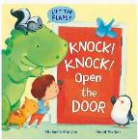
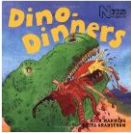


Year 1 2026-2027	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	Dinosaurs  Dinosaurs were spectacular animals that ruled our planet for more than 150 million years. The word dinosaur means "terrible lizard", and, like lizards and snakes, dinosaurs were reptiles. Some were fierce hunters, while others were peaceful plant-eaters. These ancient reptiles lived on land, laid eggs, and built nests.	Location, Location, Location  The children will learn simple fieldwork and observational skills while studying the human and physical geography of our local area. They will use compass directions and directional language to describe the location of features and routes on a map.	Ancient Egypt  The story of ancient Egypt has survived for thousands of years. Egypt was one of the greatest civilizations of the past. The monuments and tombs of their Pharaohs continue to stand intact today, some 4,000 years later! During this topic, the children will learn about ancient Egyptian life, hieroglyphics and Gods using different sources, including artefacts, websites and non-fiction texts.	To Exeter and Beyond  Children think about their locality, looking at the area of the school, the city of Exeter including houses, local landmarks and rivers.	Significant Sport Stars  We will be learning about important sports people who achieved great things in their sports nationally and internationally. They are famous in this country and around the world.	Wonderful Weather  Children will look at different types of weather and how they are linked to different seasons in the UK and other countries.

English Writing	Fiction  Knock, Knock Open the Door by Michaela Morgan Outcome: Simple Narrative Non-Fiction  Dino Dinners by Mick Manning and Brita Granström Outcome: Menu	Fiction  Oi Frog! By Kes Gray Outcome: Narrative Poem Poetry  Text: What I Like! Poems for the Very Young by Gervase Phinn Outcomes: Poem	Fiction  The Giant Jam Sandwich John Vernon Lord & Janet Burroway Outcomes: Instructions Non-Fiction  National Geographic Kids: Little Kids First Big Book of Animals by Catherine D. Hughes Outcome: Non-Chronological Report	Fiction  Boa's Bad Birthday by Jeanne Willis and Tony Ross Outcome: Narrative Fiction  Somebody Swallowed Stanley by Sarah Roberts Outcome: Riddles	Fiction  Mixed Up Fairy Tales: Hilary Robinson illustrated by Nick Sharratt Outcome: Narrative	Fiction  Traction Man is Here by Mini Grey Outcome: Diary Entry Poetry  Text: Zim Zam Zoom by James Carter Outcomes: Poem
Maths	White Rose Maths Place Value (within 10)	White Rose Maths Addition and Subtraction (within 10) Geometry (2D and 3D shapes)	White Rose Maths Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50)	White Rose Maths Place Value (within 50) Length and Height Mass and Volume	White Rose Maths Multiplication & Division Fractions	White Rose Maths Place Value (within 100) Position & Direction Money Time

Science	Polar Adventures Ask simple questions and recognise that they can be answered in different ways. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions.	Who Am I? Observe things using simple equipment. Identify and sort different things. Collect and record data to help answer questions.	Holiday Ask simple questions and recognise that they can be answered in different ways. Observe things using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions	On Safari Ask simple questions and recognise that they can be answered in different ways. Observe closely. Perform simple tests. Identify and classify. Gather and record data to help in answering questions. Describe the simple physical properties of a variety of everyday materials.	Celebrations Observe things using simple equipment. Identify and classify. Perform simple tests. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.	Treasure Island Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.
History & Geography	History: Dinosaurs Place known events and objects in chronological order. (Chronological understanding) Use common words and phrases relating to the passing of time. (Chronological understanding) Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)	Geography: Location, Location, Location Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork) Use simple observational skills to study the geography of the school and its grounds. (Geographical skills and fieldwork) Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.	History: Ancient Egypt Place known events and objects in chronological order. (Chronological understanding) Use common words and phrases relating to the passing of time. (Chronological understanding) Find answers to some simple questions about the past from simple sources of information. (Historical enquiry) Describe some simple similarities and differences between artefacts. (Historical Enquiry)	Geography: Exeter and Beyond Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork) Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. (Geographical skills and fieldwork)	History: Significant Sports Stars Place known events and objects in chronological order. (Chronological understanding) Sequence events and recount changes within living memory. (Chronological understanding) Use common words and phrases relating to the passing of time. (Chronological understanding)	Geography: Wonderful Weather Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork) Describe seasonal weather changes. (Human and physical geography) Know about some present changes that are happening in the local environment e.g. at school.

	Describe some simple similarities and differences between artefacts. (Historical Enquiry) Ask and answer relevant basic questions about the past. (Historical enquiry) Talk, draw or write about aspects of the past. (Organisation and communication) Understand key features of events. (Understanding of events, people and changes)	(Geographical skills and fieldwork) Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge) Make simple maps and plans e.g. pictorial place in a story. (Geographical skills and fieldwork)	Sort artefacts from 'then' and 'now'. (Historical enquiry) Ask and answer relevant basic questions about the past. (Historical enquiry) Talk, draw or write about aspects of the past. (Organisation and communication) Understand key features of events. (Understanding of events, people and changes) Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)	Name, Describe and compare familiar places. (Place knowledge) Link their homes with other places in their local community. (Place knowledge) Know about some present changes that are happening in the local environment e.g. at school. (Place knowledge) Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)	Find answers to some simple questions about the past from simple sources of information. (Historical enquiry) Describe some simple similarities and differences between artefacts. (Historical Enquiry) Sort artefacts from 'then' and 'now'. (Historical enquiry) Ask and answer relevant basic questions about the past. (Historical enquiry) Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations) Talk, draw or write about aspects of the past. (Organisation and communication) Understand key features of events. (Understanding of events, people and changes) Identify some similarities and differences between ways of life in different periods. (Understanding of	(Place knowledge) Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Human and physical geography)
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					events, people and changes)	
Computing & Music	Computing: We are Good Digital Citizens Recognise common uses of technology in the home and at school (Computers) Understand where to go for support if I see anything worrying online. (E-Safety)	Music: Keeping the Pulse Demonstrate an understanding of pulse using parts of the body. Keep a pulse and show a sound pattern using bodies and voices. Explore using a thinking voice to show the pulse. Play short rhythms in time with the pulse. Demonstrate an understanding of pulse through performance.	Computing: We are Treasure Hunters Recognise common uses of technology in the home and at school (Computers) Explain that an algorithm is a step by step set of instructions (Coding) Predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding)	Music: Dynamics Understand how music can be used to represent an environment. Understand how music can represent changes in an environment. Explore using instruments, body and voice to create a seaside soundscape. Identify how dynamics can reflect environments Create and represent sounds using symbols.	Computing: We are collectors Recognise common uses of technology in the home and at school (Computers) Explain that an algorithm is a step by step set of instructions (Coding)	Music: Musical Symbols Explore tempo changes through movement. Explore how dynamics can be represented by different symbols. Clap simple rhythmic patterns while keeping the pulse. Interpret symbols to demonstrate a pitch pattern. Perform as part of a group to demonstrate dynamics, pitch and rhythm.
Design Technology & Art	Drawing: Make Your Mark Use artwork to record ideas, observations and experiences. (Learning) Explain what he/she likes about the work of others. (Learning) Know the names of tools, techniques and elements that he/she uses. (Learning) Explore mark-making using a variety of tools. (Techniques)	Mechanisms (Wheels and axles) Ask simple questions about existing products and those that he/she has made. (Processes) Create simple designs for a product. (Processes) Use pictures and words to describe what he/she wants to do. (Processes) Select from and use a range of tools and equipment to perform practical tasks e.g.	Painting and Mixed Media: Colour Splash Use artwork to record ideas, observations and experiences. (Learning) Explain what he/she likes about the work of others. (Learning) Experiment with different materials to design and make products. (Learning)	Textiles (Puppets) Ask simple questions about existing products and those that he/she has made. (Processes) Create simple designs for a product. (Processes) Use pictures and words to describe what he/she wants to do. (Processes) Select from and use a range of tools and equipment to perform practical tasks e.g.	Sculpture and 3D: Paper Play Use artwork to record ideas, observations and experiences. (Learning) Explain what he/she likes about the work of others. (Learning) Make structures by joining simple objects together. (Techniques)	Cooking and Nutrition (Smoothies) Talk about what he/she eats at home and begin to discuss what healthy foods are. (Cooking and Nutrition) Say where some food comes from and give examples of food that is grown. (Cooking and Nutrition) Use simple tools with help to prepare food safely. (Cooking and Nutrition)

	Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques) Make marks in print using found objects and basic tools and use these to create repeating patterns. (Techniques)	cutting, shaping, joining and finishing. (Processes) Use a range of simple tools to cut, join and combine materials and components safely. (Processes) Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes) Use wheels and axles in a product. (Processes)		cutting, shaping, joining and finishing. (Processes) Use a range of simple tools to cut, join and combine materials and components safely. (Processes) Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes) Use wheels and axles in a product. (Processes)		
PSHE and SMSC	Being Healthy What does being healthy mean? How can the dentist help keep me healthy? How do I stay safe in the sun? What foods are healthy? How do I stay active?	Being Safe Why are rules important? What are some unsafe things at home? What is road safety? What is rail safety? How do I ask for help in emergency situations?	Understanding My Feelings Why do we all have feelings? What are good and not so good feelings? How do people cope with big feelings? How do people cope with change and loss? What happens when people worry?	Showing Kindness How do I show kindness to others? What does kindness in school look like? What makes a good friend? What does unkindness look like? How can I be kind to the planet?	Understanding My Community What roles to people in our lives have? What makes a family? Who is in my community? How is my community special? How do I take care of my community?	Speaking Up What is a surprise? What is a secret? Why might some people tell lies? Who helps me when I have a problem? How do I keep my body safe?

RE	What is religion? What is faith? Understand what a religion is and why people choose to follow one. Explore the religion of Christianity. Explore the religion of Judaism. Explore the religion of Islam. Explore the religion of Hinduism. Reflect on what has been learnt about religion and faith	Why is Christmas special for Christians? Recognise that Jesus is believed to be God on Earth. Recognise the importance of baby Jesus. Explore Christmas carols. Explain why Christmas is important for Christians. Define what advent means to Christians. Explore the value of saying thank you and giving at Christmas.	Who is a Muslim and how do they live? State what a Muslim is. Understand what is important to the Muslim faith and compare that with what is important to me. Explore the names of the pillars of Islam. Explain the Salah Pillar and what it means. Explain the Zakat Pillar and what it means. Explain the Sawm Pillar and what it means. Explain the Hajj Pillar and what it means.	Why is Easter special to Christians? Listen to and discuss the story of Holy Week. Participate in an Easter Labyrinth. Discuss the emotions of Jesus' followers. Define the term resurrection. Talk about how Holy Week is celebrated. Reflect on the way the story changes from sadness to happiness.	Who do Christians say made the world? Listen to the story of creation from Genesis. Retell the story of creation from Genesis. Identify how to show gratitude. Identify ways that Christians show gratitude. Ask questions about Creation. Explain the key teachings from Genesis.	How should we care for others and the world around us and why does it matter? Understand the Christian belief that each person is valuable. Recognise caring actions. Understand Jesus' teachings about being a good neighbour. Understand the meaning of the story 'The Good Samaritan'. Recount the story of Genesis. Understand the meaning in the story of Genesis.
PE	Ball Skills Master basic movement, including running, jumping, throwing and catching. Participate in team games, following simple rules.	Gymnastics Evaluate my own and others' performances. Develop and apply balance, agility and co-ordination. Identify how to improve in different physical activities.	Fitness Master basic movement, including running, jumping, throwing and catching. Evaluate my own and others' performances. Develop and apply balance, agility and co-ordination.	Athletics Master basic movement, including running, jumping, throwing and catching. Participate in team games, following simple rules.	Kwik Cricket Identify how to improve in different physical activities. Develop and apply balance, agility and co-ordination. Practise basic movements.	Tag Rugby Participate in team games. Begin to develop simple tactics for attacking/defending. Practise basic movements, including running, jumping, throwing and catching. To develop balance and agility.

					Develop hand-eye coordination when striking a ball. Evaluate my own and others' performances.	
Curriculum Enrichment Activity	Dinosaurs	Location, Location, Location	Ancient Egypt	To Exeter and Beyond	Significant Sport Stars	Wonderful Weather
	History: Torquay's World of Dinosaurs	Geography: Cranbrook Country Park	History Workshops Devon: Ancient Egypt	Science: Plymouth National Marine Aquarium	PE & History: St James Park (ECFC) or Exeter Chiefs	Geography: Met Office Outreach