

KS1 – Year One

| | Subject area | Autumn | | Spring | | Summer | |
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| | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 1 Sapphire and Kyanite | Enquiry Theme | Knowing Me, Knowing You | Fairy Tales-remastered -writing | Oo Arr Me Hearties! | Turrets and Tiaras | Glorious Gardens | Wacky Weather |
| | Enquiry Question | How can we be similar, yet different? | Do fairy tales always have a happy ending? | Why were pirates special? | Why were castle built? | How does your garden grow? | Is the weather always the same? |
| | Prior knowledge | | | | | Down at the Bottom on the Garden- YR | Sing a Rainbow- YR |
| | Future knowledge | | | | | | |
| Role play | Inside | Home Corner | Three Bears' Cottage/ Hansel and Gretel's Gingerbread House | Pirate Ship/ Treasure Island | Castle/ Dungeon/ Palace | Garden centre/ Flower shop | Weather station/ Weather forecast studio |

| Subject area | Autumn | | Spring | | Summer | | Schemes / resources used |
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| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | |
| English-reading | <p>Word reading: 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 [for example, I'm, I'll, we'll], and understand 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 Re-read these books to build up their fluency and confidence in word reading.</p> | | | | | | Pie Corbett-Reading Spine |

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| | 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 learning to appreciate rhymes and poems, and to recite some by heart | Explain clearly their understanding of what is read to them. | Predicting what might happen on the basis of what has been read so far | Making inferences on the basis of what is being said and done | | |
| | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Participate in discussion about what is read to them, taking turns and listening to what others say</p> | | | | | | |
| Texts | | Alternative Fairy Tales Mixed Up Fairy Tales. ... Three Little Wolves and the Big Bad Pig. ... The True Story of the Three Little Pigs. ... The Wolf's Story. ... Honestly, Red Riding Hood was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf. ... Snow White in New York. ... Goldilocks and Just the One Bear. ... Mr Wolf and the Three Bears. | | | | | |
| English-writing-genres | Lists, labels and captions | Poetry Narrative | Report | Instructions | Non-chronological reports Explanations | Recounts (postcards) | Pie Corbett-Talk for Writing |

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| Writing-Composition | | Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher. | Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher. | Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher. | Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher. | Sequencing sentences to form short narratives Read aloud their writing clearly enough to be heard by their peers and the teacher. | |
| | <p><i>Write sentences by:</i> Saying out loud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils</p> | | | | | | |
| Vocabulary, grammar and punctuation | Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Joining words and joining clauses using and | Leaving spaces between words Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and | Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and | Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and | Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Joining words and joining clauses using and | |
| | <p>Learning the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> | | | | | | |
| Spelling | 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 | Apply simple spelling rules and guidance The days of the week | Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Apply simple spelling rules and guidance Using the spelling rule for adding -s or -es as the plural marker for | Apply simple spelling rules and guidance Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, | Apply simple spelling rules and guidance Using the prefix un- | Apply simple spelling rules and guidance Using the prefix un- | Apply simple spelling rules and guidance Using the prefix un- |

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| | Apply simple spelling rules and guidance | | nouns and the third person singular marker for verbs | eating, quicker, quickest] Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs | | | |
| English-phonics | Letters and Sounds Phase 3 P15-20 Phase 4 P21-25 REAch2 Staple Diet | Letters and Sounds Phase 3 P15-20 Phase 4 P21-25 REAch2 Staple Diet | Letters and Sounds Phase 4 P21-25 and Phase 5a p 26-34 REAch2 Staple Diet | Letters and Sounds Phase 5a p 26-34 and Phase 5b pa35-38 REAch2 Staple Diet | Letters and Sounds Phase 5b pa35-38 and Phase 5c 39-46 REAch2 Staple Diet | Letters and Sounds Phase 5b pa35-38 and Phase 5c 39-46 REAch2 Staple Diet | Letters and Sounds; Read, Write Inc- resources |
| English-handwriting | Practising long-legged giraffe letters Writing words ll Capitals long-legged giraffe letters Practising one armed robot letters Capitals one-armed robot letters Practising curly caterpillar letters Capitals curly caterpillar letters Writing words ff Writing words ss | | Practising long-legged giraffe letters, one armed robot letter and curly caterpillar letters Practising zig zag monster letters Writing words zz Mixing all of the letter families Practising all of the capital letters Practising all of the numbers 0-9 Writing words with ck and qu Practising long vowel phonemes ai, igh, oo Practising vowels with adjacent consonants ee, oa, oo | | Numbers 10-20 spacing Practising ch unjoined Introducing diagonal join to ascender ch Practising ai unjoined Introducing diagonal join, no ascender ai Practising wh unjoined Introducing horizontal join to ascender wh Practising ow unjoined Introducing horizontal join, no ascender ow | | PenPals |
| Maths | Number: Place Value within 10 Addition and Subtraction (within 10) | Geometry: Shape Number: Place Value (within 20) | Number: Addition and Subtraction (within 20) Number: Place Value within 50 | Measurement: Length and Height Measurement: Weight and Volume | Number: Multiplication Fractions Geometry: Position and Direction | Number: Place Value within 100 Measurement: Money Time | White Rose NCETM |
| Science | ANIMALS Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | | | EVERYDAY MATERIALS Distinguish between an object and the material from which it is made | PLANTS Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees | SEASONAL CHANGES Observe changes across the four seasons | |

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| | Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. | | 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. | Identify and describe the basic structure of a variety of common flowering plants, including trees. 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) | Observe and describe weather associated with the seasons and how day length varies. | |
| History | Changes within living memory, reveal aspects of change in national life (Family trees) | | 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 Significant historical events, people and places in their own locality <i>Blackbeard/ Sir Francis Drake</i> | | | |
| Geography | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Use world maps, atlases and globes to | | | | Use geographical language to describe places (river, wood, hills, stream) Talk about a place where the weather is different e.g. Australia, north pole, south pole etc) Talk about seasonal changes in the weather Use different sources of information to find out about different weather | |

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| | identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | | | | | | |
| Art and design | Self portrait- Drawing Pablo Picasso | | Colour mixing- Painting Mondrian | | Manipulative Magic – Sculpture William De Morgan | | REAch2 |
| Design and Technology | Super Smoothie (Cooking and Nutrition) Richard Reed | | Bridges- Structures Isambard Brunel | | Under My Umbrella- Textiles Samuel Fox | | REAch2 |
| Music | Unit 2 Unit 3 | Unit 4 Unit 5 | Unit 6 Unit 7 | Unit 8 Unit 9 | Unit 10 Unit 11 | Unit 12 | Music Express |
| Computing | Unit 1.1 We are treasure hunters- using programmable toys | Unit 1.2 We are TV chefs- filming the steps of a recipe | Unit 1.3 We are painters- illustrating an e-book | Unit 1.4 We are collectors- finding images using the web | Unit 1.5 We are storytellers- produce a talking book | Unit 1.6 We are celebrating- creating a card digitally | Rising Stars |
| PE | Sports- ball skills- catching- throwing Gym- balancing and jumping | Sports- ball skills- dribbling, kicking Dance- Christmas dances | Sports- ball skills- catching- throwing Gym- Sequences | Ball skills- team sports Dance- Sequences | Athletics- sports day activities Ball skills- tennis | Athletics- running, jumping, throwing Dance- May Pole | TBC |
| RE | Creation Story- Christianity | Christmas- Christianity | Jesus as a friend- Christianity | Palm Sunday- Christianity | Shabbat- Judaism | Rosh Hashanah and Yon Kippur- Judaism | Pan-Berkshire SACRE |

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| | | | | | | | Discovery RE |
| PSHE and Citizenship | Being Me Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class | Celebrating Differences Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different Know skills to make friendships Know that people have differences and similarities | Dreams and Goals Know how to set simple goals Know how to achieve a goal Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved Know how to work well with a partner Know that tackling a challenge can stretch their learning | Healthy Me Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know how to keep themselves clean and healthy Know that germs cause disease/illness Know about people who can keep them safe | Relationships Know that everyone's family is different Know that families are founded on belonging, love and care Know that physical contact can be used as a greeting Know how to make a friend Know who to ask for help in the school community Know that there are lots of different types of families Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help | Changing Me Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know that learning brings about change | Jigsaw |
| MfL | I'm learning Spanish- name, numbers, colours Animals- nouns, articles and I am | Musical Instruments- I play Little Red Riding Hood- parts of the body | I can- activities Ancient Britain- I am, I have, I live. | Greetings Nursery Rhymes | Shapes Colours Numbers | Fruit Vegetables Ice cream | Language Angels |
| Visits | Buddies- Huntley Place | Carol singing – community | | Windsor Castle/ Reading Abbey | | Living Rainforest | |
| Visitors/ Events | | Theatre Company | Pirate Day | | | | |
| REAch2 11 before 11 Promises |  10 good deeds  Seeds to supper | | | | | | |



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