

Year 1 Cycle B	Average Hours	AUTUMN TERM	SPRING TERM	SUMMER TERM			
ENGLISH	242	<ul style="list-style-type: none"> ▪ Develop spoken language at an age appropriate level, ensuring that children build on the oral language skills taught in preceding years ▪ Sound and blend unfamiliar printed words quickly and accurately using phonic knowledge (Read, Write, Inc. synthetic phonics programme used throughout KS1) ▪ Learn new grapheme-phoneme correspondences and revise/consolidate those learnt earlier ▪ Understand that letter(s) on the page represent the sounds in spoken words - inc. common exception words ▪ Develop skill of blending sounds into words for reading and establish habit of applying this skill whenever encountering new words ▪ Practise reading books consistent with developing phonic knowledge and skill and knowledge of common exception words ▪ Hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden vocabulary ▪ Read words without overt sounding and blending after a few encounters ▪ Encode sounds heard in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise ideas in writing ▪ Develop oral vocabulary as well as ability to understand and use a variety of grammatical structures <p>By the beginning of Y2, children should be able to:</p> <ul style="list-style-type: none"> ▪ read all common graphemes ▪ read unfamiliar words containing common graphemes, accurately and without undue hesitation ▪ sound out words in books that are matched closely to their level of word reading knowledge ▪ read many common words containing grapheme-phoneme correspondences, such as <i>shout, hand, stop, or dream</i>, without needing to blend the sounds out loud first. ▪ read common exception words, such as <i>you, could, many, or people</i> easily and automatically. ▪ retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1. ▪ compose individual sentences orally and then write them down ▪ spell correctly many of the words covered in Year 1 (see National Curriculum Appendix 1) ▪ make phonically-plausible attempts to spell words not yet learnt ▪ form individual letters correctly, so establishing good handwriting habits 					
MATHS	156	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures (continued) 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures (continued) 	<ul style="list-style-type: none"> ▪ Number & Place Value ▪ Add & Subtract ▪ Properties of Shapes ▪ Measures 	<ul style="list-style-type: none"> ▪ Multiply & Divide ▪ Fractions ▪ Position & Direction ▪ Measures (continued)
SCIENCE	55	WHAT IF YOU HAD TO DESCRIBE A HUMAN TO AN ALIEN?	WHAT IF ALL ANIMALS WERE THE SAME?	WHAT IF THERE WERE NO SEASONS?	FOREST SCHOOL	WHAT IF SHOES WERE MADE OF METAL?	WHAT IF THERE WERE NO PLANTS?
		Enquiry based Science	Animals, including Humans	Seasonal Change		Everyday Materials	Plants
		Working Scientifically					
		<ul style="list-style-type: none"> ▪ Name parts of the human body 	<ul style="list-style-type: none"> ▪ Identification and labelling a variety of common birds and animals ▪ Know carnivores and herbivores ▪ How animals are suited to their environment ▪ Name parts of the human body 	<ul style="list-style-type: none"> ▪ Sources of light including the Sun ▪ Features of day and night including temperature 		<ul style="list-style-type: none"> ▪ Use of different everyday materials ▪ Classifying and Grouping ▪ Changing materials by bending, etc. 	<ul style="list-style-type: none"> ▪ Identification and labelling, including trees ▪ Structure of plants, including roots, stem, flower, etc.

ENQUIRY QUESTION	150	<p>WHAT IF WE USED MUSIC, NOT WORDS, TO TELL STORIES? MUSIC</p> <p>Study of different musical instruments</p>	<p>WHAT IF YOU COULD GO BACK IN TIME AT CHRISTMAS? HISTORY</p> <p>Comparing now with our parents' & grandparents' time</p>	<p>WHAT IF PADDINGTON WAS LOST IN NEWCASTLE? GEOGRAPHY</p> <p>Locality of the school</p>	<p>WHAT IF YOU COULD CHANGE THE WORLD? HISTORY</p> <p>Significant individuals - Rosa Parks & Nelson Mandela</p>	<p>WHAT IF YOU LIVED IN A DIFFERENT COUNTRY? GEOGRAPHY</p> <p>Contrasting non-European country</p>	<p>WHAT IF YOU COULD GO ON HOLIDAY TO THE MOON? HISTORY</p> <p>Explorers, e.g. Columbus & Neil Armstrong</p>
<i>HISTORY</i>	30		<ul style="list-style-type: none"> Changes within living memory, revealing aspects of change in national life 		<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national & international achievements 		<ul style="list-style-type: none"> Comparing aspects of lives of significant individuals in the past, who have contributed to national and international achievements in different periods
<i>GEOGRAPHY</i>	30			<ul style="list-style-type: none"> Use simple compass directions, locational and directional language, to describe the location of features and routes Recognise landmarks and basic features from aerial photographs and plans; devise a simple map; and use basic symbols in a key Use simple fieldwork and observational skills to study geography of the school and grounds and the key human and physical features of its surrounding environment. 		<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	
<i>MUSIC</i>	30	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs, speaking chants and rhymes Play tuned / untuned instruments musically Listen to a range of high-quality live and recorded music with concentration and understanding Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> use voices expressively and creatively by singing songs and speaking chants and rhymes

ART & DESIGN	30	<ul style="list-style-type: none"> use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 					
DESIGN & TECHNOLOGY	30	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks, (e.g. cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms (e.g., levers, sliders, wheels and axles), in their products. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 					
COMPUTING	30	<p>NT Unit: Introduction to Digital Art ~ introduction to digital art packages and their tools, applying them to a range of artistic styles and genres from painting to photography</p>	<p>NT Unit: Exploring Digital Sound ~ introduction to digital sound, experimenting with simple beats, tempo and composition with various tools</p>	<p>NT Unit: Writing in different styles ~ introduction to word processing and desktop publishing using a number of different tools and design tasks</p>	<p>NT Unit: Exploring Machines we Control ~ building circuits and investigating remote control vehicles, programmable toys, and sensors in a range of equipment</p>	<p>NT Unit: Action Algorithms ~ applying the concept of algorithms and instructions to a variety of contexts, both digital and analogue</p>	<p>NT Unit: Programming Direction ~ programming focusing on directional instructions and creating sequences (algorithms) using a number of programs and equipment</p>
RE	39	<p>How do different religions welcome new members? ***** Harvest Thanksgiving</p>	<p>Festivals of Light ***** Why do Christians celebrate Christmas?</p>	<p>Why is Jesus special to Christians?</p>	<p>Why did Jesus tell stories? ***** The Easter story</p>	<p>How is the home important in Jewish life?</p>	<p>What can we learn about Christianity from a church?</p>
PSHE education	18	<p>New beginnings ***** Keeping Safe</p>	<p>Getting on & Falling out ***** Anti-bullying</p>	<p>Going for Goals ***** Healthy Eating & Drugs Education</p>	<p>Good to be me ***** Learning Styles (SMARTs)</p>	<p>Relationships ***** Relationships & Sex Education</p>	<p>Changes ***** Emotional Health & Wellbeing</p>
		<ul style="list-style-type: none"> take and share responsibility feel positive about themselves take part in discussions make real choices 					
PE	72	<p>Ball skills</p> <p>Invasion - running, spatial awareness, passing, agility</p> <ul style="list-style-type: none"> Develop balance, agility, co-ordination and apply them in a range of activities 	<p>Ball skills</p> <p>Invasion - team work, communication, passing, attacking, defending</p> <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending 	<p>Invasion</p> <p>Running with a ball, co-ordination, passing, dribbling</p> <ul style="list-style-type: none"> Develop balance, agility, co-ordination and apply them in a range of activities 	<p>Striking & Fielding</p> <p>Throwing, catching striking, team work</p> <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending 	<p>Multi-skills</p> <ul style="list-style-type: none"> Develop balance, agility, co-ordination and apply them in a range of activities 	<p>Multi sports - tennis, volleyball, badminton</p> <p>Net/ wall - passing, striking, running, co-ordination, tactics</p> <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending

		<p>Gymnastics Floor work - Balance, Agility, Co-ordination, Evaluation, Co-operation</p> <ul style="list-style-type: none"> ▪ Develop balance, agility, co-ordination and apply them in a range of activities 	<p>Dance Play - Agility, Co-ordination, Poise Evaluating performance, Co-operation</p> <ul style="list-style-type: none"> ▪ Perform dances using simple movement patterns 	<p>Gymnastics Apparatus - Balance, Agility, Co-ordination, Evaluation, Co-operation</p> <ul style="list-style-type: none"> ▪ Develop balance, agility, co-ordination and apply them in a range of activities 	<p>Dance Sequencing - Agility, Co-ordination, Poise Evaluating performance, Co-operation</p> <ul style="list-style-type: none"> ▪ Perform dances using simple movement patterns 	<p>Athletics Running, jumping, throwing & catching</p> <ul style="list-style-type: none"> ▪ Master basic movement inc. running, jumping, throwing and catching - apply these in a range of activities 	<p>Circuit training Fitness activities, circuits, skipping challenges etc.</p> <ul style="list-style-type: none"> ▪ Master basic movement inc. running, jumping, throwing and catching - apply these in a range of activities
FRENCH	18	North Tyneside scheme Unit 1 (Je Parle Français) & Noël		North Tyneside scheme Unit 1 (Je Parle Français) & Unit 2 (Je me présente)		North Tyneside scheme Unit 2 (Je me présente)	