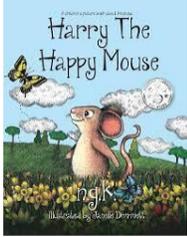
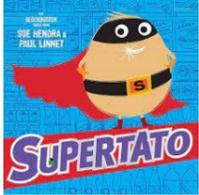
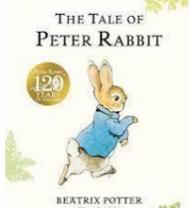
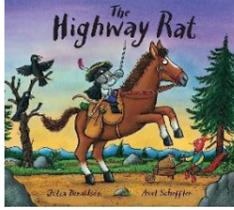
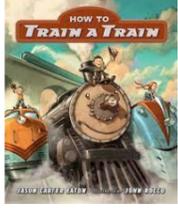




Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	8 weeks	5 weeks	5 weeks 4 days	5 weeks 4 days	6 weeks
Topic	Why are we proud Prestonians?	How can I make history?	What if I could only eat from my garden?	How have toys changed?	How have explorers changed the world?	Which train will you board?
Enrichment	Preston visitor?		Gardener visit?	Emma Cottams Grandma		Visit to Preston Train Station. Ribble Steam Railway.
Core Texts	<p>Bridging unit- Harry the Happy Mouse (6-7 weeks)</p>  <p>Harry the Happy Mouse by N.G.K and Janelle Dimmett</p> <p>Animal facts – Mouse (Youtube)</p>	<p>Talk unit- Supertato (6-7 weeks)</p>  <p>Supertato by Sue Hendra</p> <p>Instructions (BBC)</p>	<p>Lancashire unit- Traditional Tales (5-6 weeks)</p>  <p>The Three Little Pigs by Susanna Davidson</p>  <p>The Scarecrows Wedding by Julia Donaldson</p>	<p>Talk unit- Peter Rabbit (6 weeks)</p>  <p>The Tale of Peter Rabbit by Beatrix Potter.</p> <p>The Radish Robber: BBC Iplayer.</p>	<p>Lancashire unit- Highway Rat (4-5 weeks)</p>  <p>The Highway Rat by Julia Donaldson</p> <p>The Highway Rat: BBC IPlayer</p> <p>Kiddle: Rat facts for kids</p>	<p>Talk unit- How to Train a Train</p>  <p>How to Train a Train by Jason Carter.</p> <p>Thomas the Tank Engine: BBC Iplayer</p>
Hinterland knowledge	<p>Fiction:</p> <p>Harry's Lovely Spring Day by N.G.K and Janelle Dimmett</p> <p>Harry's Spooky Surprise by N.G.K and Janelle Dimmett</p> <p>Harry the Christmas Mouse by N.G.K and Janelle Dimmett</p> <p>Little Mouse's Book of Big Fears by Emily Gravett</p>	<p>Fiction:</p> <p>-Supertato: Veggies Assemble. By Sue Hendra.</p> <p>-Supertato: Night of the Living Veg.</p> <p>-Supertato: Evil Pea Rules!</p> <p>Non-Fiction:</p> <p>Gruffalo Crumble and other recipes.</p> <p>BBC Good Food Kids recipes.</p>	<p>Fiction:</p> <p>Rapunzel</p> <p>Aladdin and the Lamp</p> <p>Rumpelsttskin.</p> <p>Hop-Toads and Pearls. Rapunzel.</p> <p>Snow White and the Seven Dwarfs.</p> <p>The Little Mermaid.</p> <p>Little Red Riding Hood.</p>	<p>Fiction:</p> <p>-The Tale of the Raddish Robber- BBC iplayer.</p> <p>-Beatrix Potter stories.</p> <p>Debi Gliori stories:</p> <p>-The Tobermory Cat</p> <p>-No Matter What.</p> <p>-Bookworm.</p> <p>-What's the Time Mister Wolf?</p>	<p>Fiction:</p> <p>Catch That Rat by Caryl Hart</p> <p>The Rat (Disgusting Critters) by Elise Gravel</p> <p>The Ugly Five by Julia Donaldson</p> <p>That Pesky Rat by Lauren Child</p> <p>Non-fiction:</p>	<p>Fiction:</p> <p>Thomas the Tank Engine annuals.</p> <p>Thomas the Tank Engine and Friends.</p> <p>Non-fiction:</p> <p>Steam Trains for Children- Gecko's Real Vehicles (Youtube)</p> <p>Trains for Children with Blippi- Steam Train Tour (Youtube)</p> <p>National Geographic Kids Readers: Trains - National Geographic Kids Readers: Level 1.</p> <p>See Inside Trains by Emily Bone and Colin King</p>



Year 1

	<p>Hermelin the Detective Mouse by Mini Grey</p> <p>Mouse House by John Burningham</p> <p>Non-fiction: Cool and Fun Facts About Mouse (youtube)</p> <p>The Wood Mouse (youtube)</p>		<p>The Wolf and the Seven Young Kids by the Brothers Grimm.</p> <p>Hansel and Gretel.</p> <p>Non-fiction: Books which recount family events such as:</p> <ul style="list-style-type: none"> - Baptisms / Christenings. - Birthdays / family anniversaries. <p>Storybook weddings, such as:</p> <ul style="list-style-type: none"> - Prince Charming and Cinderella. - Beauty and the Beast. - Snow White and the Prince. - Aladdin and the Princess. 		<p>Rats For Kids by Rachel Smith and John Davidson</p> <p>Squeak!: 100 Fun Facts About Hamsters, Mice, Guinea Pigs, and More (National Geographic Readers)</p> <p>Misunderstood: Why the Humble Rat May Be Your Best Pet Ever by Rachel Toor</p>	
Enrichment						
English	<p>Bridging Unit- Harry the Happy Mouse</p> <p>Narrative</p> <p>Information text</p>	<p>Talk Unit- Supertato</p> <p>Narrative</p> <p>Instructions</p> <p>Poem</p>	<p>Lancashire Unit- Traditional Tales</p> <p>Traditional Tales</p> <p>Recount</p>	<p>Talk Unit- Peter Rabbit</p> <p>Classic Narrative</p> <p>Information text</p>	<p>Lancashire Unit- Highway Rat</p> <p>Narrative</p> <p>Information text?</p>	<p>Talk Unit- How to train a train</p> <p>Narrative</p> <p>Instructions</p>
Maths	<p>Counting within 100</p> <p><i>Consolidate EYFS shape.</i></p> <p>Comparison Part whole relationship</p> <p>Introducing whole and parts</p> <p><i>Recognise, decompose and manipulate 2D and 3D shapes</i></p>	<p>Composition of number 0-5</p> <p><i>Recognise, decompose and manipulate 2D and 3D shapes</i></p> <p>Composition of number 6-10</p> <p><i>Recognise, decompose and manipulate 2D and 3D shapes</i></p>	<p>Additive structures- introduction to aggregation and partitioning</p> <p>Additive structures- augmentation and reduction</p> <p><i>Recognise, decompose and manipulate 2D and 3D shapes</i></p> <p>Addition and subtraction facts within 10</p> <p><i>Recognise, decompose and manipulate 2D and 3D shapes</i></p>	<p>Composition of numbers- 10 to 100</p> <p><i>Recognise, 2D and 3D shapes</i></p> <p>Composition of numbers 20-100</p> <p><i>Recognise, decompose and manipulate 2D and 3D shapes</i></p> <p>Composition of numbers 11-19</p> <p><i>Recognise, decompose and manipulate 2D and 3D shapes</i></p>	<p>Unitising and coin recognition</p> <p><i>Position and direction</i></p>	<p>Fractions</p> <p>Practically find halves and quarters of shapes.</p> <p><i>Measures- comparing length and height</i></p> <p>Time</p> <p><i>Measures- comparing weight and mass</i></p> <p>Multiplication</p>
Science	Seasonal Changes	Materials: Everyday materials	Animals: Sensitive bodies	Animals: Comparing animals	Plants: Introduction to plants	Making Connections



Year 1

	<p><u>National Curriculum</u> Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>National Curriculum</u> 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.</p>	<p><u>National Curriculum</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><u>National Curriculum</u> 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).</p>	<p><u>National Curriculum</u> 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.</p>	
Working Scientifically	<p><u>National Curriculum</u> Observing closely, using simple equipment. Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions.</p>	<p><u>National Curriculum</u> Asking simple questions and recognising that they can be answered in different ways Performing simple tests. Gathering and recording data to help in answering questions. Identifying and classifying. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions.</p>	<p><u>National Curriculum</u> Gathering and recording data to help in answering questions. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Performing simple tests Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions.</p>	<p><u>National Curriculum</u> Identifying and classifying. Gathering and recording data to help in answering questions.</p>	<p><u>National Curriculum</u> Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. Asking simple questions and recognising that they can be answered in different ways Performing simple tests. Gathering and recording data to help in answering questions.</p>	
Computing	<p>Online Safety Exploring Purple Mash <u>National Curriculum</u> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Online Safety Grouping and Sorting LEGO Builders <u>National Curriculum</u> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Online Safety Pictograms Maze Explorers <u>National Curriculum</u> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Online Safety Animated Story Books <u>National Curriculum</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Online Safety Coding <u>National Curriculum</u> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Online Safety Spreadsheets Technology Outside School <u>National Curriculum</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p>



Year 1

PSHE	<p>Relationships</p> <p>Transition Baseline to be completed for each area. Relationships- Friendships Feelings and emotions - Jealousy <i>Online Safety - Online bullying</i></p>		<p>Living in the Wider World</p> <p>Baseline to be completed for each area. Our world- Growing in our world Being responsible- water spillage Keeping and Staying Safe- Road Safety <i>Online Safety</i></p>		<p>Health and Wellbeing</p> <p>Baseline to be completed for each area. Keeping safe and healthy- washing hands Fire safety- hoax calling RSE- hygiene, managing difficult situations, managing difficult feelings, sun safety. Consent, Pantasaurus <i>Online Safety</i></p> <p><i>E-Safety</i></p>	
RE	<p>Christianity (God) Why do Christians say that God is a 'Father'?</p>	<p>Christianity (Jesus) Why is Jesus special to Christians?</p>	<p>Islam How might beliefs about creation affect the way people treat the world?</p>	<p>Judaism Why might some people put their trust in God?</p>	<p>Hindu Dharma What do Hindus believe about God?</p>	<p>Christianity (Church) How might some people show that they 'belong' to God?</p>
Geography	<p>What is it like here?</p> <p>Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p> <p><u>National Curriculum</u> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>What is the weather like in the UK?</p> <p>Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.</p> <p><u>National Curriculum</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Ambitions: meteorologist</p>			<p>How is life different in China?</p> <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Beijing using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Beijing to features in the local area and make a simple map using data collected through fieldwork.</p> <p><u>National Curriculum</u> Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
History		<p>How am I making History?</p> <p>NC links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Significant historical events, people and places in their own locality</p>		<p>How have toys changed?</p> <p>NC links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>How have explorers changed the world?</p> <p>NC links: Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	



Year 1

					Local history: John Ainsworth Horrock Ambitions: modern day explorers	
Music	Pulse and rhythm <u>National Curriculum</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music	Superheroes Nativity performance <u>National Curriculum</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music	Musical vocabulary (Under the Sea) <u>National Curriculum</u> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Classical Music, Dynamics and Tempo <u>National Curriculum</u> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Boomwhackers <u>National Curriculum</u> Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music	Fairy tales Classical music <u>National Curriculum</u> Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
Art & Design	Drawing – Make your mark Mark Making <i>Artists: Bridget Riley and Zaria Forman</i> <u>National Curriculum</u> 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. 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.	Craft and design Woven Wonders artist Cecilia Vicuña. <u>National Curriculum</u> 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. 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.		Painting Colour splash – colour mixing <i>Artists: Clarice Cliff and Jasper Johns</i> <u>National Curriculum</u> 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. 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.	Sculpture Paper play <i>Artist: Louise Bourgeois</i> <u>National Curriculum</u> 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. 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.	
DT	Structures: Constructing windmills Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of		Food: Fruit and vegetables Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to	Textiles: Puppets Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Children work		Structures: Constructing windmills Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features. <u>National Curriculum</u>



Year 1

	<p>different types of windmill, how they work and their key features.</p> <p><u>National Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>establish their chosen ingredients for the smoothie they will make a design packaging for.</p> <p><u>National Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. Understand where food comes from.</p>	<p>to develop their technical skills of cutting, glueing, stapling and pinning.</p> <p><u>National Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria.</p>		<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
PE	<p>Baseline Assessment – Lost and Found</p> <p>FMS – Rolling a Ball</p> <p><u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple</p>	<p>Gymnastic Activities 1</p> <p>FMS – Supertato</p> <p><u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple</p>	<p>Dance – Three Little Pigs</p> <p>FMS – Catching and Bouncing a Ball</p> <p><u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple</p>	<p>Dance – Toy Story</p> <p>FMS – Underarm Throw</p> <p><u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple</p>	<p>Gymnastic Activities 2</p> <p>Athletics <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending</p>	<p>FMS – Overarm Throw</p> <p>FMS – Zog</p> <p><u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending</p>



Year 1

	tactics for attacking and defending	tactics for attacking and defending Perform dances using simple movement patterns	tactics for attacking and defending Perform dances using simple movement patterns	tactics for attacking and defending Perform dances using simple movement patterns		
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