

	<b>Term 1 (7.5w)</b> <b>1<sup>st</sup> Sept – 21<sup>st</sup> Oct</b>  <b>Inset – 1/09, 2/09 and 21/10</b> <b>Conference – 20/10</b>	<b>Term 2 (7w)</b> <b>31<sup>st</sup> Oct – 16<sup>th</sup> Dec</b>	<b>Term 3 (6w)</b> <b>3<sup>rd</sup> Jan – 10<sup>th</sup> Feb</b>  <b>Inset –3/01</b> <b>BH – 2/01</b>	<b>Term 4 (6w)</b> <b>20<sup>th</sup> Feb – 31<sup>st</sup> March</b>  <b>Inset – 20/02</b>	<b>Term 5 (6w)</b> <b>17<sup>th</sup> Apr – 26<sup>th</sup> May</b>  <b>BH – 1/05</b>	<b>Term 6 (7w)</b> <b>5<sup>th</sup> June – 21<sup>st</sup> July</b>  <b>Conference – 7/07</b>
<b>Frome Vale Citizen</b>	Learning behaviour - Motivation / aspiration Learning value – Respect Q- How can you show someone respect?  No outsider's book: Elmer  Attendance board / safeguarding board / pantosaurus / acceptable use policy	Learning behaviour - Collaboration Learning value - Thankfulness Q – How can you show you are being thankful?  No outsider's book: Ten little pirates  Attendance board / safeguarding board	Learning behaviour - Self evaluating Learning value –Truth/honesty Q – How can I show I am being honest?  No outsider's book: That's not how you do it!  Attendance board / safeguarding board / visitor rules	Learning behaviour - Resilience Learning value – Responsibility Q – How can you show responsibility?  No outsider's book: Max the champion  Attendance board / safeguarding board / visitor rules	Learning behaviour - Focus Learning value – Kindness Q – How can you show kindness?  No outsider's book: Everybody's welcome  Attendance board / safeguarding board / visitor rules	Learning behaviour - Curiosity Learning value – Humility Q – How can I show humility in everyday life?  Attendance board / safeguarding board / visitor rules
<b>English</b>	<b>Text:</b> Beegu  <b>Ignition:</b> Stage a spaceship crash  <b>Main Fiction outcome:</b> Narrative - retold  <b>Main non-fiction outcome:</b> Recount  <b>Incidental writing opportunities:</b> Character Setting Descriptions Posters Descriptions Recount  <b>Showcase:</b> Story-telling	<b>Text:</b> Traction Man is here  <b>Ignition:</b> Visit from local super-heros  <b>Main Fiction outcome:</b> Narrative - innovated  <b>Main non-fiction outcome:</b> Instructions  <b>Incidental writing opportunities:</b> Character descriptions, Poster  <b>Showcase:</b> Superhero Dress – up day	<b>Text:</b> The Story Tree (Monkey-see, Monkey-do)  <b>Ignition:</b> Create paper cup telephones  <b>Main Fiction outcome:</b> Narrative – innovation or invention  <b>Main non-fiction outcome:</b> Non-chronological report (jungles)  <b>Incidental writing opportunities:</b> recounts, comparisons, posters, descriptions  <b>Showcase:</b> Textured and layered art	<b>Text:</b> The Tin Forest  <b>Ignition:</b> Forest created using recyclable materials  <b>Main Fiction outcome:</b> Narrative – innovation/invention  <b>Main non-fiction outcome:</b> Instructions (how to grow/plant a sunflower)  <b>Incidental writing opportunities:</b>  Description Poetry Diary Recount Pamphlet  <b>Showcase:</b> Plant Sale	<b>Text:</b> Lila and the Secret of Rain  <b>Ignition:</b> Rain dance  <b>Main Fiction outcome:</b> Narrative – innovation/ invention  <b>Main non-fiction outcome:</b> non-chronological and chronological reports  <b>Incidental writing opportunities:</b> Description recounts reports information texts  <b>Showcase:</b> African Art Exhibition	<b>Text:</b> The Snail and the Whale  <b>Ignition:</b> Snail hunt and create a terrarium  <b>Main Fiction outcome:</b> Narrative - innovated  <b>Main non-fiction outcome:</b> non-chronological report (animals - science link)  <b>Incidental writing opportunities:</b> Description – character and setting Diary Poetry  <b>Showcase:</b> Winter wonderland showcase

<b>Phonics</b>	<p><b>Autumn term 1</b></p> <p><b>Phase 4 (revision, plus Y1 NC requirements)</b></p> <p>Revise phase 4</p> <p>Adding -s and -es as a plural for nouns</p> <p>Adding -s and -es as a third person singular marker for verbs</p> <p>Blending of words where -s and -es are added</p> <p>Adding the suffix -ed to verbs</p> <p>Adding the suffix -er to verbs to change them to a noun</p> <p>Adding the suffices -ed and -er to verbs</p> <p>Adding the suffix -er to adjectives</p> <p>Adding the suffix -est</p> <p>Adding the prefix un- to verbs</p> <p>Adding the prefix un- to adjectives</p> <p>Words with contractions</p>	<p><b>Autumn term 2</b></p> <p><b>Phase 5 a)</b></p> <p>ay, ou, ie, ea oy, ir, ue aw, wh, ph, ew ew, oe, au, ey, zh a-e, e-e, i-e, o-e u-e</p> <p>Days of the week</p>	<p><b>Spring term 1</b></p> <p><b>Phase 5 a) (mastery, plus Y1 NC requirements)</b></p> <p>ay, ou, ue, ph, aw, wh, ph, ew, -wh ew, oe, au, ey,- tch a-e, e-e, i-e, o-e, u-e, -ve u-e</p>	<p><b>Spring term 2</b></p> <p><b>Phase 5 b)</b></p> <p>alternative pronunciations</p> <p>a, e, l, o, u, ow, ie, ea, er, ou, y, y, ch, c, g, ey,</p>	<p><b>Summer term 1</b></p> <p><b>Phase 5 c)</b></p> <p>alternative pronunciations /ch/,</p> <p>/j/, /m/, /n/, /r/, /s/, /s/, /z/, /ʊ/, /i/, /i/, /ear/, /er/, /ar/, /air/, /or/, /or/, /ur/,</p>	<p><b>Summer term 2</b></p> <p><b>Phase 5 c)</b></p> <p>alternative pronunciations</p> <p>/oo/, /ai/, /ee/, /ee/, /igh/, /oa/, /oa/, /i(y)oo/, /i(y)oo/, /oo/, /sh/</p>
<b>Reading spine</b>	How to catch a star by Oliver Jeffers	Esio Trot by Roald Dahl	The boy who grew dragons, by Andy Shepherd.	The boy who grew dragons, by Andy Shepherd.	Anna Hibiscus by Atinuke	Anna Hibiscus by Atinuke

	<p>Man on the moon: a day in the life of Bob by Simon Bartram</p> <p>Biscuit bear by Mini Grey</p> <p>+ space themed books</p>					
<b>Vocabulary</b>	<p><b>Unit 13</b> How do we use our voices?</p> <p><b>Unit 14</b> Can we launch a rocket?</p>	<p><b>Unit 15</b> How energetic do we feel?</p> <p><b>Unit 16</b> What is the material like?</p>	<p><b>Unit 17</b> How do we use –er and –est?</p> <p><b>Unit 18</b> Can you describe a mythical creature?</p>	<p><b>Unit 19</b> What sound does it make?</p> <p><b>Unit 20</b> Who are the villains and heroes?</p>	<p><b>Unit 21</b> Can we compare a fish and a duck?</p> <p><b>Unit 22</b> Which words describe a caterpillar?</p>	<p><b>Unit 23</b> What shall we choose in the playground?</p> <p><b>Unit 24</b> How do we know it is a traditional tale?</p>
<b>Maths</b>	<p><b>Numbers to 10</b> Sort objects Count objects Represent objects Count, read and write forwards from any number 0-10 Count, read and write backwards from any number 0 to 10 Count one more Count one less One to one correspondence to start to compare groups Compare groups using language such as equal, more, greater, less, and fewer Introduce &lt; &gt; and + symbols Compare numbers Order groups of objects Order numbers Ordinal numbers The number line</p> <p><b>Geometry: Shape</b> Recognise and name 3-d shapes Sort 3d shapes Recognise and name 2d shapes Sort 2d shapes</p>	<p><b>Addition and subtraction</b> Part whole model Addition symbol Fact families – addition facts Find number bonds to numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition – adding together Addition – adding more Finding a part Subtraction – taking away, how many left? Crossing out Subtraction – taking away, how many left? Introducing the subtraction symbol Subtraction – finding a part, breaking apart Fact families – the 8 facts Subtraction – Counting back</p> <p><b>Number: Place value within 20</b> Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects</p>	<p><b>Adding and subtracting numbers to 20</b> Add by counting on Find and make number bonds Add by making 10 Subtraction – not crossing 10 Subtraction – Crossing 10 Related facts Compare number sentences</p> <p><b>Number and place value to 50</b> Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Count in 2s Count in 5s</p>	<p><b>Length and height</b> Compare lengths and heights Measure length</p> <p><b>Weight and volume</b> Introduce weight and mass Measure mass Compare mass Introduce capacity and volume Measure capacity Compare capacity</p>	<p><b>Multiplication, Division</b> Count in 2s Count in 5s Count in 10s Make equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing</p> <p><b>Fractions</b> Find a half Find a quarter</p> <p><b>Position and direction</b> Describe turns Describe position</p>	<p><b>Place value within 100</b> Counting forwards and backwards within 100 Partitioning numbers Comparing numbers Ordering numbers One more, one less</p> <p><b>Money</b> Recognising coins Recognising notes Counting in coins</p> <p><b>Time</b> Before and after Dates Time to the hour Time to the half hour   Writing time Comparing time</p>

	Patterns with 3-d and 2d shapes	Order numbers				
<b>Numbersense</b>	Subitising 1 – 5 Subitising 6-10 Subitising 1-10 Make and break 5 Make and break 4, 3 and 2 Make and break 10	Make and break 6 Make and break 7 Make and break 8 Make and break 9	One more One less Two more Two less Number 10 fact families Five and a bit	Five and a bit Know about zero Double and near doubles	Number neighbours 7 tree and 9 square Strategy selection	Ten and a bit
<b>Science</b>	<p><b>Earth and space science – Seasonal change</b></p> <p>Know the four seasons and describe some weather features of each.</p> <p>Know the weather changes every day and be able to describe some weather types – snow, rain, thunder, and hail.</p> <p>Know the sun is important to living things for light and warmth.</p> <p>Know thermometers measure temperature.</p> <p>Learning checkpoints: - Understand that weather changes daily. - Describe how weather changes within seasons. - Describe the sun and what it does in our solar system - Name the 8 planets in our solar system - Describe how Earth moves - Describe the moon phases</p>	<p><b>Chemistry – Everyday materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses.</p> <p>Explain why materials are chosen for specific tasks based on their properties. For example, wool for clothing, glass for windows, wood for tables, metal for bridges.</p> <p>Become aware that some materials are natural, and some are man-made.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.</p> <p>Learning checkpoints: - Name a variety of materials - Compare and group materials on physical properties</p>	<p><b>Physics – Magnetism</b></p> <p>Identify familiar, everyday use of magnets. For example: in toys, in cabinet locks, in refrigerator magnets etc.</p> <ul style="list-style-type: none"> <li>- Classify materials according to whether they are or are not attracted by a magnet.</li> <li>- Learning checkpoints: - Explore everyday magnets in toys, fridge magnets - Sort and classify magnets - Understand that magnets attract other magnets</li> </ul>	<p><b>Biology – Plants</b></p> <p>What plants need to grow and survive and stay healthy – growing seeds/beans/cress/sunflowers</p> <p>Name the main parts of a plant and know they make their own food.</p> <p>Learning checkpoints: - Label the parts of a plant - Explain what plants need to grow. - Describe the importance of a flower and a seed. - Describe the difference between evergreen and deciduous plants</p>	<p><b>Biology – Humans</b></p> <p>Identify the five senses and associated body parts.</p> <p>Sight: eyes, hearing, ears, smell, nose, taste, tongue, touch, skin.</p> <p>Review the importance of taking care of your body: exercise, cleanliness, healthy food, and rest.</p> <p>Learning checkpoints: - Name and describe the importance of the 5 senses. - Explain the importance of taking care of our bodies.</p>	<p><b>Biology – Animals</b></p> <p>Name different animals from the groups fish, mammals, amphibians, reptiles, birds, including carnivores and herbivores.</p> <p>Describe common features of different animal types e.g., fins, wings, beaks, tails, eyes, skin-slimy, dry etc.</p> <p>Life cycles of some animals</p> <p>What animals (and plants) need to survive, be cared for and be healthy.</p> <p>Learning checkpoints: - Identify and name a variety of animals - Sort animals that are carnivores, herbivores and omnivores. - Explain why pets need to be cared for.</p>

		<ul style="list-style-type: none"> <li>- Explain why materials are chosen</li> <li>- Explain why some solid objects can be changes (squashing, stretching, bending, twisting)</li> <li>- Describe natural and manmade materials.</li> </ul>				
<b>Geography / History</b>	<p><b>History</b></p> <p><b>Within Living Memory: Changes in locality and region (1930-present day)</b></p> <p>Timeline of three generations of family: child, parent, and grandparent.</p> <p>Explore a range of resources related to these generations, include. Images, artefacts, schools, toys and sounds.</p>	<p><b>Geography</b></p> <p><b>How do a map and compass directions help us?</b></p> <p><b>Locational Knowledge of school and immediate area</b> Know the location of the school, naming road name, immediate area (village/suburb/area) Know location of own home. know location of home and school within UK in reference to countries (England, Scotland, Wales, and Northern Ireland)</p> <p>Skill: Use simple fieldwork and observational skills to study the geography of the school and its grounds and key human and physical features of the area. Use aerial photographs and plans to make a map and key.</p>	<p><b>Within Living Memory: Changes in locality and region (1930-present day)</b></p> <p>What can the big tree in front of the school remember?</p> <p>When was the school built? When was the estate built? Why does some of the houses look different?</p> <p>Meaning of street names</p> <p>WW2 – Bristol bombing 1944 (what happened as a result – damage, rebuild)</p> <p>Employment: factories / manufacture Cadbury, Robinsons, BAS, Concorde, Rolls Royce Retail: hospitality, IT</p> <p>First black city mayor: Marvin Rees (old CLF pupil), Margaret Thatcher (first female prime minister)</p> <p>How has the estate changed? Who lives here, what religion are they? What jobs do they do?</p>	<p><b>Geography</b></p> <p><b>How can we identify manmade and natural features?</b></p> <p>Skills: use simple field work and observational skills to produce a map and create key.</p> <ul style="list-style-type: none"> <li>- physical: highland (mountainous, hills, river) lowland (flat, valley, river), coastal (cliffs, beaches, bays)</li> <li>- land use: rural (farm, countryside,</li> </ul> <p><b>What will help identify seasons and daily weather patterns?</b></p> <p>Identify seasonal and daily weather patterns in UK. The following key knowledge and vocabulary is specified in Science Curriculum Year 1 Seasonal Changes: - <i>Identify the four seasons: Autumn, winter, spring, summer</i> - Be able to describe characteristic local weather patterns during the different seasons. - Recognise the importance of the sun as a source of light and warmth. - Understand daily weather changes. - <i>Temperature: thermometers are used to measure temperature</i> - Clouds: rainfall comes from clouds - Rainfall: how the condition of the ground varies with rainfall; rainbows - Thunderstorms: lightning, thunderstorms,</p> <p>Skills: fieldwork, use a calendar, anemometer, rain gauge, thermometer, cloud cover oktas</p>	<p><b>Within Living Memory: Changes in information communication technology (AD 1930 – present)</b></p> <p>Significant person: Logie Baird</p> <p>Invention of the telephone, first TV transmission</p> <p>BBC launched home television, channels, colours, video recorders, cable</p> <p>Significant person: Bill Gates</p> <p>Significant event: Telephone, telephone box, mobile, smart phone.</p> <p>Significant event: 1991, World Wide Web</p> <p>Computers first computer, home computer, laptops, computer games, interactive games.</p>	<p><b>Why is it important to understand where we are?</b></p> <p>Locate capital cities of UK – size, physical features, culture</p> <p>Identify surrounding seas.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify characteristics of four countries: <ul style="list-style-type: none"> <li>- size (order)</li> <li>- climate (temperate)</li> <li>- physical: highland (mountainous, hills, river) lowland (flat, valley, river), coastal (cliffs, beaches, bays)</li> <li>- land use: rural (farm, countryside, village) and urban areas (town, city).</li> </ul> </li> <li><input checked="" type="checkbox"/> Identify characteristics of capital cities (famous landmarks both physical and human e.g., <i>Thames River and Palace of Westminster</i>)</li> <li><input checked="" type="checkbox"/> Identify the surrounding seas (Atlantic Ocean, North Sea, Irish Sea, English</li> </ul> <p><b>Skill: use map, atlases, and globes to identify countries, continents, and oceans.</b></p>

<b>Art and DT</b>	<b>Artist: Drawing</b>  Drawing – Drawing line, patterns and textures, tone, and colour.	<b>Designers: Structures</b>  Structures – discover, define, develop, deliver, and evolve for a tower.	<b>Designers: Textiles</b>  Textiles – Discover, define, develop, deliver, and evolve for an item of clothing and a dream catcher.	<b>Artists: Painting</b>  Painting - Experiment with different tools, colours, and tones.	<b>Artists: Printing</b>  Printing - Rubbings, and printing with different objects	<b>Artists – 3D</b>  3D - exploration of variety of malleable materials.
<b>Music</b>						
<b>RE</b>	Who are we?  Who, and what is special to me? Who and what supports and guides us? What makes us joyful, peaceful, wonder, reflective, happy, and sad? How might stories, prayers, songs etc help us understand more about ourselves and ideas of God?	Why are sometimes special?  What special times and seasons can I remember? Why are some festivals and celebrations special? What special objects might be used in festivals and celebrations? How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?	Why are some stories special?  What stories and books are special to me and my family? What stories and books are special to people within religions and beliefs? How are stories told and books used within religions and beliefs? What do some stories and books say about how people should live?	Where do we belong?  Where do I belong? Where do people belong? What do people do because they belong to a faith or belief community? How might ideas of family and community be reflected in our own lives?	How do we celebrate our journey through life?  How do people celebrate the important events in their lives? How do members of a religious faith celebrate these milestones in the journey of life? What artefacts, symbols, and ceremonies are used at significant times? Why are some times in life significant or special?	How should we live our lives?  How does what I do affect other people? What rules and codes of behaviour help me know what to do? What values are important to me, and how can I show them in how I live? How do some stories from religions and beliefs and the example set by some people show me what to do?
<b>PE</b>	<b>REAL P.E – Personal</b>  Try several times if at first, I don't succeed. Ask for help when appropriate. Work on simple tasks by myself. Follow instructions and practice safely.	<b>REAL P.E – Social</b>  Help, praise and encourage others in their learning. Work sensible with others, taking turns and sharing.	<b>REAL P.E – Cognitive</b>  Order instructions, movements, and skills. Explain why someone is working or performing well. Recognise similarities and differences in performance. Name something I am good at. Understand and follow simple rules.	<b>REAL P.E – Creative</b>  Select and link movements together to fit a theme. Compare my movements and skills with those of others. Explore and describe different movements,	<b>REAL P.E – Physical</b>  Perform a sequence of movements with some changes in level, direction, or speed. Perform a range of skills with some control and consistency. Perform a small range of skills and link two movements together. Perform a single skill or movement with some control.	<b>REAL P.E – Health and fitness</b>  Use equipment appropriately and move and land safely. Say how my body feels before, during and after exercise. Aware of why exercise is important for good health.
<b>PHSE</b>	<b>Being me in my world</b>  Special and safe My class Rights and responsibilities Rewards and feeling proud Consequences Owning our learning charter	<b>Celebrating difference</b>  The same as Different from What is 'bullying'? What do I do about bullying? Making new friends Celebrating difference; celebrating me	<b>Dreams and goals</b>  My treasure chest of successes Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating my successes	<b>Healthy me</b>  Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy, healthy me	<b>Relationships</b>  Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships	<b>Changing me</b>  Life cycles Changing me My changing body Boys' and girls' Learning and growing Coping with change
<b>Computing</b>	<b>Information technology</b>	<b>Information technology</b>	<b>Computer science</b>	<b>Computer science</b>	<b>Information technology</b>	<b>Computer science</b>
<b>MLF</b>	<b>Integrating French into everyday life.</b> Be able to answer the register in French.	<b>Integrating French into everyday life.</b> Be able to answer the register in French.	<b>Integrating French into everyday life.</b> Be able to answer the register in French.	<b>Integrating French into everyday life.</b> Be able to answer the register in French. Be able to greet others	<b>Integrating French into everyday life.</b> Be able to answer the register in French. Be able to greet others appropriate	<b>Integrating French into everyday life.</b> Be able to answer the register in French. Be able to greet others appropriate

	<p><b>Listening and joining in with songs.</b> Learn the days of the week.</p>	<p>Be able to greet others appropriate to the time of day.</p> <p><b>Listening and joining in with songs.</b> Learn the days of the week.</p>	<p>Be able to greet others appropriate to the time of day. Ask and answer the question how are you?</p> <p><b>Listening and joining in with songs.</b> Learn the days of the week.</p>	<p>appropriate to the time of day. Ask and answer the question how are you? Ask and answer the question what is your name?</p> <p><b>Listening and joining in with songs.</b> Learn the days of the week.</p>	<p>to the time of day. Ask and answer the question how are you? Ask and answer the question what is your name? Learn numbers 1-10.</p> <p><b>Listening and joining in with songs.</b> Learn the days of the week.</p>	<p>to the time of day. Ask and answer the question how are you? Ask and answer the question what is your name? Learn numbers 1-10. Learn 8 colours.</p> <p><b>Listening and joining in with songs.</b> Learn the days of the week.</p>
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