

YEAR GROUP: 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC	The Great Outdoors	Arctic Adventures	Through The Keyhole	Castles, Tunnels and Turrets	Travel The World	All Creatures Great And Small
TRIPS/VISITS	Walk around the local area	Polar fun day	Wollaton Hall- museum	Tamworth Castle	East Midlands Airport Mini-land	Mini-beast hunt Rushcliffe Country Park
Key Vocabulary	Arm, Body, Ear, Elbow, Eye, Feet, Hands, Head, Human, Knee, Leg, Mouth, Move, Senses, Skeleton, Spine, Atlas, Britain, Europe, Globe, Map, Ocean, City, England, London, Northern Ireland, Belfast, Scotland, Edinburgh, Wales, Cardiff, Cloudy, Rain, Windy, Sun, Snow, Weather, Winter, Summer, Spring, Autumn	North Pole, South Pole, Equator, Ocean, Sea, Ice, Animals, Herbivore, Carnivore, Omnivore, Birds, Fish, Amphibians, Reptiles, Mammals, Invertebrates, Pets, Neck, Face, Hair, Mouth, Habitats	Chronology, New, Old, Atlas, Map, Key, Coordinates, Roads, Railway, Buildings, Houses, Bungalow, Flat, Terraced, Land, Lake, School, Shops, Church Question, Answer, Observe, Classify, Sort, Record, Diagram, Data,	Bendy, Rigid, Smooth, Hard, Soft, Rough, Shiny, Dull, Stretchy, Natural Man Made, Metal, Plastic, Glass, Wood, Material, Fabric, Rock, Water, Transparent, Property, Bumpy, Squashy, Absorbent, Opaque, Paper, Stiff, Waterproof, Brick, Elastic, Foil Castle, Palace, Turret, Ramparts, Drawbridge, Flag, Knight, Armour, Shield, Lance, Sword, Coat of Arms, Portcullis, Tower, Moat, Dungeon, Arrowloop, Window	Weather, Seasons, Day Length, Night, Observe, Describe, Weather Station, Hibernation, Statistics Continent, Europe, North America, South America, Africa, Asia, Oceania, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Hot, Cold, Climate	Common, Wild Plants, Garden Plants, Deciduous, Evergreen, Plant, Leaf, Root, Leaves, Bud, Flowers, Blossom, Petals, Stem, Fruit, Vegetables, Bulb, Seed, Trunk, Branch beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbor and shop
READING LEAPS	VIPERS					
WRITING LEAPS	<u>Setting description</u> <ul style="list-style-type: none"> I can use a capital letter to start some sentences. I can use adjectives to describe nouns in my sentences. <p>The red car. The huge castle.</p> <ul style="list-style-type: none"> I can use a full stop to end some sentences. <u>Character description</u>	<u>Instructions</u> <ul style="list-style-type: none"> I can use some simple time connectives to sequence ideas/events in order. <p>E.g. First, next, then, after that</p> <ul style="list-style-type: none"> I can write some commands. I can use some exclamation marks correctly. <u>Setting description</u> <ul style="list-style-type: none"> I can use adjectives to 	<u>Character description</u> <ul style="list-style-type: none"> I can identify a verb in a sentence. <u>Pattern and Rhyme</u> <ul style="list-style-type: none"> I can read my writing aloud so that others can hear me clearly. <u>Recount</u> <ul style="list-style-type: none"> I can use the suffix 'ed' to form verbs in the past tense and use them in my writing. 	<u>Traditional Tales</u> <ul style="list-style-type: none"> I can use some familiar phrases to open my sentences. <p>E.g. Once upon a time... One day... A long time ago...</p> <u>Recount</u> <ul style="list-style-type: none"> I can use a capital letter for the personal pronoun 'I'. I can use the suffix 'ed' to form verbs in 	<u>Stories and poems with repetition</u> <ul style="list-style-type: none"> I can read my writing aloud so that others can hear me clearly. <u>Report</u> <ul style="list-style-type: none"> I can write some questions. I can use some question marks correctly. I can use capital letters for names. <u>Traditional Tales- different culture</u>	<u>Letters/Postcard</u> <ul style="list-style-type: none"> I can use the suffix 'ing' to form verbs and use them in my writing. I can use the past and present tense. <u>Setting description</u> <ul style="list-style-type: none"> I can use adjectives to describe nouns in my sentences. <p>The red car. The huge castle.</p>

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<ul style="list-style-type: none"> Before I write, I can tell someone out loud what I am going to write about. When I have written, I can talk about my writing with a teacher or my friends. 	<ul style="list-style-type: none"> I can identify a verb in a sentence. I can join words and join clauses within a sentence using 'and.' <p><u>Recount</u></p> <ul style="list-style-type: none"> I can use a capital letter for the personal pronoun 'I'. I can use the suffix 'ed' to form verbs in the past tense and use them in my writing. 	<p>describe nouns in my sentences.</p> <p>The red car. The huge castle.</p> <ul style="list-style-type: none"> I can use 'and' and 'but' as conjunctions in my sentences. <p><u>Shape poems and calligrams</u></p> <ul style="list-style-type: none"> I can read my writing aloud so that others can hear me clearly. 	<ul style="list-style-type: none"> I can use a capital letter for the personal pronoun 'I'. 	<p>the past tense and use them in my writing.</p> <p><u>Shape poems and Calligrams</u></p> <ul style="list-style-type: none"> I can read my writing aloud so that others can hear me clearly. 	<ul style="list-style-type: none"> I can use some familiar phrases to open my sentences. <p>E.g. Once upon a time... One day... A long time ago...</p>	<ul style="list-style-type: none"> I can use the conjunctions but, then, so and because in my sentences <p><u>Report- non-chronological</u></p> <ul style="list-style-type: none"> I can write some questions. I can use some question marks correctly.
<p>MATHS LEAPS</p> <p><u>Geometry</u></p> <ul style="list-style-type: none"> I can recognise and name common 2D shapes - rectangles (including squares), circles and triangles. I can recognise and name common 3D shapes - cuboids (including cubes), pyramids and spheres. <p><u>Money</u></p> <ul style="list-style-type: none"> I recognise and know the value 	<p>Number and Place Value</p> <ul style="list-style-type: none"> I can use number lines, objects and pictures to identify and represent numbers. I can count, read and write numbers to 100 in numerals. I can say what is one more or one less than a number up to 100. I can count to 100 and above, forwards and backwards, 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> I can say a number one more or one less than a given number I can read, write and solve numbers sentences using + - and = I can add and subtract one-digit and two-digit numbers to 20. I can use addition and subtraction bonds up to 20 I can solve one-step problems 	<p>Multiplication Facts / written methods</p> <ul style="list-style-type: none"> I can show an understanding of multiplication by grouping objects. I can count in twos, fives and tens. I can double numbers and quantities up to 10 I can double numbers and quantities up to 20 I can solve one-step problems involving x, using objects and 	<p>Division facts / written methods</p> <ul style="list-style-type: none"> I can count in tens. I can count in twos. I can count in fives. I can use grouping or sharing to show an understanding of division I can solve one-step problems using \div, using objects and pictures to help me. 	<p>Fractions</p> <ul style="list-style-type: none"> I can find half of an object, shape or quantity. I can find a quarter of an object, shape or quantity. I can explain that halves are two equal parts and quarters are four equal parts of the whole. 	<p>Measures</p> <ul style="list-style-type: none"> I can measure and begin to record lengths and heights. I can measure and begin to record mass/weight. I can measure and begin to record capacity and volume. I can compare or describe lengths, weights and volumes eg. Longer, heavier, half full. I can solve practical

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<p>of the different coins and notes.</p> <p><u>Time</u></p> <ul style="list-style-type: none"> I can recognise and use language relating to dates, including days of the week, weeks, months and years. I can tell the time to the hour and draw the hands on a clock face to show these times. I can tell the time to half past the hour and draw the hands on a clock face to show these times. 	starting at any number.	<p>that involve addition and subtraction, using objects and pictures if needed.</p> <ul style="list-style-type: none"> I can solve missing number problems, using objects and pictures if needed 	pictures to help me.			problems involving length, weight or volume
CLASS NOVEL	The Gruffalo	Lost and Found	Squash and a Squeeze	Fairytales- Rapunzel Traditional Tales	Jasper's Beanstalk Handa's Surprise	Meerkat Mail
ENGLISH ORACY		I listen carefully to the things other people have to say in a group.	I join in with conversations in a group.	I can keep to the main topic when we are talking in a group.	I can ask questions in order to get more information.	I speak clearly and confidently in front of people in my class.
MATHS Cross curricular links	Geometry - position and direction compass points (beebots)	What's the time Mr Wolf (Debi Gliori book) Tell the time.	Statistics- pictograms, tally, block diagrams, simple charts	3D/2D shapes- Paul Klee	Money travel agents Counting in groups e.g. chairs on a plane	Measuring bugs/worms Events in chronological order - hungry caterpillar/Jaspers Beanstalk

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SCIENCE	CONTENT	Animals inc Humans	Animals inc humans	STEM challenge (working scientifically)	Everyday Materials	Seasonal Changes	Plants
	LEAPS	<ul style="list-style-type: none"> I can identify, name, draw and label the basic parts of the human body. I can say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals. 	<ul style="list-style-type: none"> I can ask simple questions and recognise that they can be answered in different ways I can observe closely, using simple equipment I can perform simple tests I can identify and classify I can use observations and ideas to suggest answers to questions I can gather and record data to help answer questions. 	<ul style="list-style-type: none"> I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can distinguish between an object and the material from which it is made. I can describe the simple physical properties of a variety of everyday materials. I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> I can describe how the weather changes across the 4 seasons I can observe and describe the weather of each season I can describe the day length in each season. I can identify signs of each season e.g. frost in winter, orange leaves in autumn, blossom in spring I can explain how animals and other living things adapt to the changing seasons. 	<ul style="list-style-type: none"> I can identify and describe the basic structure of a variety of common flowering plants. I can identify and name a variety of common wild plants. I can identify and name a variety of common garden plants. I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees. I can identify and describe the basic structure of a variety of common flowering plants.

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COMPUTING	CONTENT	We are treasure hunters	We are celebrators	We are collectors	We are painters	We are TV chefs	We are storytellers
	LEAPS	<ul style="list-style-type: none"> I can programme a device, such as a Bee-Bot, to perform simple actions. 	<ul style="list-style-type: none"> I can recognise common uses of information technology beyond school. 	<ul style="list-style-type: none"> I can use a web browser and PowerPoint to collect information from the web. 	<ul style="list-style-type: none"> I can use a paint programme to illustrate an e-book. 	<ul style="list-style-type: none"> I can photograph, film and present the steps of a recipe. 	<ul style="list-style-type: none"> I can produce a talking book.
E-SAFETY	CONTENT	We are rule writers	We are kind and thoughtful	We are responsible internet and device users	We are information protectors	We are good digital citizens	We are responsible gamers
HISTORY	CONTENT			Chronology, old and new, artefacts- toys		Mary Seacole	
	LEAPS	•	•	<ul style="list-style-type: none"> I can understand the difference between past and present and discuss them using everyday language I can place a few objects/pictures/events in chronological order I can understand and describe how objects have changed over time. I can find answers to simple questions about the past using different sources of information 	<ul style="list-style-type: none"> I can recount significant historical events, people and places within my own locality 	<ul style="list-style-type: none"> I can recount stories from the past I can use historical language I have been taught by my teacher in discussion I can discuss the lives of significant individuals in the past... 	•

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GEOGRAPHY	CONTENT					
	LEAPS	<ul style="list-style-type: none"> • I can name and locate the four countries and capital cities of the UK • I can identify seasonal and daily weather patterns in the UK • I can use simple fieldwork and observational skills to study my school grounds • I can use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; draw simple maps and keys • I can use locational and directional language, for example near and far, left and right to describe location of features and routes on a map. (Computing and geometry) 	<ul style="list-style-type: none"> • I can understand geographical similarities and differences between a place in the UK and abroad <ul style="list-style-type: none"> • I can identify the location of hot and cold areas of the world in relation to the equator and identify the North and South Poles • I can use simple compass directions including North, South, East and West 	<ul style="list-style-type: none"> • I can draw simple maps and keys. • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I can name and locate the world's seven continents and five oceans • I can understand geographical similarities and differences between a place in the UK and abroad • I can identify the location of hot and cold areas of the world in relation to the equator • I can use world maps, atlases and globes to identify the UK and its countries. • I can use key geographical vocabulary to refer to key physical features, including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • I can use key geographical vocabulary to refer to key human features, including, city, town, village, factory, farm, house, office, port, harbor and shop

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ART	CONTENT					African Art	Andrew Goldsworthy
	LEAPS	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can experiment enthusiastically and try out materials presented to me. 		<ul style="list-style-type: none"> I can use materials purposefully to achieve particular characteristics or qualities e.g. portraits I can recognise that ideas can be expressed in art work I can recognise and describe some simple characteristics of different kinds of art, craft and design 	<ul style="list-style-type: none"> I can try out a range of materials and processes and recognise that they have different qualities Colour Mixing- African Art 	<ul style="list-style-type: none"> I can explore different textures e.g. using natural materials in relation to Andy Goldsworthy artwork I can name the tools, techniques and the formal elements (colours, shapes, tones etc.) I am using. I can show interest in and describe what I think about great artworks and my peers work.
DT	CONTENT	Cooking (gruffalo crumble etc)	Wolf sock puppet		Make shields Easter Egg Mobile Race		
	LEAPS	<ul style="list-style-type: none"> I can use techniques such as cutting, peeling and grating I can prepare simple dishes safely and hygienically, without using a heat source. 	<ul style="list-style-type: none"> I can use knowledge of existing products to help me come up with my ideas. I can state what product I am designing and making. I can say what I like and dislike about existing products and my peers final pieces. 		<ul style="list-style-type: none"> I can use knowledge of existing products to help me come up with my ideas I can assemble, join and combine materials and components (joining textiles, hinges) I can explore and use mechanisms (levers, sliders, wheels and axels) 		

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MUSIC	CONTENT	Gruffalo sound effects	Peter and the Wolf			Sea Shanties	Sound using materials- Rushcliffe Sensory Garden
	LEAPS	<ul style="list-style-type: none"> I can repeat and investigate simple beats and rhythms. I can learn to play sounds linking with symbols. 	<ul style="list-style-type: none"> I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can explore the use of the voice in different ways such as speaking, singing and chanting. I can find out how to sing with expression, confidence and creativity to an audience. <p>I can respond to different composers and discuss different genres of music.</p>	<ul style="list-style-type: none"> I can create a sequence of long and short sounds with help, including clapping longer rhythms. I can investigate making sounds that are very different (loud and quiet, high and low etc.).
FRENCH	CONTENT	Numbers to 10	Colours	Animals		My name and age	
	LEAPS	<ul style="list-style-type: none"> I can count to 10 in French. 	<ul style="list-style-type: none"> I can name basic colours in French 	<ul style="list-style-type: none"> I can name domestic animals in French. 	<ul style="list-style-type: none"> I can name farm animals in French. 	<ul style="list-style-type: none"> I can introduce myself in French. 	<ul style="list-style-type: none"> I can tell other people my age in French.
PE	CONTENT	Invasion games Football	Gymnastics	Dance	Invasion games Ball handling team games	Athletics	Striking & fielding / Net games Dodgeball OAA
	LEAPS	<ul style="list-style-type: none"> I can follow simple rules of a game I can show good control when moving a ball with my feet or hands I can show good control when using equipment in games 	<ul style="list-style-type: none"> I can demonstrate simple gymnastics movements and balances I can link three or more actions and balances to form a sequence I can use equipment for climbing and balancing 	<ul style="list-style-type: none"> I can demonstrate good control in movements I can link three or more movements in a routine I can move in time to music 	<ul style="list-style-type: none"> I can follow simple rules of a game I can show good control when moving a ball with my feet or hands I can show good control when using equipment in games 	<ul style="list-style-type: none"> I can run with control over different distances I can jump and land with control I can control a range of throwing equipment whilst aiming for a target or throwing for distance 	<ul style="list-style-type: none"> I can use an underarm throwing technique with good control I can catch different objects with good control (bean bag / large ball, small balls) I can strike a moving object (bean bag, ball) I can read and follow a range of simple maps I can follow a range of clues to solve problems I can solve problems as a team during activities
RE	CONTENT	Caring for others	Gifts and Giving	Friendship	Easter and Surprises	Religion and Rituals	Places of Worship

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	Diwali International Day of Peace	Hanukkah Christmas	Chinese New Year	Easter Holi	Ramadan Eid Pentecost	
SMSC (Spiritual, Moral, Social and Cultural development)	Spiritual - Understanding human feelings and emotions Moral - Moral of a story Social -Participating, cooperating and resolving conflict Cultural - Learning about how other cultures celebrate eg Diwali					
BRITISH VALUES	The Rule of Law	Mutual Respect	Tolerance	Individual Liberty	Democracy	Equality
GARP (Global and Anti-Racist Perspectives)	A traditional dish from around the world	Follow the swallow (Story of a blackbird getting a message to a swallow thousands of miles away in Africa)	Houses from around the world Martin Luther King Day	Inspiring people from around the world	Traditional Tale from another culture	Wildlife issues in our changing world e.g. extinct animals