



Topic Overview	Wizards and withches
Sparkling Start	6/6/16 Dress up and parents visit
Fabulous Finish	TBA
Whole School Themed Weeks	SEAL-Changes
Year Group	Year 1
English	<p>To apply phonic knowledge and skills as the route to decode words , respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes, read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings, read other words of more than one syllable that contain taught GPCs , read words with contractions, e.g. I'm, I'll, we'll, and under-stand that the apostrophe represents the omitted letter(s) , read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words, being encouraged to link what they read or hear read to their own experiences, becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases ,learning to appreciate rhymes and poems, and to recite some by heart , name the letters of the alphabet: naming the letters of the alphabet in order , using letter names to distinguish between alternative spellings of the same sound sit correctly at a table, holding a pencil comfortably and correctly, begin to form lower-case letters in the correct direction, starting and finishing in the right place , sit correctly at a table, holding a pencil comfortably and correctly , begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>
Maths	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs , represent and use number bonds and related subtraction facts within 20 , add and subtract one-digit and two-digit numbers to 20, including zero, solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = X - 9$. compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass or weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than,</p>

	quarter) time (quicker, slower, earlier, later) , measure and begin to record the following, lengths and heights , mass/weight, capacity and volume time (hours, minutes, seconds) , recognise and know the value of different denominations of coins and notes sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
Science	Science experiments: observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies. Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content, asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.
PE	Children to 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 -Val Sabin
Computing	Children to 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, use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet, recognise common uses of information technology beyond school.
RE	Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices. Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience.
History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, 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 , events beyond living memory that are significant nationally or globally
Geography	To 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage , use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
Art	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	To design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks such as 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

PSHE	Changes: Children will be taught: to recognise, name and deal with their feelings in a positive way; to think about themselves, learn from their experiences and recognise what they are good at; how to set a simple goal; to take part in discussions with one other person and the whole class; to recognise choices they can make, and recognise the difference between right and wrong , to recognise how their behaviour affects other people; to identify and respect the differences and similarities between people.
Music	To use their voices expressively and creatively by singing songs and speaking chants and rhymes , play tuned and untuned instruments musically , 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.