



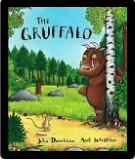

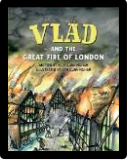
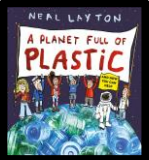


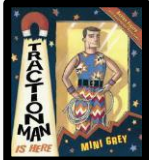
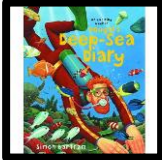




Tigers (Year 1)



| Year B | Autumn | | Spring | | Summer | |
|-------------------|--|--|--|--|--|------------------------------|
| Our values | <p>Finding the talent in everyone...</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> | | | | | |
| Learning hook | Tea party | Samuel Pepys | Spaceship landing | Trip The deep | Animal visit to school Butterfly House? | Consolidation and transition |
| Book hook |   |   |   |   |   | |
| English (writing) | Fiction - Narratives | Non fiction | Diary writing | Narrative | Fiction non fiction | |

Tigers (Year 1)



Maths

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|---------------------------------|--|--------|--------|--|--------|----------------------------------|----------------------------------|-----------------|---------------------------------|-------------------|---------------|
| Autumn | Number: Place Value (within 10) | | | | Number: Addition and Subtraction (within 10) | | | | Geometry: Shape | Number: Place Value (within 20) | | |
| Spring | Consolidation | Number: Addition and Subtraction (within 20) | | | Number: Place Value (within 50) | | | Measurement: Length and Height | | Measurement: Weight and Volume | | Consolidation |
| Summer | Consolidation | Number: Multiplication and Division | | | Number: Fractions | | Geometry: Position and Direction | Number: Place Value (within 100) | | Measurement: Money | Measurement: Time | |

PHSE

- We have divided PSHE into 7 different strands:
- Sex and relationship education (SRE)
 - Drug, alcohol and tobacco education (DATE)
 - Keeping safe and managing risk
 - Mental health and emotional wellbeing
 - Physical health and wellbeing
 - Careers, financial capability & economic wellbeing
 - Identity, society and equality

Mental health and emotional wellbeing

Pupils learn:

- different types of feelings
- managing different feelings
- change or loss and how this can feel

Identity, society and equality

Pupils learn:

- what makes themselves and others special
- roles and responsibilities at home and school.

Drug and tobacco education

Pupils learn:

- what can go into bodies and how it can make people feel

Physical health and wellbeing

Pupils learn:

- food that is associated with special times, in different cultures
- active playground games from

Career, financial capability and economic wellbeing

Pupils learn:

- where money comes from and making choices when spending money




Keeping safe and managing risk

Pupils learn:

- safety in familiar situations and that bad touches can be from somebody they know




Tigers (Year 1)



| | | | | | | |
|----------------|--|--|--|--|--|-------------------------------|
| | | | | <p>around the world -sun-safety and who to speak to if they are worried</p> | <p>- saving money and how to keep it safe -different jobs people do</p> | <p>-about personal safety</p> |
| <p>Science</p> | <p><u>Seasonal changes</u> · Changes across the 4 seasons</p> | | | | | |
| | <p><u>Materials</u></p>  <ul style="list-style-type: none"> • Distinguish between an object and the material it's made from • Identify and name a variety of materials • Simple properties of materials | | <p><u>Animals including humans</u></p>  <ul style="list-style-type: none"> • Basic needs of animals <ul style="list-style-type: none"> • Habitats • Fish, amphibians, birds, reptiles and mammals • Carnivores, herbivores and omnivores • Basic parts of the human body | | <p><u>Living things and their habitats</u></p>  <ul style="list-style-type: none"> • Living things live in habitats suitable to them <ul style="list-style-type: none"> • Look at a variety of plants/animals in their habitats including microhabitats • Simple food chains | |

Tigers (Year 1)



| | | | |
|--------------------------------------|---|--|---|
| | <ul style="list-style-type: none"> Describe and compare the suitability of materials for different uses Solid objects changed | | |
| <p>History/ Geography</p> | <p><u>Could a loaf of bread destroy a whole city?</u></p>  <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. | <p><u>Where would you prefer to holiday?</u></p>  <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Understand geographical similarities and differences through the study of human and physical geography of a small area of the UK and a | <p><u>Could a Meerkat survive in the North Pole?</u></p>  <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use geographical vocabulary to refer to physical and human features |

Tigers (Year 1)



| | | | | | | | | | |
|------------------|---|-----------------------------|-------------------|---|---|---|---|---------------------|----------------------------------|
| | | | | <p><i>small area in a contrasting non-European country,</i></p> <ul style="list-style-type: none"> • <i>Use geographical vocabulary to refer to physical and human features</i> • <i>Use world maps, atlases and globes</i> | | <ul style="list-style-type: none"> • <i>Use world maps, atlases and globes</i> | | | |
| Art/ D.T | <p><u>Tudor Houses</u> Art - <i>Self portraits - Pablo Picasso and Auguste Renoir</i></p> <p>DT- <i>Research, design, make & evaluate (using cardboard)</i></p> | | | <p><u>Food:</u> <i>Making and tasting food from around the world.</i></p> | <p><u>Sculpture</u> <i>Study sculptor David Oliveira and use his work to inspire own animal wire sculptures</i></p> | | | | |
| P.E | <p>Coach - <i>multiskills</i> Teacher - <i>dance</i></p> | | | <p>Coach - <i>gymnastics</i> Teacher - <i>Rawmarsh scheme games</i></p> | <p>Coach - <i>Athletics</i> Teacher - <i>O.A.A(raw.marsh)</i></p> | | | | |
| R.E | <p><i>Why are stories important? (Christianity, Islam)</i></p> | | | <p><i>Why do we celebrate special occasions? (Hinduism, Judaism, Christianity, Islam)</i></p> | | | <p><i>What does it mean to belong to a church? Recognising places of worship and religious symbols.</i></p> | | |
| Computing | <i>Online safety</i> | <i>Grouping and sorting</i> | <i>Pictograms</i> | <i>Lego Builder</i> | <i>Maze Explorers</i> | <i>Animated story books</i> | <i>Coding</i> | <i>Spreadsheets</i> | <i>Technology outside school</i> |