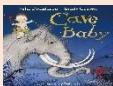



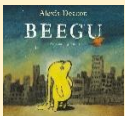


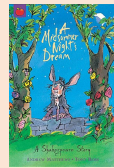
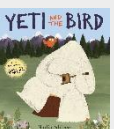
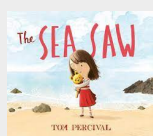

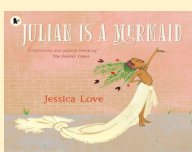




## Year 1 2022-2023

YEAR 1	Term 1 ( 7 weeks)	Term 2 ( 7 weeks)	Term 3 ( 6 weeks)	Term 4 ( 6 weeks)	Term 5 ( 6 weeks)	Term 6 ( 7 weeks)
English Literacy Tree	Cave Baby by Julia Donaldson and Emily Gravett 4 weeks 	Send for a superhero by Michael Rosen and Katherine Mc Ewan 4 weeks 	I want my hat back by Jon Klassen 3 weeks 	Stanley's Stick by John Hegley and Neal Layton 3 weeks 	Beegu by Alexis Deacon 3 weeks 	Lost and Found by Oliver Jeffers 3 weeks 
	Sidney, Stella and the Moon by Emma Yarlett 3 weeks 	Shakespeare - Midsummer Night's Dream 3 weeks 	Yeti and the bird by Nadia Shireen 3 weeks 	The Sea Saw by Tom Percival 3 weeks 	Iggy Peck, Architect by Andrea Beatty and David Roberts 3 weeks 	Julian is a mermaid by Jessica Love 3 weeks 








<b>Speaking and Listening</b>	<b>Performance –</b> Shakespeare <b>Midsummer Night's Dream</b>		<b>Persuasion –</b> In role as <i>I think that you should choose my healthy dip because .....</i>		<b>Debate –</b> Example: This house believes that we need to protect the green spaces that are left in London.	
<b>Handwriting Letter-Join</b>	Letter-join Capital letters		Letter-join Printed letters		Letter-join Numbers and Symbols	
<b>Phonics</b>  <b>Little Wandle Letters and Sounds revised 2021</b>	<b>Autumn 1</b>  Review Phase 3 and 4  <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each  Tricky words  Review tricky words phase 2-4  Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come	<b>Autumn 2</b>  Phase 5 graphemes  /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	<b>Spring 1</b>  Phase 5 graphemes  /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	<b>Spring 2</b>  Phase 5 graphemes  /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want	<b>Summer 1</b>  Phonics screening check review – no new GPCs or tricky words	<b>Summer 2</b>  Phase 5 graphemes  /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more

	love were there little one when out what says here today	Tricky words  their people oh your Mr Mrs Ms ask* could would should our house mouse water want	Tricky words  any many again who whole where two school call different thought through friend work	/air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor  Tricky words once laugh because eye		Tricky words  busy beautiful pretty hour move improve parents shoe
<b>Maths</b> <b>White Rose</b>	Number: Place Value (within 10) 4 weeks Number: Addition and subtraction 4 weeks Geometry (shape) 1 week Number: Place value (within 20) 2 weeks Consolidation: 3 weeks		Number: Addition and subtraction (within 20) 4 weeks Number: Place value (within 50) Multiples of 2,5 and 10 3 weeks Number: Multiplication and Division 3 weeks Measurement: Money 1 week Consolidation: 1 week		Number: Fractions 2 weeks Geometry: Position and Direction 1 week Number: Place Value (within 100) 2 weeks Measurement: Time 2 weeks Measurement: Length and Height 2 weeks Measurement: Weight and volume 2 weeks Consolidation 1 week	

	TERMS 1 AND 2 - Journeys		TERMS 3 AND 4 – What a Wonderful World		Terms 5 AND 6 -	
	<p><b>Journey down a river – 2 WEEKS</b></p> <p><b>Journey through time – toys from the past – 5 WEEKS</b></p>	<p><b>Journey through time – toys from the past – 4 WEEKS</b></p> <p><b>Shakespeare – Midsummer Nights Dream – 3 WEEKS</b></p>	<p><b>Sustainable development goal – Life on land (UK) – 12 WEEKS</b></p>		<p><b>London and beyond 13 WEEKS</b></p>	
<b>Science</b>	<p><b>Everyday materials</b> 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, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p>		<p><b>Animals (UK focus)</b> Sustainability of life on land (UK focus)</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p><b>Plants</b> Sustainability of life on land (UK focus)</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen <b>trees</b></p> <p>identify and describe the basic structure</p>	<p><b>Plants</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common <b>flowering plants</b>, including trees</p>	<p><b>Humans</b> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>

			describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	of a variety of common flowering plants, including trees		
	Scientist focus: Becky Schroeder - (Inventor of Glo-sheets which she patented as a 12-year-old)		Scientist focus: Tanesha Allen (Zoologist who studies badgers)	Scientist focus: Dr Kelsey Byers (Biologist who studies flower smells and how they attract insects)		
	Seasonal Change - 2 weeks each term (Floor Book for recording)  observe changes across the four seasons  observe and describe weather associated with the seasons and how day length varies					
Gardening	Early September – Sow rocket (windowsill) Harvest = 4-6 weeks		March– Sow tomatoes (greenhouse) April – Sow parsnips (beds)		July – Harvest tomatoes (greenhouse)	
History	School theme: <b>civilisation</b> Changes within living memory History of toys				School theme: <b>civilisation</b> Significant historical events, people and places in their own locality History of Sunnyhill school	
Geography		Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Sustainability of life on land (UK focus)		LONDON  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.	BEYOND LONDON - Reflect on the children's heritage, how we are all part of a global society  Name and locate the world's seven

		<b>Link to Science</b>			Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	continents and five oceans.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
<b>PSHCE Jigsaw</b>	<u>Being me in my world</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	<u>Celebrating difference</u> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<u>Dreams and goals</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	<u>Healthy me</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	<u>Relationships</u> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	<u>Changing me</u> Life-cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>RE</b>	Our Wonderful World	Why do Christians give gifts at Christmas?	Special Books	What did Jesus teach us?	What do Hindus celebrate?	What do Muslims celebrate?

Art	<p>Painting (6 weeks) Focus Artist : Georgia O'Keefe (river paintings)</p> 	<p>Collage (1 week) Spotlight on the Art: Eduardo Paolozzi-Sack-o-sauce</p> 	<p>Photography (6 weeks) Focus Artist: British Wildlife photographer of the year</p> 	<p>Drawing (1 week) Spotlight on Art: David Hockney 'The Arrival of Spring in Woldgate, East Yorkshire in 2011'</p> 	<p>3D (6 weeks) Focus artist: Kay Sekimachi Leaf bowls</p> 	<p>Printing (1 week) <a href="#">Spotlight on the Art: Betye Saar – Hand of love</a> (link to Science lesson)</p> 
						<p>Spotlight on London Architecture: Sunnyhill Primary School (original build + new build)</p> 
D&T	<p><b>Mechanisms</b> <i>Sliders and Levers</i></p> <p>Link: Toys from the past - Design, make and evaluate a toy that will entertain the children in the Nursery</p> <p>With some support, begin to explore and use simple mechanisms. For example, use sliders in moving pictures, hinges into models etc</p>		<p><b>Cooking and Nutrition</b></p> <p><b>Big question: How can we eat a healthy and sustainable diet?</b></p> <p>Link: Healthy Me Jigsaw - Design, make and evaluate a fruit or vegetable based dip using seasonal produce from the UK with a view to giving samples to visitors at the exhibition.</p> <p>Begin to understand that all food comes from plants or animals. Begin to develop children's peeling and chopping skills.</p>		<p><b>Structures</b></p> <p>Link: History of the school - Design, make and evaluate a new piece of playground equipment for the school.</p> <p>Begin to build structures, joining components together to create a finished product. Curriculum link: History/Art Design a new piece of playground equipment for the school.</p>	

<b>Computing</b>	Computing systems and networks	Creating media	Programming A	Data and information	Creating media	Programming B
	<b>Technology around us</b> Recognising technology in school and using it responsibly.	<b>Digital painting</b> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	<b>Moving a robot</b> Writing short algorithms and programs for floor robots, and predicting program outcomes.	<b>Grouping data</b> Exploring object labels, then using them to sort and group objects by properties	<b>Digital writing</b> Using a computer to create and format text, before comparing to writing non-digitally.	<b>Programming animations</b> Designing and programming the movement of a character on screen to tell stories.
<b>PE (outdoor) Moving Matters</b>	Multi skills	Intro to sports	Athletics	Athletics	Intro to sports	Fundamental movement
<b>PE (indoor) Moving Matters</b>	Early Years Stories 4	Ball skills	Dance (1 class)	Dance (1 class)	Gymnastics - Benchmark (1 class) Ball Skills (1 class)	Ball skills (1 class)
<b>Music</b>	<b>Multitrax Sing</b>	<b>Multitrax Sing</b>	<b>Multitrax Sing</b>	<b>Multitrax Sing</b>	<b>Multitrax Sing</b>	<b>Multitrax Sing</b>
<b>Trips</b>	Out of school enrichment – River trip (River Beck)	In school enrichment – Polka Theatre workshop - Toys from the past  Out of school enrichment – Church visit	Out of school enrichment – The London Wetland Centre (coach required)	In school enrichment – fortnightly: Unigate Woods, nature garden  Fortnightly: school garden	Out of school enrichment – Brockwell Park Greenhouse	Out of school enrichment – Dulwich Park playground