

FIRST HALF TERM						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<b>ENGLISH</b>	<p><b>Tinga Tinga tales – why Lion roars</b></p> <p>To use conjunctions in our writing</p> <p>To use different forms of punctuation in our writing</p> <p>To write in the first person</p>	<p><b>Tinga Tinga tales – How elephant got his trunk</b></p> <p>To understand a story has a beginning, a middle and an end using a story map</p> <p>To use story language to retell a known story</p>	<p><b>Tinga Tinga tales –write own Tinga Tinga tale – how sad spider got his smile</b></p> <p>Order events for a story</p> <p>Sequence sentences to form a short narrative</p>	<p><b>Tinga Tinga tales –</b></p> <p>To use adjectives in our writing (to describe own Tinga Tinga animal)</p> <p>To become very familiar with the Tinga Tinga tales and to consider the particular characteristics of the story</p> <p>(book reviews)</p>	<p><b>Masai and I</b></p> <p>To use clues from the text to make predictions</p> <p>To sequence ideas in writing using adjectives, conjunctions and time phrases</p>	<p><b>Horniman museum trip</b></p> <p>To write in non-narrative form</p> <p>To use past tense words correctly</p>
<b>MATHS</b>	<p><b>Number bonds and related subtraction facts to 10</b></p>	<p><b>Number bonds and related subtraction facts to 20</b></p>	<p><b>Missing number problems</b></p>	<p><b>Addition and subtraction</b></p> <p>To know that things on both sides of the equals sign have the same value</p> <p>Know that the total can be presented on either side of the equals sign</p>	<p><b>Money</b></p> <p>Recognise and know the values of different denominations of coins and notes.</p> <p>To solve problems involving money.</p>	<p><b>Time</b></p> <p>Draw the hands on a clock face to show times to the hour and half past</p>
<b>SCIENCE</b>	<p>To understand what plants are</p>	<p>To identify the parts of a plant</p>	<p>To use ideas to suggest questions and observe plants</p>	<p>To identify the parts of a tree and name a variety of deciduous and evergreen trees</p>	<p>To identify and name a variety of garden plants</p>	<p>To understand that we can eat different parts of a plant</p>

<p><b>THEMATIC CURRICULUM</b></p>	<p>To generate ideas and questions relating to the continent of Africa</p> <p><b>Geography</b></p> <p>To identify places on a map</p>	<p><b>Geography</b></p> <p>To understand geographical similarities and differences through studying the physical geography of a contrasting non-European country – the savannah</p> <p>To find information relating to animals that live in different habitats in Africa</p>	<p><b>Geography</b></p> <p>To use correct geographical vocabulary to refer to key physical features of African landscapes.</p> <p><b>Art</b></p> <p>Use colour and texture to create an African habitat</p> <p>To use painting to share their ideas relating to African animals</p>	<p><b>Art</b></p> <p>To look at the work of an African artist - African lady pictures</p> <p>To use line, shape, form and space to complete their own African lady pictures</p>	<p>Geography</p> <p>To understand geographical similarities and differences through studying the human geography of a contrasting non-European country – the Masai tribe/houses/food sources etc</p>	<p><b>History</b></p> <p>To understand the role of museums in finding out about the past</p> <p><b>Art</b></p> <p>To use materials creatively to make their product – African necklaces</p>
<p><b>COMPUTING</b></p>	<p>To 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>To create and record simple programs</p>	<p>To debug simple programs</p>	<p>E-safety</p> <p>To understand what a digital footprint is</p>	<p>E-safety</p> <p>To know what information is safe to share with others and what is not</p>	<p>E-safety</p> <p>To know where to go to for help if they do not feel safe</p>
<p><b>R.E.</b></p>	<p>To understand that Christians believe that Jesus is the Son of God and the Bible tells us about him.</p> <p>To know about the disciples of Jesus.</p>	<p>To understand that Christians believe Jesus performed miracles</p>	<p>To understand that Christians believe Jesus performed healings</p>	<p>To understand that the Bible has many stories that Jesus told people to help them understand more about God-The Good Samaritan</p>	<p>To know about how and where Christians worship together</p>	<p>To know about how and where Christians worship together</p>

<b>PSHE/SEAL</b>	Keeping healthy. To understand why good hygiene is important	Keeping Healthy To understand the need to eat Healthy Food.	Keeping Healthy To understand the need for sleep.	Keeping Healthy. To understand the need to brush your teeth and avoid sugary foods.	Keeping Healthy. To understand the need to feel good about themselves and to be happy.	Keeping Healthy.
<b>P.E. AND GAMES</b>	Outdoor games Throwing and catching accurately	Outdoor games Throwing and catching.	Outdoor games Throwing and catching.	Outdoor games Team Games.	Outdoor games Team Games.	Outdoor games Team Games.
<b>MUSIC</b>	To play in the correct part of a sound story	To move and chant words with rhythm	To know that shorter notes can sound faster	To practise a story using percussion instruments	To try to move in time with a rhythm in time to the beat	To take part in a performance as part of a group
<b>SECOND HALF TERM</b>						
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<b>ENGLISH</b>	<b>The Awongaleema tree (a spoken word story)</b>  WALT identify the main characters in a story  To order a story  To use language from the story whilst retelling  To use conjunctions in our writing	<b>The Awongaleema tree (a spoken word story)</b>  To generate ideas to plan a story  To order events from a story  To sequence sentences to form short narratives (write own version of the story)	<b>We're going on a lion hunt</b>  To use question words and question marks correctly  To answer questions speaking in full sentences To say and write sentences for different purposes (instruction manual & missing poster)	<b>We're going on a lion hunt</b>  To develop ideas through imagining and exploring ideas  To write in the past tense  (recount of lion hunt)	<b>We're going on a lion hunt</b>  To develop ideas through imagining and exploring ideas  To write in the past tense (diary extract)	<b>Summer poems</b>
<b>MATHS</b>	<b>Multiplication and division/ Halves and quarters of object, shape or quantity</b>	<b>Number and place value</b> Read and write numbers from 1 to 20 in numerals and words. Count to and across 100, forwards and backwards. Count in multiples of 2s, 5s and	<b>Number and place value</b> Given a number, identify one more and one less. Recognise place value in numbers beyond 20. Identify and represent numbers	<b>Number and place value</b>	<b>Addition and subtraction</b>	<b>Height/ weight/ capacity/ length investigations</b>

		10s.	using pictorial representation and on the number line.			
<b>SCIENCE</b>	To identify and name a variety of common wild, garden and flowering plants	To identify and name a variety of common wild, garden and flowering plants	To observe the movement of the sun and understand how the position of the sun helps us identify what time of day it is	To observe and record changes in weather over a period of time	To observe seasonal changes linked to summer	To make comparisons between the four seasons
<b>THEMATIC CURRICULUM</b>	<b>Art</b> To use materials creatively to make their product – African masks.	<b>DT</b> To select from a range of tools and equipment to perform practical tasks (cutting, joining and finishing) to make a Djembi drum	<b>DT</b> To select from a range of tools and equipment to perform practical tasks (cutting, joining and finishing) to make a Djembi drum	<b>Art</b> To design and make a Kente cloth pattern	African market	What have we learnt about Africa?
<b>COMPUTING</b>	To use technology to record and store digital content (digital camera)	To be able to cut and paste an image	To use technology to edit work	To use technology to organise work	To recognise common uses of information technology outside of school	To recognise common uses of information technology outside of school
<b>R.E.</b>	To find out facts about the Hindu religion including knowing that they worship one God in many forms	To know about significant figures in the Hindu religion - Ganesha	To know about significant figures in the Hindu religion - Krishna	To know about significant figures in the Hindu religion – Krishna and the serpent	To know about how and where Hindus worship together	To know how Hindus worship in the home
<b>PSHE/SEAL</b>	To understand that some things about me have changed and some things will not and how I might change in the future.	To understand what I have got better at over my time in Year 1	To understand about changes that will happen in my school life	To understand about changes that will happen in my school life	To learn ways to overcome challenges during change	To learn ways to overcome challenges during change
<b>P.E AND GAMES</b>	African dancing	African dancing	African dancing	Outdoor games linked to sports day	Outdoor games linked to sports day	Outdoor games linked to sports day
<b>MUSIC</b>	To rotate from one percussion instrument to the next and play in time with the class.	To play different percussion instruments skilfully	To play different percussion instruments skilfully and in time with the class.	To use 2 hands and 2 beaters	To play in thirds ascending	To play in thirds ascending and descending