Time Money | Sort 2d /3d shapes 3d shape names and description patterns | Time Money Measuring |
| MATHEMATICS Y1 | | PLACE VALUE ADDITION AND SUBTRACTION PROBLEM SOLVING AND REASONING | PLACE VALUE PROBLEM SOLVING AND REASONING MULTIPLICATION AND DIVISION | PLACE VALUE PROBLEM SOLVING AND REASONING MEASURING- LENGTH AND HEIGHT- INCLUDING TIME STATISTICS | PLACE VALUE PROBLEM SOLVING AND REASONING PROPERTIES OF SHAPE FRACTIONS | PLACE VALUE PROBLEM SOLVING AND REASONING CONSOLIDATING | PLACE VALUE PROBLEM SOLVING AND REASONING |
| SCIENCE | | REC – OURSELVES Y1 – ANIMALS INCLUDING HUMANS, 5 SENSES, PARTS OF THE BODY (HEALTHY EATING) | REC – MATERIALS Y1 – IDENTIFYING MATERIALS | REC – SEASONS, HOT & COLD Y1 – CHANGING SEASONS | REC – MATERIALS Y1 – COMPARING MATERIALS | REC – LIVING THINGS Y1 – TYPES OF ANIMALS <ul style="list-style-type: none">• DUCKLING EGGS• LIFE CYCLES | REC – LIVING THINGS Y1 - PLANTS |
| COMPUTING & ICT REC | | KNOWS HOW TO OPERATE SIMPLE EQUIPMENT E.G. REMOTE CONTROL TOYS, OPERATING TOYS/REMOTE TOYS | IPADS, RETRIEVING INFORMATION FROM COMPUTERS | COMPLETES A SIMPLE PROGRAMME ON A COMPUTER – PAINT A PICTURE | INTERACTS WITH AGE-APPROPRIATE COMPUTER SOFTWARE | CHILDREN RECOGNISE THAT A RANGE OF TECHNOLOGY IS USED IN PLACES SUCH AS HOMES AND SCHOOLS. THEY SELECT AND USE TECHNOLOGY FOR PARTICULAR PURPOSES | CHILDREN RECOGNISE THAT A RANGE OF TECHNOLOGY IS USED IN PLACES SUCH AS HOMES AND SCHOOLS. THEY SELECT AND USE TECHNOLOGY FOR PARTICULAR PURPOSES |
| COMPUTING & ICT Y1 | | Communication and Networks Online Safety UNIT 1.1 & Internet and Email Exploring Purple Mash UNIT 1.1 Use technology safely and respectfully, keeping personal information private; identify where to go, help and support | Coding and Computational Thinking Grouping & Sorting (2DIY) UNIT 1.2 & Databases and Graphing Pictograms (2Count) UNIT 1.3 | Coding and Computational Thinking Lego Builders (2DIY) UNIT 1.4 & Maze Explorers (2Go) UNIT 1.5 | Art and Design Animated Story Books (2Create A Story) UNIT 1.6 Develop skills to create, organise, store, manipulate and retrieve digital content through the creation of their own animated story board | Coding and Computational Thinking Coding (2Code) UNIT 1.7 Understand what algorithms are. Create and debug programs | Spreadsheets Spreadsheets (2Calculate) UNIT 1.8 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. & Communication and Networks Technology outside school UNIT 1.9 Recognise common uses of information technology beyond school |
| ART / DT | | ART - Observational drawings, self portraits. Colouring mixing, colours and shades. DT – MECHANISMS – sliders and levers | ART – Natural materials – Andy Goldsworthy Sculpture Drawing - shape | ART - Observational drawing of plants, fruits & vegetables (Science) -Artistic styles – Arcimbold- DT – FOOD PREPARATION - Healthy Eating, preparing fruits and vegetables | ART – Textiles Weaving Fabrics from local area. (Styal mill) | ART – Digital Media - animation Photography – Montage Drawing – lines, marks and tones David Hockney DT – STRUCTURES –Freestanding structures | ART - Clay pottery plates, cups Clarice Cliffe |

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| HISTORY | REC – ME AND MY FAMILY Y1 – CHANGES WITHIN LIVING MEMORY | ----- | REC – TOYS PAST & PRESENT Y1 – TOYS (CHILDRENS, PARENTS, GRANDPARENTS) • TRIP TO LYME PARK | ----- | REC – HOLIDAYS IN THE PAST Y1 – LOCAL HISTORY (BRAMALL HALL, LYME,) | • BEESTON RESIDENTIAL TRIP |
| GEOGRAPHY | ----- | REC – AROUND OUR SCHOOL (PEOPLE WHO HELP US) Y1 – OUR JOURNEY TO SCHOOL EXPLAIN WHERE I LIVE AND TELL SOMEONE MY ADDRESS | REC – WHERE IN THE WORLD IS BARNEY BEAR? Y1 – WHATEVER THE WEATHER? | Y1 – HOT AND COLD | REC - JOURNEY TO THE COAST (WEST KIRBY) Y1 – PLACES WE LIKE TO VISIT | • BEESTON RESIDENTIAL TRIP |
| MUSIC | Tell me a Story To sing a song in unison (P1) • To describe the different sounds made by different instruments (L1) • To identify the pulse in a song (L2) • To recognise high and low pitch (L2) | Fireworks and Fantasy To play percussion as an accompaniment (P2) • To recognise long and short sounds (L2) • To understand pictures, represent sounds (URE2) • To perform with a sense of pulse (P2) | Get on Board To compose a piece of music through a sound 'storyboard' (C2) • To practise, control and refine sounds as part of a performance (P2) • To use basic dynamics and tempo for musical expression (C2) | Changes To write their own words for a song (C3) • To perform with a steady sense of pulse (P2) • To understand pictures can represent sounds (U2) | Under the Sea To perform simple accompaniments (P2) • To develop a basic understanding of how music is organised (U2) • To select appropriate instruments for a task (C2) | Blast Off! To perform a simple accompaniment (P2) • To practise, control and refine a performance (P2) • To change words to a known song maintaining rhythmic patterns (C3) |
| RE | CHRISTIANITY • TALK ABOUT HOW CHRISTIANS DESCRIBE GOD EG AS CREATOR. • TALK ABOUT WHO CHRISTIANS SAY JESUS IS EG SAY WHY THEY THINK HE MIGHT BE SPECIAL. • EXPLAIN THE BIBLE IS THE CHRISTIAN'S HOLY BOOK. | CHRISTIANITY – CHRISTMAS • RETELL A FEW KEY ASPECTS OF THE CHRISTMAS STORY EG JESUS CAME TO EARTH AND WAS BORN IN A STABLE; HIS PARENTS WERE MARY AND JOSEPH. | CHRISTIANITY | CHRISTIANITY – EASTER RETELL A FEW KEY ASPECTS OF THE EASTER STORY EG JESUS CAME INTO JERUSALEM ON A DONKEY HE DIED AND CAME BACK ALIVE. | CHRISTIANITY • UNDERSTAND THAT THE BIBLE TELLS STORIES THAT HELP CHRISTIANS THINK ABOUT GOD & JESUS. • TALK ABOUT SOME THINGS CHRISTIANS DO IN CHURCH. • BEGIN TO SHOW CURIOSITY AND ASK QUESTIONS ABOUT CHRISTIAN STORIES. | CHRISTIANITY - CONTINUED |
| PSHE | How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt Rights and Responsibilities | What can we do with money? Where money comes from; spending; saving; keeping money safe Money | How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help Safety and Risk | CONTINUED | How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss Feelings and Friendship | What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities Identity |
| PE ED | Gymnastics – Rolls, Balances, Small apparatus | Fundamentals - Rugby | Dance – Countries around the World | Fundamentals - Tennis YOGA | Gymnastics – Large Apparatus | Fundamentals - Athletics |
| PE COACHES | Invasion Games | Gymnastics | Fundamental movement | Athletics | Net & Wall | Striking & Fielding |
| MODERN FOREIGN LANGUAGES | FRENCH – NUMBERS, DAYS OF THE WEEK, GREETINGS, COLOURS, MONTHS OF THE YEAR – THROUGH SONGS | | | | | |