



'Happy, Hardworking and Caring'

Thematic Plan  
**Year One**  
 Autumn Term

Topic Name	Autumn 1 <i>Toys</i>	Autumn 2 <i>Pole to Pole</i>
Whole Class Text	Old Bear by Jane Hissey Happy Birthday Old Bear by Jane Hissey Paper Dolls by Julia Donaldson Toy Story 4 by Pixar	Lost and Found by Oliver Jeffers Ernest Shackleton (Little People Big Dreams) Polar Bear, Polar Bear, What do you hear? By Bill Martin Jr. Be Brave Little Penguin by Giles Andreae
Hook and Trips	Visit to Brampton Park Museum – Toys workshops	Topic Door Role Play Area – Polar Explorers Base Camp
Outdoor learning	Senses Walk linked to science	Seasons / weather walk
English Writing Units	Character descriptions Recount of events from familiar stories Sequencing and storyboarding Instructions for making a paper doll List writing – items for Old Bear’s birthday	Sequencing and story mapping Recount of familiar stories Character descriptions Non-fiction writing List writing – what is needed for a polar expedition.
GPS	Simple sentence structure and composition Punctuation – capital letters and full stops	Simple sentence structure and composition Punctuation – capital letters and full stops
History (Keystage History)	<p style="text-align: center;"><b><u>Toys</u></b></p> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Compare aspects of life in different periods (e.g., toys from the Victorian era).	

<p>Geography (Oddizzi)</p>	<p style="text-align: center;"><b><u>Weather and Climates</u></b> Identify seasonal weather patterns in the United Kingdom. Use simple fieldwork and observational skills to study the geography of their school and its surrounding environment.</p>	
<p>Art &amp; Design</p>	<p style="text-align: center;"><b><u>Toys</u></b> Teddy bear portraits drawings (drawing) Celery patterns on toys (printing) Lego Art, design and create a toy (sculpture)</p>	<p style="text-align: center;"><b><u>Pole to Pole</u></b> Santa’s Workshop collage (cotton wool, mixed medium) Northern lights sketching chalk picture (drawing) Christmas cards (printing)</p>
<p>Design &amp; Technology (Kapow)</p>	<p style="text-align: center;"><b><u>Textiles - Puppets</u></b> Design Purposeful, functional, appealing products for themselves and other users based upon design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information and communication technology. Select from and use a range of tools and equipment to perform practical tasks (e.g., cutting, shaping, joining and finishing). Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria.</p>	
<p>Music</p>	<p>Use their voices expressively and creatively by singing songs, speaking chants and rhymes. Play tuned and untuned instruments musically.</p>	<p>Use their voices expressively and creatively by singing songs, speaking chants and rhymes.</p>
<p>Religious Education</p>	<p style="text-align: center;"><b><u>Caring</u></b> Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions.</p>	<p style="text-align: center;"><b><u>Belonging</u></b> Find out about ceremonies, in which special moments in the life cycle are marked.</p>
<p>Computing</p>	<p style="text-align: center;"><b><u>E-Safety</u></b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <b><u>Information Technology</u></b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p>	<p style="text-align: center;"><b><u>E-Safety</u></b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <b><u>Information Technology</u></b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p>

Physical Education	<p>Master basic movements including running, jumping, throwing, catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>Master basic movements including running, jumping, throwing, catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>
PHSRE (Jigsaw)	<p><b><u>Being Me in My World</u></b></p> <p>Understand the rights and responsibilities as a member of my class.</p> <p>Recognise the choices I make and understand the consequences.</p> <p>Know that I belong to my class.</p> <p>Know that I am special and how to contribute to keeping myself and others safe.</p> <p>Know my rights and responsibilities as a learner and in helping others to learn.</p>	<p><b><u>Celebrating Differences</u></b></p> <p>Identify similarities and differences between people in my class.</p> <p>Know what bullying is.</p> <p>Identify people to talk to, if I feel I am being bullied.</p> <p>Understand how to be kind.</p> <p>Understand how to make new friends.</p> <p>Identify what makes us special and unique.</p>
Science (Switched on Science)	<p><b><u>Who am I?</u></b></p> <p><b><u>Subject Knowledge</u></b></p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Say which part of the body is associated with each sense.</p> <p><b><u>Working Scientifically</u></b></p> <p>Observe closely, using simple equipment.</p> <p>Identify and classify.</p> <p>Gather and record data to help in answering questions.</p>	<p><b><u>Polar Places</u></b></p> <p><b><u>Subject Knowledge</u></b></p> <p>Identify and name a variety of animals, including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Describe the simple properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple properties.</p> <p><b><u>Working Scientifically</u></b></p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Perform simple tests.</p>



Identify and classify.  
Use their observations and ideas to suggest answers to questions.  
Seasonal Change Activities relating to November and December  
(linked to Geography).



'Happy, Hardworking and Caring'

Thematic Plan  
**Year One**  
 Spring Term

Topic Name	<b>Spring 1</b> <i>Royal Families</i>	<b>Spring 2</b> <i>Tales around the World</i>
Whole Class Text	The Queen's Knickers by Nicholas Allen Shhhh! Don't Wake the Royal Baby! By Martha Mumford The BFG (extracts/clip of Sophie meeting The Queen)	The Three Little Pigs The Three Little Wolves and the Big Bad Pig by Eugene Trivizas Roald Dahl's Revolting Rhymes Tinga Tinga Tales
Hook and Trips	New Vic Theatre Trip	Big Art
Outdoor learning	King's Coronation Garden Party	Outdoor Story-time and building Three Pigs houses.
English Writing Units	Missing Poster Invitation for The Queen and King to come to Meir Heath Academy Letter from the Duke and Duchess explaining their new nappy invention. Sequencing and retell of Shhh! Don't Wake the Royal Baby! Diary entry of Dilys the Queen's maid. Diary entry of The Queen after meeting Sophie and the BFG Instructions to make Froboscottle.	Big Bad Wolf wanted posters. Retell of fairy tales. Alternative fairy tale writing Character and setting descriptions. Alternative Tinga Tinga Tales.
GPS	Simple sentence structure and composition Punctuation – capital letters and full stops Use conjunction 'and' to join clauses together.	Simple sentence structure and composition Punctuation – capital letters and full stops Use conjunction 'and' to join clauses together.

<p>History (Keystage History)</p>	<p style="text-align: center;"><b><u>Florence Nightingale</u></b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Compare aspects of life in different periods (e.g., nursing and hospitals / doctors). Understand about 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. Recognise significant historical events, people and places in their own locality.</p>	
<p>Geography (Oddizzi)</p>	<p style="text-align: center;"><b><u>United Kingdom</u></b></p> <p>Name, locate and identify characteristics of the four countries and the capital cities of the united kingdom and its surrounding areas. Use basic geographical vocabulary to refer to key physical and human features of the UK. Use world maps, atlases and globes to identify the united kingdom and its countries.</p>	
<p>Art &amp; Design</p>	<p style="text-align: center;"><b><u>Royal Families</u></b></p> <p>Design and draw a pair of knickers for the Queen / King (drawing) Self-portraits in the style of Pablo Picasso (drawing) <b>Pablo Picasso</b></p>	<p style="text-align: center;"><b><u>Tales Around the World</u></b></p> <p>Tinga Tinga animals (drawing / Painting) <b>Edward Saidi</b> Handprints and leaf prints (printing) Clay jewellery from around the world (sculpture)</p>
<p>Design &amp; Technology (Kapow)</p>	<p style="text-align: center;"><b><u>Food – Fruit and Vegetables</u></b></p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information and communication technology. Select from and use a range of tools and equipment to perform practical tasks (e.g., cutting, shaping, joining and finishing). Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria.</p>	
<p>Music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>
<p>Religious Education</p>	<p style="text-align: center;"><b><u>Celebrations</u></b></p> <p>Explore the preparations for and find out about the celebration of festivals.</p>	<p style="text-align: center;"><b><u>Families</u></b></p> <p>Listen to and ask questions about stories of individuals, special people and those who have a relationship with God.</p>
<p>Computing</p>	<p style="text-align: center;"><b><u>E-Safety</u></b></p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support</p>	<p style="text-align: center;"><b><u>E-Safety</u></b></p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support</p>

	<p>when they have concerns about content or contact on the internet or other online technologies.</p> <p><b><u>Information Technology</u></b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p>	<p>when they have concerns about content or contact on the internet or other online technologies.</p> <p><b><u>Information Technology</u></b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p>
Physical Education	<p>Master basic movements including running, jumping, throwing, catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>	<p>Master basic movements including running, jumping, throwing, catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Perform dances using simple movement patterns.</p>
PHSRE (Jigsaw)	<p><b><u>Dreams and Goals</u></b></p> <p>To set simple goals and work out how to achieve them.</p> <p>Understand how to work well with a partner.</p> <p>Tackle new challenges, developing resilience and stretching my learning.</p> <p>Identify obstacles, which make it more difficult to achieve new challenges and work out how to overcome them.</p> <p>Discuss how challenge and success feels.</p>	<p><b><u>Healthy Me</u></b></p> <p>Understand the difference between being healthy and unhealthy, knowing some ways to keep myself healthy.</p> <p>To know how to make healthy lifestyle choices.</p> <p>Know how to keep myself clean and healthy.</p> <p>Understand how germs cause disease and illness.</p> <p>Understand that household products, including medicines can be harmful if not used properly.</p>
Science (Switched on Science)	<p><b><u>Celebrations</u></b></p> <p><b><u>Subject Knowledge</u></b></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials including wood, plastic, glass, metal and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p><b><u>Working Scientifically</u></b></p> <p>Observe things using simple equipment.</p> <p>Identify and classify.</p> <p>Perform simple tasks.</p> <p>Use observations and ideas to suggest answers to questions.</p>	<p><b><u>Holiday</u></b></p> <p><b><u>Subject Knowledge</u></b></p> <p>Identify and name a variety of animals, including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials including wood, plastic, glass, metal and rock.</p>

Gather and record data to help in answering questions.

Describe the simple physical properties of a variety of everyday materials.

**Working Scientifically**

Observe things using simple equipment.

Identify and classify.

Perform simple tasks.

Use observations and ideas to suggest answers to questions.

Gather and record data to help in answering questions.

Ask simple questions and recognise that they can be answered in different ways.





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Thematic Plan  
**Year One**  
 Summer Term

Topic Name	<b>Summer 1</b> <i>Ocean Explorers</i>	<b>Summer 2</b> <i>The Wonderful World of Beatrix Potter</i>
Whole Class Text	The Rainbow Fish by Marcus Pfister The Night Pirates by Jonny Duddle The Pirates Next Door by Jonny Duddle	Peter Rabbit Squirrel Nutkin Jemima Puddleduck Jeremy Fisher
Hook and Trips	History Off the Page – Pirates workshop	Visit to The Wolseley Centre Stafford
Outdoor learning	What wildlife can be found in our local area – minibeasts and plants.	Go Outdoors – Plant and Minibeast Clue Hunt
English Writing Units	Non-chronological report on sea creatures. Character descriptions Persuasive poster linked to plastic in the ocean linked to 'The Whales Tale'. Letter in a bottle linked to Pirates Next Door.	Riddles / Squirrel Nutkin Wanted poster and stranger danger (Jemima Puddleduck) Retell of Peter Rabbit Own Beatrix Potter style story.
GPS	Simple sentence structure and composition Punctuation – capital letters and full stops Use conjunction 'and' to join clauses together. Use previously taught GPCs and common exception words accurately when spelling.	Simple sentence structure and composition Punctuation – capital letters and full stops Use conjunction 'and' to join clauses together. Use previously taught GPCs and common exception words accurately when spelling.
History (Keystage History)	<p style="text-align: center;"><b><u>Christopher Columbus</u></b></p> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Compare aspects of life in different periods	

	<p>Understand about 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. Recognise significant historical events, people and places in their own locality.</p>	
Geography (Oddizzi)	<p style="text-align: center;"><b><u>Local Area</u></b></p> <p>Use simple fieldwork and observational skills to study the geography of the school grounds and the key human and physical features of its surrounding environment.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols as a key.</p> <p>Use basic geographical vocabulary to refer to key physical and human features of the local area.</p>	
Art & Design	<p style="text-align: center;"><b><u>Oceans Explorers</u></b></p> <p>Artist study and modelling sea creatures using recycled materials (collage / sculpture)</p> <p>Mix tones of blue in paint to create a seascape (paint)</p> <p style="text-align: center;"><b>Michelle Reader</b></p>	<p style="text-align: center;"><b><u>The Wonderful World of Beatrix Potter</u></b></p> <p>Sketch characters (drawing) Watercolour characters (paint) Illustrations linked to English writing (drawing)</p> <p style="text-align: center;"><b>Beatrix Potter</b></p> <p style="text-align: center;"><b>Transition (weaving)</b></p>
Design & Technology (Kapow)	<p style="text-align: center;"><b><u>Structures – Constructing a Meir Heath Windmill</u></b></p> <p>Design Purposeful, functional, appealing products for themselves and other users based upon design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (e.g., cutting, shaping, joining and finishing). Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate their ideas and products against design criteria. Explore and evaluate a range of existing products.</p>	
Music	<p>Listen with concentration and understanding to a range of high quality live and recorded music. Play tuned and untuned instruments musically.</p>	<p>Make and use sounds using the interrelated dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high quality live and recorded music.</p>
Religious Education	<p style="text-align: center;"><b><u>Answers</u></b></p> <p>Engage with stories and extracts from religious literature and talk about their meanings.</p>	<p style="text-align: center;"><b><u>Worship</u></b></p> <p>Find out about how and when people worship and ask questions about why this is important to believers.</p>
	<b><u>E-Safety</u></b>	<b><u>E-Safety</u></b>

<p>Computing</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p style="text-align: center;"><b><u>Computer Science</u></b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</p> <p style="text-align: center;">Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p style="text-align: center;"><b><u>Computer Science</u></b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</p> <p style="text-align: center;">Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>
<p>Physical Education</p>	<p>Master basic movements including running, jumping, throwing, catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p style="text-align: center;">Participate in team games, developing simple tactics for attacking and defending.</p> <p style="text-align: center;">Perform dances using simple movement patterns.</p>	<p>Master basic movements including running, jumping, throwing, catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.</p> <p style="text-align: center;">Participate in team games, developing simple tactics for attacking and defending.</p> <p style="text-align: center;">Perform dances using simple movement patterns.</p>
<p>PHSRE (Jigsaw)</p>	<p style="text-align: center;"><b><u>Relationships</u></b></p> <p>Identify the members of my family and understand that there are lots of different types of families.</p> <p style="text-align: center;">Identify what being a good friend means.</p> <p style="text-align: center;">Know appropriate ways of physical contact to greet my friends.</p> <p style="text-align: center;">Know who can help me in my school community.</p>	<p style="text-align: center;"><b><u>Changing Me</u></b></p> <p>Understand the life cycles of animals and humans.</p> <p style="text-align: center;">Know how my body has changed since I was a baby.</p> <p>Understand that every time I learn something new I change a little bit.</p> <p style="text-align: center;">Discuss changes that have happened in my life.</p>
<p>Science (Switched on Science)</p>	<p style="text-align: center;"><b><u>On Safari</u></b> <b><u>Subject Knowledge</u></b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p style="text-align: center;">Identify and name a variety of animals, including fish, amphibians, reptiles, birds and mammals.</p> <p style="text-align: center;">Identify and name common animals that are carnivores, herbivores and omnivores.</p> <p style="text-align: center;">Describe and compare the structure of a variety of common animals.</p>	<p style="text-align: center;"><b><u>Plants and Animals</u></b> <b><u>Subject Knowledge</u></b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p style="text-align: center;">Identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p style="text-align: center;">Identify and name a variety of animals, including fish, amphibians, reptiles, birds and mammals.</p> <p style="text-align: center;">Identify and name common animals that are carnivores, herbivores and omnivores.</p>

**Working Scientifically**

Ask simple questions and recognise that they can be answered in different ways.

Observe closely using simple equipment.

Perform simple tests.

Identify and classify.

Gather and record data to help in answering questions.

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