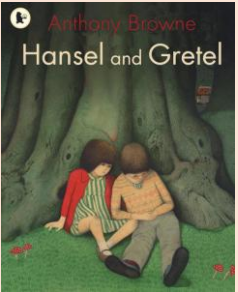






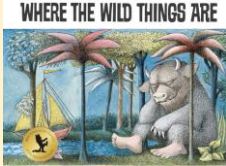
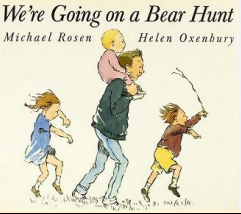

YEARLY ROLLING PROGRAMME FOR YEAR ONE

<p>Autumn 1 What makes me amazing?</p> <p><i>How am I special? How do I belong? What are feelings? What do different feelings look like?</i></p> <p>(Locale)</p>	<p>Autumn 2 Salty Sea Adventures</p> <p><i>What can we find at the beach? How can we tell if things are old or new? What incredible animals live in the sea?</i></p> <p>(Local)</p>	<p>Spring 1 Colourful Capital.</p> <p><i>What is life like in a big city? What might I see in London? Who are the Royal Family?</i></p> <p>(National)</p>	<p>Spring 2 Carnival Ole!</p> <p><i>What is a carnival? How do we celebrate in the UK? How is life different for children in Brazil?</i></p> <p>(International)</p>	<p>Summer 1 Long, Long Ago.</p> <p><i>How did life on earth evolve? What is a fossil? When did the dinosaurs exist? How do we know about the dinosaurs?</i></p> <p>(Time Past)</p>	<p>Summer 2 A Sprinkle Of Woodland Wishes.</p> <p><i>What are traditional tales? Why are woods important? How can we help our environment?</i></p> <p>(Now)</p>
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<p>Key Text/s:</p>	<p>Room on the Broom Tabby McTat by Julia Donaldson</p>  	<p>Traction Man is here by Mini Grey</p> 	<p>I love London This is London by Miroslav Sasek</p>  <p>The Queen's Hat by Steve Antony</p> 	<p>Vitoria Regia Legend (Giant water lilly legend)</p> 	<p>Tyrannosaurus Drip By Julia Donaldson</p> 	<p>Hansel and Gretel by Josephine Collins</p>  <p>Hansel and Gretel by Anthony Browne</p> 
<p>Other texts - reading for pleasure/ linked to our drivers.</p>	<p>Incredible You! Every Child a Song I'm Special, I'm Me Handa's Surprise Tiddler Elmer Along Came a Different</p>	<p>Soggy to the Rescue The Sea Saw The Storm Whale Grandma Bird The Storm Whale in Winter</p>	<p>Claude in the City Paddington at the Palace.</p>	<p>Jubati the Tortoise. Two can Toucan. Rainforest Adventure.</p>	<p>The Girl and the Dinosaur. Where the Wild Things are. Stomp, Chomp, Big Roars. We're going to find the monster We're going on a bear hunt</p>	<p>Gretha Thunberg The Blue Giant Nature Trail</p>

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<p>Writing units and outcome</p>	<p>Expectations: Letter formation Pencil grip Writing posture (Baseline Assessment – to check for these.)</p> <p>Lists and captions:–</p> <p>-Animals and objects from our reading texts. -Emotions</p>  <p>Place Value for Grammar *if they are ready (most letter formations are correct and phase 3)</p> <p>Oral stories.</p>	 <p>(complete)</p> <p>Non Chronological report: The Toy Man</p>  <p>Final write - Non Chronological report:</p> <p>A creature from the beach</p> <p>Oral stories.</p>	<p>Recount:</p>  <p>Final write: Postcard from London / Probus</p> <p>Narrative:</p> <p>'The Queen's Hat' – oracy and story-mapping.</p> <p>Oral stories.</p>	<p>Narrative: Myths</p> <p>Story-mapping Oracy Sequencing To innovate the start of a traditional Brazilian legend.</p> <p>Instructions:</p>  <p>Final write:</p> <p>Oral stories.</p>	<p>Narrative: Character description - A wanted poster:</p>  <p>Final write: Wanted poster for a made-up monster.</p> <p>Narrative - Journey:</p>  <p>Final write: A journey – inspired by shared texts.</p> <p>Oral stories.</p>	<p>Narrative - Setting description:</p>  <p>Final write:</p> <p>Narrative – A warning tale:</p>  <p>Final write: A warning tale set in the woods.</p> <p>Oral stories.</p>
<p>Grammar</p> <p>*there could be different grammar areas added during units in response to AfL</p>	<p>Place Value for Grammar: Common nouns Proper nouns Verbs – to be and to have Regular verbs Irregular verbs Subject Pronouns</p>	<p>Place Value for Grammar:</p> <p>Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person - formal Statements giving</p>	<p>Brief introduction Technical vocabulary Pictures and captions Third person - formal Statements giving factual information Expanded noun phrases</p>	<p>Introduction Third person Conclusion including a cliff-hanger Expanded noun phrases Co-ordinating conjunctions</p>	<p>Subject Verbs Adverbs Statements giving factual information Expanded noun phrases.</p> <p>Transcription:</p>	<p>Introduction Expanded noun phrases Co-ordinating conjunctions Adverbials of place Capital letters for proper nouns Exclamation marks Year 1 CEW</p>

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	<p>Single clause</p> <p>Transcription: Dictation of sentences linked to Phonics, 'Little Wandle.' (including using: -ing, -ed, -er and -est where no change is needed in the spelling of root words).</p>	<p>factual information Expanded noun phrases Adverbs/adverbials of place Question marks Year 1 CEW Adding -s</p> <p>Transcription: Dictation of sentences linked to Phonics, 'Little Wandle.' (including using: -ing, -ed, -er and -est where no change is needed in the spelling of root words).</p>	<p>Adverbs/adverbials of place Question marks Year 1 CEW Adding -s</p> <p>Transcription: Dictation of sentences linked to Phonics, 'Little Wandle.' (including using: -ing, -ed, -er and -est where no change is needed in the spelling of root words).</p>	<p>Adverbials of place Capital letters for proper nouns Exclamation marks Year 1 CEW Suffixes -s and -es – plural nouns /w/ spelt 'wh'</p> <p>Transcription: Dictation of sentences linked to Phonics, 'Little Wandle.' (including using: -ing, -ed, -er and -est where no change is needed in the spelling of root words).</p>	<p>Dictation of sentences linked to Phonics, 'Little Wandle.' (including using: -ing, -ed, -er and -est where no change is needed in the spelling of root words).</p>	<p>Suffixes -s and -es – plural nouns /w/ spelt 'wh'</p> <p>Transcription: Dictation of sentences linked to Phonics, 'Little Wandle.' (including using: -ing, -ed, -er and -est where no change is needed in the spelling of root words).</p>
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<p>Maths</p>	<p>Measure: Comparisons of measure.</p> <p>Number: Comparisons of quantities- composition of numbers 0-5.</p> <p>Number: Addition and subtraction-</p>	<p>Number: Place Value- 11-50.</p> <p>Number: Addition and subtraction + and -</p> <p>Fluency – Mastering number</p>	<p>Number: Addition and Subtraction + and – (to 20)</p> <p>Geometry: Shape.</p> <p>Position and direction.</p> <p>Fluency – Mastering number</p>	<p>Number: Addition and subtraction + and - . Strategies within 10, which can be used with numbers beyond 10.</p> <p>Fluency – Mastering number</p>	<p>Measurement: Money.</p> <p>Number: Multiplication and division X and ÷.</p> <p>Fluency – Mastering number</p>	<p>Number: Fractions</p> <p>Measurement: Time</p> <p>Measurement: Position and direction.</p> <p>Fluency – Mastering number</p>
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YEARLY ROLLING PROGRAMME FOR YEAR ONE

	<p>introducing wholes and parts.</p> <p>Number: Composition of numbers 6-10.</p> <p>Fluency – Mastering number</p>					
History	<p>Recognise the difference between past and present in their own and others lives.</p> <p>Understand we have a past, present and future.</p> <p>Can children describe what has changed in their own lives so far using objects from their infancy?</p> <p>PG Chronology Sequence events in their life and understand linear nature of time.</p> <p>Notice the changes around our school – what are the older parts? What are the new areas? Does our</p>	<p>Events beyond living memory: Torrey Canyon Disaster</p> <p>Understand the term history.</p> <p><i>Can children explain what history is?</i></p> <p>Explore what happened and how things changed in response to the disaster.</p> <p>How can we tell if things we find on the beach are old or new?</p> <p>PG. Chronology Can children sequence 3 or 4 items from different periods of time from the beach?</p>	<p>Recognise the difference between artefacts from the past and modern artefacts.</p> <p>Understand the term history.</p> <p>Explore toys from the past and compare with modern toys, considering their materials, uses.</p> <p>Identify key differences between old and new artefacts and relate them to other areas, such as transport.</p> <p>PG. Chronology Can children sequence 3 or 4 artefacts from different periods of</p>	<p>Events beyond living memory; Amelia Earhart and Wright Brothers</p> <p>Investigate transport from history and compare with modern transport.</p> <p>P.G Chronology. Compare adults talking about the past – gather peoples ideas about the past. Oral history.</p>	<p>Events beyond living memory; Significant individuals – Mary Anning.</p> <p>Explore the lives of significant individuals (Mary Anning).</p> <p>Consider what a historian does.</p> <p>Create a visual timeline of earth, humans and dinosaurs.</p> <p>P.G. Can children ask relevant questions about the past?</p> <p>Can children explain why Mary Anning is remembered?</p> <p>Can children understand that</p>	<p>Changing environments</p> <p>P.G Explore how environments change over time and consider how it might change further.</p> <p>Understand that there are layers of history beneath our feet.</p> <p>Look at The Oak Tree and explore the changes that happen in the lifetime of the tree.</p> <p>Can children make the link that there wasn't always a school here and that Probus has changed over time?</p>

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	school; change over time?		time linking to homes over time?		dinosaurs and humans didn't co-exist?	
Geography	<p>Local area: school</p> <p>Using maps</p> <p>Know the geography of the school and its grounds.</p> <p>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.</p> <p>Understand that places change over time.</p>	<p>CONTINENTS AND OCEANS – with a focus on northern hemisphere starting from home United Kingdom</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas using world maps, atlases and globes.</p>	<p>Local area – Probus</p> <p>Satellite images.</p> <p>Making maps</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map.</p> <p>Know the geography of Probus and identify their route home from school.</p> <p>Construct basic symbols in a key.</p>	<p>CONTINENTS AND OCEANS – with a focus on places further away from home.</p> <p>Compare areas of UK with Rio de Janeiro.</p> <p>Understand that different countries have different climates.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Weather and Seasons</p> <p>Months and seasons</p> <p>Understand the differences in the seasons.</p> <p>Know which months belong in which seasons.</p> <p>Record evidence on the changing seasons.</p>	<p>Weather and Seasons</p> <p>Weather patterns</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>
Science (number of lessons)	<p><u>Animals, including Humans – All about Me</u></p> <p>Working Scientifically.: Perform simple tests Identify and classify Use observations to suggest answers to questions</p>	<p><u>Seasonal Change (2)- Autumn</u></p> <p><u>Exploring Everyday Materials 1 (4)</u></p> <p>Working Scientifically: Perform simple tests Identify and classify</p>	<p><u>Continue Exploring Everyday materials 1 (2)</u></p> <p>Working Scientifically: Perform simple tests</p>	<p><u>Continue Everyday Materials 2 Building (5)</u></p> <p>Working Scientifically: Perform simple tests</p>	<p><u>Animals, including Humans – All about animals (6)</u></p> <p>PSIT “I Can Explain” – Habitat pictures</p> <p>Working Scientifically:</p>	<p><u>Seasonal Change (2) Summer</u></p> <p>Working Scientifically: Perform simple tests Identify and classify</p>

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	<p>Gather and record data to help in answering questions</p>	<p>Use observations to suggest answers to questions Gather and record data to help in answering questions</p>	<p>Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p> <p>PSTT- "I can explain" Floating and sinking cards</p> <p><u>Seasonal Change (2)- Winter</u></p> <p>Working Scientifically:</p> <p>Perform simple tests Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p> <p><u>Everyday Materials 2 Building (2)</u></p> <p>Working Scientifically:</p> <p>Perform simple tests</p>	<p>Identify and classify Use observations to suggest answers to questions</p> <p>PSTT- Standing on the Shoulders of Giants- Charles Macintosh (The Journey of the raincoat)</p> <p><u>Seasonal Change (2)- Spring</u></p>	<p>Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p>	<p>Use observations to suggest answers to questions Gather and record data to help in answering questions</p> <p><u>Plants (4)</u></p> <p>Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions</p> <p>PSTT- "I can explain"- habitat pictures</p>
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			Identify and classify Use observations to suggest answers to questions			
Art	<p><u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p><u>Playful Making</u> Exploring materials and intention through a playful approach.</p>	<p><u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental marks to help us make art.</p>	<p><u>Making Birds</u> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from a 2d to a 3d to make a bird.</p>	<p><u>Inspired by Flora and Fauna</u> Explore how artists make art inspired by flora and fauna. Make collages of Minibeasts and display as a shared art-work.</p>
DT		<p><u>Food and Nutrition</u> <i>Prepare and design a fruit salad.</i> <i>Skills:</i></p> <ul style="list-style-type: none"> • Develop a food vocabulary using taste, smell, texture and feel. • Group familiar food products e.g. fruit and vegetables. • Work safely and hygienically. • Work with an adult to make 		<p><u>Construction - Structures</u> <i>Moon Buggy</i> <i>Skills:</i></p> <ul style="list-style-type: none"> • Use wheels and axles to make a simple moving model. • Use a range of materials to create models. • Identify the suitability of materials, ensuring they are fit for purpose. • Cut, shape and join materials to 		<p><u>Materials for purpose</u> <i>Sockosaurus</i> <i>Skills:</i></p> <ul style="list-style-type: none"> • Select and use a range of materials, beginning to explain their choices. • Cut and shape materials. • Choose appropriate components and materials and suggest

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		<p>food following a simple recipe</p> <ul style="list-style-type: none"> • Select healthy ingredients for a fruit or vegetable salad. • Measure and weigh food items using non-standard measures, such as spoons and cups. <p>Knowledge:</p> <ul style="list-style-type: none"> • Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day. • Using non-standard measures is a way of measuring that does not involve reading scales. 		<p>create a product.</p> <p>Knowledge :</p> <ul style="list-style-type: none"> • An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels. • Understand how wheels and axles are assembled and how they work. 		<p>ways of manipulating them to achieve the desired effect.</p> <ul style="list-style-type: none"> • Join fabrics by using running stitch, glue, staples, tape. <p>Knowledge:</p> <ul style="list-style-type: none"> • Different materials can be used for different purposes, depending on their properties. Fabric can be cut and sewn, some materials can be manipulated, others keep their form. • Running stitch is a simple needlework stitch consisting of a line of small even stitches which run back and forth
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		<p>For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of handspans or pencils laid end to end.</p> <ul style="list-style-type: none"> • Some foods come from animals, such as meat, fish and dairy products. Other foods come from plants, such as fruit, vegetables, grains, beans and nuts. • The importance of being safe, clean, and hygienic when handling food. Good practices when preparing food. 				<p>through the cloth without overlapping.</p> <ul style="list-style-type: none"> • Properties of components and materials determine how they can and cannot be used. For example, material can be sewn but plastic cannot.
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Music	Charanga – Hey you!	Charanga – Rhythm in the way we walk and Banana wrap.	Charanga – In the Groove.	Charanga – Round and Round.	Charanga – Your Imagination.	Charanga – Reflect, Rewind, Replay.
MFL	French – “Good morning” and “Good afternoon.”	Christmas Round the World - “Happy Christmas” in different languages.	French – colours.	Cornish – St Piran’s Day - “Good morning.”	French – counting to 10.	French – body parts for purpose.
RE	Christianity Creation “Who made the world?” Harvest	Islam Who is a Muslim and how do they live?	Christianity What do Christians believe God is like?	Christianity What does it mean to belong to a faith community?	Christianity How should we care for others and why does it matter?	Islam Who is a Muslim and how do they live?
PSHE	Jigsaw - Being Me in My World.	Jigsaw - Celebrating Difference.	Jigsaw - Dreams and Goals.	Jigsaw - Healthy Me.	Jigsaw - Relationships.	Jigsaw - Changing Me.
PE	Gymnastics – balance and roll Standing and kneeling balances. Jumps - tuck, star, straight, straddle shapes, straight jump - leading to a straight jump of the spring board. Fundamentals- Balance, jump, hop, run, speed, agility, dodge, skip, co-ordination.	Dance Perform dances using simple movement patterns. Fitness Run, jump, co-ordination, stamina, strength, agility and balance.	Gymnastics – roll and locomotion Log roll, curled side roll, teddy bear roll Tiptoe, step, jump, hop, skip, gallop Ball skills Dribble with hands, roll, throw, catch, dribble with feet, track.	Yoga Balance, strength, flexibility, co-ordination. Sending and receiving Roll, throw, catch, kick, track, receive with feet, send with racket.	Athletics Run, balance, agility, co-ordination, hop, jump, leap, throw. Target games Under arm throw, over arm throw.	Striking and fielding. Under arm throw, over arm throw, catch, track, bat. Net and wall games Throw, catch, hit a ball, track a ball.
Computing	Computer Systems and Context Technology around us.	Digital Media Digital painting. Choosing appropriate tools in a program to create art, and	Programming A Moving a robot. Writing short algorithms and programs for floor	Data and Information Grouping data. Exploring object labels, then using	Digital Media Digital writing. Using a computer to create and format text, before	Programming B Programming animations. Designing and programming the

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	Recognising technology in school and using it responsibly	making comparisons with working non-digitally	robots, and predicting program outcomes	them to sort and group objects by properties.	comparing to writing non-digitally.	movement of a character on screen to tell stories.
<p>DRIVER 1</p> <p>To promote and celebrate diversity within the school culture and beyond. An “all welcome” ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.</p>	<p>Understanding sense of self and place in the home, school and locale.</p> <p>Developing a sense of belonging.</p> <p>Understanding the “all welcome” at school value.</p> <p>Mary Seacole Malala Yousafzai</p>	<p>The diverse nature of Britain discussing our own families.</p> <p>The diverse nature of our capital city London.</p>	<p>Diversity celebrated in carnival culture. Blending of styles and celebrating together.</p> <p>Frida Kahlo</p>	<p>Diversity of astronauts.</p> <p>Women's opportunities in science.</p> <p>Valentina Tereshkova</p>	<p>All creatures are diverse.</p> <p>Diversity of historians who research the past.</p>	<p>Diversity of life in our school environment.</p> <p>Diversity of people researching and protecting our environment.</p> <p>Greta Thunberg</p>
<p>DRIVER 2</p> <p>To promote mental health for all with an emphasis on outdoor learning and immersion in natural environment.</p>	<p>Understanding our bodies and minds both need to be healthy.</p> <p>Working regularly outdoors for our project and discussing the benefits of being outdoors with the children.</p>	<p>Mindfulness walks outside, considering our local geography.</p>	<p>The need to celebrate and have fun together for mental and physical health.</p> <p>Dance and movement in a group</p>	<p>Physical geography in the environment.</p> <p>Watching the night sky. Activities to explore with family.</p>	<p>Observing weather patterns outside and exploring for signs of seasons.</p> <p>Reading outside together to promote well-being and peace.</p>	<p>Art in the landscape for mental health and immersion in the environment for calming and creativity.</p> <p>Outdoor yoga.</p>
<p>DRIVER 3</p> <p>To ensure exposure for all to events and learning with high cultural</p>	<p>Sense of belonging and access for all to whole school activity and all pupils equal in this.</p>	<p>Access to valued cultural information about the constitution in Britain and vocabulary relating to this.</p>	<p>Traditional myths.</p> <p>Exposure to guests of diverse backgrounds</p>	<p>Visit a planetarium online</p> <p>Online access to space exploration.</p>	<p>Historian invited to discuss his work.</p>	<p>Artist to be invited to school to discuss life-style.</p>

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<p>capital, especially for the pupil premium cohort.</p>	<p>the classroom and school setting.</p> <p>Expose to high level vocabulary and pre- teaching for pupils who need support with access.</p> <p>Quality texts available for all pupils and books to be promoted for all.</p>	<p>Finding out our capital city</p> <p>Behaviour in a formal setting such as a meal with the Queen.</p>	<p>Insight into travelling abroad</p>			
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