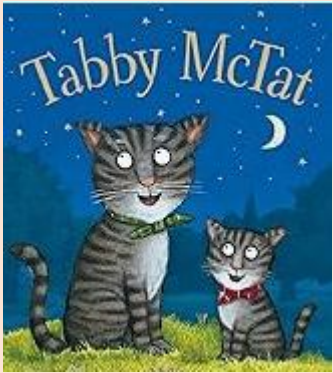









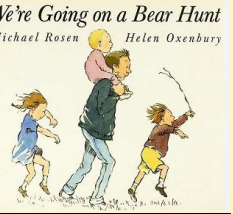


## YEARLY ROLLING PROGRAMME FOR YEAR ONE

<p>Autumn 1 <b>What makes me amazing?</b></p> <p><i>How am I special? How do I belong? What are feelings? What do different feelings look like?</i></p> <p><b>(Locale)</b></p>	<p>Autumn 2 <b>Salty Sea Adventures</b></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><b>(Local)</b></p>	<p>Spring 1 <b>Colourful Capital.</b></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><b>(National)</b></p>	<p>Spring 2 <b>Carnival Ole!</b></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><b>(International)</b></p>	<p>Summer 1 <b>Long, Long Ago.</b></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><b>(Time Past)</b></p>	<p>Summer 2 <b>A Sprinkle Of Woodland Wishes.</b></p> <p><i>What are traditional tales? Why are woods important? How can we help our environment?</i></p> <p><b>(Now)</b></p>
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YEARLY ROLLING PROGRAMME FOR YEAR ONE

<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>

# YEARLY ROLLING PROGRAMME FOR YEAR ONE

<p>Writing units and outcome</p>	<p><b>Expectations:</b> Letter formation Pencil grip Writing posture (Baseline Assessment – to check for these.)</p> <p><b>Lists and captions:-</b></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><b>Non Chronological report:</b> The Toy Man</p>  <p><b>Final write - Non Chronological report:</b></p> <p>A creature from the beach</p> <p>Oral stories.</p>	<p><b>Recount:</b></p>  <p><b>Final write:</b> Postcard from London / Probus</p> <p><b>Narrative:</b></p> <p>'The Queen's Hat' – oracy and story-mapping.</p> <p>Oral stories.</p>	<p><b>Narrative: Myths</b></p> <p>Story-mapping Oracy Sequencing To innovate the start of a traditional Brazilian legend.</p> <p><b>Instructions:</b></p>  <p><b>Final write:</b></p> <p>Oral stories.</p>	<p><b>Narrative: Character description - A wanted poster:</b></p>  <p><b>Final write:</b> Wanted poster for a made-up monster.</p> <p><b>Narrative - Journey:</b></p>  <p><b>Final write:</b> A journey – inspired by shared texts.</p> <p>Oral stories.</p>	<p><b>Narrative - Setting description:</b></p>  <p><b>Final write:</b></p> <p><b>Narrative – A warning tale:</b></p>  <p><b>Final write:</b> 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><b>Place Value for Grammar:</b> Common nouns Proper nouns Verbs – to be and to have Regular verbs Irregular verbs Subject Pronouns</p>	<p><b>Place Value for Grammar:</b></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><b>Transcription:</b></p>	<p>Introduction Expanded noun phrases Co-ordinating conjunctions Adverbials of place Capital letters for proper nouns Exclamation marks Year 1 CEW</p>

## YEARLY ROLLING PROGRAMME FOR YEAR ONE

<p>Single clause</p> <p><b>Transcription:</b> 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><b>Transcription:</b> 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><b>Transcription:</b> 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><b>Transcription:</b> 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><b>Transcription:</b> 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><b>Measure:</b> Comparisons of measure.</p> <p><b>Number:</b> Comparisons of quantities- composition of numbers 0-5.</p> <p><b>Number:</b> Addition and subtraction-</p>	<p><b>Number:</b> Place Value- 11-50.</p> <p><b>Number:</b> Addition and subtraction + and -</p> <p><b>Fluency – Mastering number</b></p>	<p><b>Number:</b> Addition and Subtraction + and – (to 20)</p> <p><b>Geometry:</b> Shape.</p> <p><b>Position and direction.</b></p> <p><b>Fluency – Mastering number</b></p>	<p><b>Number:</b> Addition and subtraction + and -. Strategies within 10, which can be used with numbers beyond 10.</p> <p><b>Fluency – Mastering number</b></p>	<p><b>Measurement:</b> Money.</p> <p><b>Number:</b> Multiplication and division X and ÷.</p> <p><b>Fluency – Mastering number</b></p>	<p><b>Number:</b> Fractions</p> <p><b>Measurement:</b> Time</p> <p><b>Measurement:</b> Position and direction.</p> <p><b>Fluency – Mastering number</b></p>
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YEARLY ROLLING PROGRAMME FOR YEAR ONE

	<p>introducing wholes and parts.</p> <p><b>Number:</b> Composition of numbers 6-10.</p> <p><b>Fluency – Mastering number</b></p>					
History	<p>Why should we remember the Torrey Canyon disaster? (Event in within living memory)</p> <p>Autumn</p> <ol style="list-style-type: none"> <li>1. What is the Torrey Canyon Disaster?</li> <li>2. What was the order of events that lead to the disaster?</li> <li>3. How long ago was the disaster and how does this fit in with other events?</li> <li>4. How did the disaster affect local people? Interview Ms Praed</li> <li>5. What changes were made</li> </ol>		<p>Mary Anning: Why is she remembered?</p> <p>Spring</p> <ol style="list-style-type: none"> <li>1. Why do we remember Mary Anning?</li> <li>2. What were the ups and downs of Mary Anning's life?</li> <li>3. How did Marys succeed in a man's world?</li> <li>4. Who were the people important to Mary?</li> <li>5. How do we know about Mary's actions when it was beyond living memory?</li> </ol>		<p>Why do we remember Neil Armstrong today?</p> <p>Summer</p> <ol style="list-style-type: none"> <li>1. Has man ever been to the moon and how can we know for sure?</li> <li>2. Why did the astronauts risk their lives to go to the Moon?</li> <li>3. What did they do when they got to the Moon and how do we know?</li> <li>4. Does everyone agree that we should continue to send people to the moon?</li> </ol>	

## YEARLY ROLLING PROGRAMME FOR YEAR ONE

	because of the disaster?		6. Why should Mary be remembered?		Do women go to the moon? 5. How should we commemorate this great achievement?	
Geography	The world and my school (including places of the UK)			Our School Grounds (Fieldwork)		
	<p>What is my classroom like?</p> <p>Where is my school on my street?</p> <p>Where is my town in the country?</p> <p>What are the seasons like in the United Kingdom?</p> <p>Where is my country in the world?</p>			<p>Which features in our school grounds support plant life?</p> <p>Where on our school grounds could we encourage plant life?</p> <p>How can we share the locations in our school where we can encourage plant life?</p>		
Science (number of lessons)	<p><b><u>Animals, including Humans – All about Me</u></b></p> <p><b>Working Scientifically.:</b> Perform simple tests Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p>	<p><b><u>Seasonal Change (2)- Autumn</u></b></p> <p><b><u>Exploring Everyday Materials 1 (4)</u></b></p> <p><b>Working Scientifically:</b> Perform simple tests Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p>	<p><b><u>Continue Exploring Everyday materials 1 (2)</u></b></p> <p><b>Working Scientifically:</b> Perform simple tests Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p>	<p><b><u>Continue Everyday Materials 2 Building (5)</u></b></p> <p><b>Working Scientifically:</b> Perform simple tests Identify and classify Use observations to suggest answers to questions</p>	<p><b><u>Animals, including Humans – All about animals (6)</u></b></p> <p><b>PSTT “I Can Explain” – Habitat pictures</b></p> <p><b>Working Scientifically:</b> Ask simple questions and recognise that they can be answered in different ways</p>	<p><b><u>Seasonal Change (2) Summer</u></b></p> <p><b>Working Scientifically:</b> Perform simple tests Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p> <p><b><u>Plants (4)</u></b></p>

YEARLY ROLLING PROGRAMME FOR YEAR ONE

			<p><b>PSTT- "I can explain" Floating and sinking cards</b></p> <p><b><u>Seasonal Change (2)- Winter</u></b></p> <p><b>Working Scientifically:</b></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><b><u>Everyday Materials 2 Building (2)</u></b></p> <p><b>Working Scientifically:</b></p> <p>Perform simple tests Identify and classify Use observations to suggest answers to questions</p>	<p><b>PSTT- Standing on the Shoulders of Giants- Charles Macintosh (The Journey of the raincoat)</b></p> <p><b><u>Seasonal Change (2)- Spring</u></b></p>	<p>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>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><b>PSTT- "I can explain"- habitat pictures</b></p>
Art	<p><b><u>Spirals</u></b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><b><u>Simple Printmaking</u></b> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p><b><u>Playful Making</u></b> Exploring materials and intention through a playful approach.</p>	<p><b><u>Exploring Watercolour</u></b> Exploring watercolour and discovering we can use accidental marks to help us make art.</p>	<p><b><u>Making Birds</u></b> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from a 2d</p>	<p><b><u>Inspired by Flora and Fauna</u></b> Explore how artists make art inspired by flora and fauna. Make collages of Minibeasts and display as a shared art-work.</p>

## YEARLY ROLLING PROGRAMME FOR YEAR ONE

					to a 3d to make a bird.	
DT		<p><b><u>Food and Nutrition</u></b>  <b>Prepare and design a fruit salad.</b>  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Develop a food vocabulary using taste, smell, texture and feel.</li> <li>• Group familiar food products e.g. fruit and vegetables.</li> <li>• Work safely and hygienically.</li> <li>• Work with an adult to make food following a simple recipe</li> <li>• Select healthy ingredients for a fruit or vegetable salad.</li> <li>• Measure and weigh food items using non-standard measures, such as spoons and cups.</li> </ul>		<p><b><u>Construction - Structures</u></b>  <b>Moon Buggy</b>  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use wheels and axles to make a simple moving model.</li> <li>• Use a range of materials to create models.</li> <li>• Identify the suitability of materials, ensuring they are fit for purpose.</li> <li>• Cut, shape and join materials to create a product.</li> </ul> <p><b>Knowledge :</b></p> <ul style="list-style-type: none"> <li>• An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.</li> </ul>		<p><b><u>Materials for purpose</u></b>  <b>Sockosaurus</b>  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Select and use a range of materials, beginning to explain their choices.</li> <li>• Cut and shape materials.</li> <li>• Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.</li> <li>• Join fabrics by using running stitch, glue,</li> </ul>



## YEARLY ROLLING PROGRAMME FOR YEAR ONE

		<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Using non-standard measures is a way of measuring that does not involve reading scales. 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.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand how wheels and axles are assembled and how they work.</li> </ul>		<p style="text-align: right;">staples, tape.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Running stitch is a simple needlework stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping.</li> <li>• Properties of components and materials determine how they can and cannot be used. For example, material can be sewn but plastic cannot.</li> </ul>
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## YEARLY ROLLING PROGRAMME FOR YEAR ONE

		<ul style="list-style-type: none"> <li>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.</li> <li>The importance of being safe, clean, and hygienic when handling food. Good practices when preparing food.</li> </ul>				
Music	<b>Charanga – Hey you!</b>	<b>Charanga – Rhythm in the way we walk and Banana wrap.</b>	<b>Charanga – In the Groove.</b>	<b>Charanga – Round and Round.</b>	<b>Charanga – Your Imagination.</b>	<b>Charanga – Reflect, Rewind, Replay.</b>
MFL	<b>French – “Good morning” and “Good afternoon.”</b>	<b>Christmas Round the World - “Happy Christmas” in different languages.</b>	<b>French – colours.</b>	<b>Cornish – St Piran’s Day - “Good morning.”</b>	<b>French – counting to 10.</b>	<b>French – body parts for purpose.</b>
RE	<b>Christianity Creation “Who made the world?”  Harvest</b>	<b>Islam Who is a Muslim and how do they live?</b>	<b>Christianity What do Christians believe God is like?</b>	<b>Christianity What does it mean to belong to a faith community?</b>	<b>Christianity How should we care for others and why does it matter?</b>	<b>Islam Who is a Muslim and how do they live?</b>
PSHE	<b>Jigsaw -</b>	<b>Jigsaw -</b>	<b>Jigsaw - Dreams and Goals.</b>	<b>Jigsaw - Healthy Me.</b>	<b>Jigsaw - Relationships.</b>	<b>Jigsaw - Changing Me.</b>

## YEARLY ROLLING PROGRAMME FOR YEAR ONE

	<b>Being Me in My World.</b>	<b>Celebrating Difference.</b>				
PE	<p><b>Gymnastics – balance and roll</b></p> <p>Standing and kneeling balances.</p> <p>Jumps - tuck, star, straight, straddle shapes, straight jump - leading to a straight jump of the spring board.</p> <p><b>Fundamentals-</b> Balance, jump, hop, run, speed, agility, dodge, skip, co-ordination.</p>	<p><b>Dance</b></p> <p>Perform dances using simple movement patterns.</p> <p><b>Fitness</b> Run, jump, co-ordination, stamina, strength, agility and balance.</p>	<p><b>Gymnastics – roll and locomotion</b></p> <p>Log roll, curled side roll, teddy bear roll</p> <p>Tiptoe, step, jump, hop, skip, gallop</p> <p><b>Ball skills</b> Dribble with hands, roll, throw, catch, dribble with feet, track.</p>	<p><b>Yoga</b> Balance, strength, flexibility, co-ordination.</p> <p><b>Sending and receiving</b> Roll, throw, catch, kick, track, receive with feet, send with racket.</p>	<p><b>Athletics</b> Run, balance, agility, co-ordination, hop, jump, leap, throw.</p> <p><b>Target games</b> Under arm throw, over arm throw.</p>	<p><b>Striking and fielding.</b> Under arm throw, over arm throw, catch, track, bat.</p> <p><b>Net and wall games</b> Throw, catch, hit a ball, track a ball.</p>
Computing	<p><b>Computer Systems and Context Technology around us.</b></p> <p>Recognising technology in school and using it responsibly</p>	<p><b>Digital Media Digital painting.</b></p> <p>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally</p>	<p><b>Programming A Moving a robot.</b></p> <p>Writing short algorithms and programs for floor robots, and predicting program outcomes</p>	<p><b>Data and Information Grouping data.</b></p> <p>Exploring object labels, then using them to sort and group objects by properties.</p>	<p><b>Digital Media Digital writing.</b></p> <p>Using a computer to create and format text, before comparing to writing non-digitally.</p>	<p><b>Programming B Programming animations.</b></p> <p>Designing and programming the movement of a character on screen to tell stories.</p>
DRIVER 1 To promote and celebrate <b>diversity</b> within the school culture and beyond. An “all welcome” ethos with strong consideration	<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>The diverse nature of Britain discussing our own families.</p> <p>Exploring cultural dances based on weather.</p>	<p>The diverse nature of our capital city London.</p> <p>Frida Kahlo</p> <p>Mary Anning</p>	<p>Diversity celebrated in carnival culture. Blending of styles and celebrating together.</p>	<p>All creatures are diverse.</p> <p>Diversity within families.</p>	<p>Diversity of life in our school environment.</p> <p>Diversity of people researching and protecting our environment.</p> <p>Greta Thunberg</p>

## YEARLY ROLLING PROGRAMME FOR YEAR ONE

<p>for exposure to images and role models which expand the pupils experience and challenge stereotypes.</p>						
<p>DRIVER 2 To promote <b>mental health</b> for all with an emphasis on <b>outdoor learning</b> 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>Dance and movement in a group</p>	<p>The need to celebrate and have fun together for mental and physical health.</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 To ensure exposure for all to events and learning with high <b>cultural capital</b>, especially for the pupil premium cohort.</p>	<p>Sense of belonging and access for all to whole school activity and all pupils equal in 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>School trip to The Eden Project.</p>	<p>Access to valued cultural information about the constitution in Britain and vocabulary relating to this.</p> <p>Finding out our capital city</p> <p>Behaviour in a formal setting such as a meal with the Queen.</p>	<p>Traditional myths.</p> <p>Exposure to guests of diverse backgrounds</p> <p>Insight into travelling abroad</p>	<p>Historian invited to discuss his work.</p>	<p>Artist to be invited to school to discuss life-style.</p>

## YEARLY ROLLING PROGRAMME FOR YEAR ONE