

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Journey story / Instruction writing Gingerbread Man	Magic Porridge Pot A tale of overcoming a magical disaster, persuasion , adverts	The Egg Wishing Tale	Jack and the Beanstalk Finding tale	The Lion Hunt Animals - information	Country linked to Art Open Evening
Maths	Solving Calculation Problems Pattern Sniffing Investigating Number Systems	Exploring Shape Generalising Arithmetic	Reasoning with Measures Discovering Equivalence	Investigating Statistics Solving number problems	Reasoning with Fractions Visualising Shape Exploring Change	Proportional Reasoning Describing Position Measuring and Estimating
Science	Human body / senses Seasonal changes / weather throughout the year	Working scientifically		Plants	Animals	Materials
Geography	Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. Use world maps atlases and globes to identify the UK and its countries	Identify seasonal and daily weather patterns in the UK. School environment - fieldwork	Place knowledge - non European country – compared with Rye - China	Use geographical vocabulary.	Place knowledge - non European country – compared with Rye – Kenya Use aerial photographs	Place knowledge - non European country – compared with Rye -

Art	<p>To use drawing painting and sculpture.</p> <p>To develop shape, form, colour, pattern texture line and space.</p>	<p>To use drawing painting and sculpture.</p> <p>To develop shape, form, colour, pattern texture line and space.</p>	<p>To use drawing painting and sculpture.</p> <p>To use a range of materials creatively to design and make products</p> <p>To develop shape, form, colour, pattern texture line and space.</p>	<p>Taught about the work of a range of artists, craft makers and designers.</p> <p>Describe the differences and similarities between different practices and disciplines and making links to their own work.</p>	<p>To use drawing painting and sculpture.</p> <p>To develop shape, form, colour, pattern texture line and space.</p>	<p>To use drawing painting and sculpture.</p> <p>To develop shape, form, colour, pattern texture line and space.</p>
History	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>family tree</p>	<p>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</p> <p><i>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</i></p>	<p>Events beyond living memory that are significant nationally or globally</p> <p><i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i></p>	<p>Significant historical events, people and places in their own locality.</p>		<p>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</p> <p><i>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</i></p>

<p>PSHE</p>	<p>Your right to learn and go to school</p> <p>Health and well being</p> <p>Ways of keeping physically and emotionally safe.</p> <p>How to respond in an emergency.</p>	<p>Your right to relax and play</p> <p>Relationships</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to respect equality and diversity in relationships</p>	<p>You should not be harmed and should be looked after and kept safe</p> <p>Living in the wider world</p> <p>Respect for self and others and the importance of responsible behaviours and actions</p> <p>Importance of respecting environment</p>	<p>Your right to say what should happen and be listened to</p> <p>Health and well being</p> <p>What is meant by a healthy lifestyle.</p> <p>How to make informed choices about health and well being and to recognise sources of help with this.</p>	<p>Your right to special care and support if you are disabled.</p> <p>Relationships</p> <p>How to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts</p> <p>How to recognise and manage emotions within a range of relationships</p> <p>How to respect equality and diversity in relationships</p>	<p>Your right to become the best that you can be.</p> <p>Living in the wider world</p> <p>About different groups and communities</p> <p>The part that money plays in peoples lives</p>
<p>Music</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>

		the interrelated dimensions of music				
RE	Relationships	Jesus a special person	Rules and issues	The Old Testament	The Church	Lifestyles
MFL / French	Greetings Simple word games	Greetings Simple word games	Greetings Simple word games	Greetings Simple word games	Greetings Simple word games	Greetings Simple word games
PE	Premier Sports- see sports curriculum					
DT	<p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.3 Evaluate</p> <p>DT1/1.3a explore and evaluate a range of existing products</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p> <p>DT1/1.4 Technical Knowledge</p> <p>DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>DT1/1.4b explore and use mechanisms, in their products.</p>					

	<p>DT1/2.1 Cooking & Nutrition Term 1</p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from</p>
ICT	<p>Co2/1.1 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>Co2/1.2 create and debug simple programs</p> <p>Co2/1.3 use logical reasoning to predict the behaviour of simple programs</p> <p>Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Co2/1.5 recognise common uses of information technology beyond school</p> <p>Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies</p>