

KS1 Year B (1)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Writing focus from Devon Education Services Teaching and Learning Sequences Make links to topics below where possible Ensure full range of writing genres: fiction/non-fiction/poetry across a full term – see Writing Genres document as a guide					
<b>English Units</b>	A Mouse Called Julian by Joe Todd-Stanton  To write a version of the story with different animals in a different setting	How to Wash a Woolly Mammoth by Michelle Robinson  To write a set of instructions about caring for an animal/pet – imaginary or otherwise.	Meerkat mail by Emily Gravett  To write a series of letters, character descriptions and predictions based on characters from the story.	The Book of Cars and Trucks by Neil Clark  To write an information double page spread which includes an introductory paragraph, a drawing (or photo) with information labels and a question or comment  Link to Science topic	Little Red Riding Hood (Nosy Crow, Illustrated by Ed Bryan)  To rewrite the story of Little Red Riding Hood changing some key details	Seed to Sunflower by Camilla de la Bédoyère  To create a poster or booklet about the life cycle of another plant or animal which includes an introduction, labelled pictures, clear information and an associated glossary using the non-fiction voice of a scientist
<b>Cross-curricular writing</b>	<b>History</b> Diary writing entries for Great Fire of London  <b>Science</b> Recount piece from the zoo trip.	<b>Science</b> How to wash a .... Write up a set of instructions based on learning from English from an animal of children’s choice.	<b>History</b> A day in the life of a member of the royal family (i.e. Coronation)	<b>Science</b> Newspaper report on the 3 little pigs – 2/3 lesson mini sequence	<b>Science</b> Seasonal poetry relating to seasons	<b>Geography</b> Information page all about rainforests i.e. locations, climates, flora and fauna.
<b>Maths</b>	Maths focus from White Rose Maths Hub Make links to topics where possible Ensure full range of coverage of maths topics					
Science	Living Things & Their Habitats <b>Why are humans not like tigers?</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores;</li> </ul>	Staying Healthy <b>How will 5 a day help me to stay healthy?</b> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring, which grow into adults;</li> </ul>	Materials & Their Properties <b>What materials should the three little pigs have used to build their house?</b>	Seasons <b>How do the seasons impact what we do?</b> <ul style="list-style-type: none"> <li>Observe changes across the 4 seasons</li> <li>Observe and describe weather associated with</li> </ul>	Plants <b>How can we grow our own salad?</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common, wild and green plants,</li> </ul>	

	<ul style="list-style-type: none"> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets);</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans for survival (water, food and air);</li> <li>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between an object and the materials from which it is made;</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock;</li> <li>Describe the simple physical properties of a variety of everyday materials;</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	the seasons and how day length varies	<ul style="list-style-type: none"> <li>including deciduous and evergreen trees;</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>
Trips	Paignton Zoo		Bygons or Exeter Dungeons		Shillingford Farm
History	<p>Time travelers: The Great Fire of London. <b>Did Zog start the great fire of London?</b></p> <ul style="list-style-type: none"> <li>Can they recognise that a story that is read to them may have happened a long time ago?</li> <li>Do they know that some objects belonged to the past?</li> <li>Can they retell a familiar story set in the past?</li> <li>Can they use the words before and after correctly?</li> </ul>		<p>Time Travellers: The Royal Family <b>Who was famous when my mum and dad were little?</b></p> <ul style="list-style-type: none"> <li>Can they use words and phrases like: 'very old', 'when mummy and daddy were little'?</li> <li>Can they use the words 'before' and 'after' correctly?</li> <li>Can they say why they think a story was set in the past?</li> <li>Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</li> </ul>		<p><b>Significant individuals</b> Why was Rosa Parks an important person in history?</p> <ul style="list-style-type: none"> <li>Can they put up to three objects in chronological order (recent history)?</li> <li>Can they retell a familiar story set in the past?</li> <li>Can they tell us about an important historical event that happened in the past?</li> <li>Do they appreciate that some famous people have helped our lives be better today?</li> <li>Can they find out more about a famous person from the past and carry out some research on him or her?</li> </ul>
Geography		Local Study = Mapping and Fieldwork		Weather <b>Where do the leaves go in winter?</b>	Life in a Contrasting Locality

		<p>UK Geography (countries, counties, capital cities, seas)</p> <p><b>What would Tin Tin and Snowy find exciting about our town/city?</b></p> <ul style="list-style-type: none"> <li>• Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semidetached house', 'terrace house'?</li> <li>• Can they say what they like about their locality?</li> <li>• Can they think of a few relevant questions to ask about a locality?</li> </ul>		<ul style="list-style-type: none"> <li>• Can they answer questions about the weather?</li> <li>• Can they keep a weather chart?</li> <li>• Can they answer questions using a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</li> </ul>		<p><b>What are the differences between Haldon forest and the rainforests?</b></p> <ul style="list-style-type: none"> <li>• Can they begin to explain why they would wear different clothes at different times of the year?</li> <li>• Can they tell something about the people who live in hot and cold places?</li> <li>• Can they explain what they might wear if they lived in a very hot or a very cold place?</li> <li>• Can they name different jobs that people living in their area might do?</li> </ul>
Art	Drawing & Painting Van Gough Sunflowers		Collage/Printing/Drawin g Natural Materials (Andy Goldsworthy/William Morris)		3D – Clay/Photography Buildings/Architecture	
DT		Food Focus Pizza/Bread		Moving Pictures Simple Pop-Up		Things that Fly!
RE F = EYFS units 1 = KS1 units	F4 – Being special: where do we belong?  1.6 -Who is a Muslim and how do they live?	F2 – Why is Christmas so special to Christians?  1.3 -Why does Christmas matter to Christians?	F1 – Why is the word 'God' so important to Christians?  1.6 (pt 2) – Who is a Muslim and how do they live?	F3 – Why is Easter special to Christians?  1.5 – Why does Easter matter to Christians?	F5 – What places are special and why?  1.4 – What is the 'good news' Christians believe Jesus brings?	F6 – What times/ stories are special and why?  1.8 – What makes some places sacred to believers? (C,M)
PSHE	Being Me in My World (Ages 5-6 Y1)	Celebrating Difference (Ages 5-6 Y1)	Dreams and Goals (Ages 5-6 Y1)	Healthy Me (Ages 5-6 Y1)	Relationships (Ages 5-6 Y1)	Changing Me Individual Year Groups
PE						

Music	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zoo Time	Friendship Song	Reflect, Rewind, Replay
Computing	Unit 1:1 Online Safety (4 weeks) Unit 1:2 Grouping and Sorting (2 weeks)	Unit 1:3 Pictograms (3 weeks) Unit 1:4 Lego Builders (3 weeks)	Unit 1:5 Maze Explorers (4 weeks)	Unit 1:6 Animated Stories (5 weeks)	Unit 1:7 Coding (6 weeks)	Unit 1:8 Spreadsheets (3 weeks) Unit 1:9 Tech Outside School (2 weeks)
<b>E-Safety</b>	Hector's World/Smartie the Penguin					
<b>Rights Respecting</b>	Recap/Learn Children's Rights Create school/class charter linked to different articles	Rights Respecting Assemblies Talking about rights through everyday behaviour and learning A Global Goal linked to each topic				
<b>British Values</b>	Review values and key texts for each one	British Values afternoon Democracy	British Values afternoon Individual Liberty	British Values afternoon Rule of Law	British Values afternoon Tolerance	British Values afternoon Mutual Respect