

Shipbourne Primary School  
EYFS and Year 1 Year B

EYFS	Mathematical Development	Communication/ Language/Literacy	Understanding of the World/Social emotional development				Creative Development			Phys Dev	Computing	Enrichment
Year 1	Maths Number continually	Literacy Handwriting/phonics cont.	Science Seasons cont.	Geography	History	RE	Art & Design	DT	Music	PE	Computing E-safety cont.	
Autumn 1 Transport	<p>Investigating numbers; look at numbers on the front of buses, order them from smallest to largest. Investigating one more, one less with passengers getting on and off the bus</p> <p>Read and write numbers from 1 to 20 in numerals and words. count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>measure and begin to record the following: lengths and heights mass/weight</p>	<p>Mark making/ writing: Encourage children to make:</p> <p>Tickets Oyster cards Photocards Driving Licences</p> <p>Write postcards to share adventures</p> <p>Learn how to organise their ideas in writing. learning to appreciate rhymes and poems, and to recite some by heart</p>	Travelling through materials. Which materials would be best to wash a car with?	<p>Explore maps, such as local area bus maps, tube maps.</p> <p>Pick out features look at how these are marked.</p> <p>Make own maps for your Naughty Bus and other class vehicles, where does it go to and where does it stop on the way?</p> <p>Key Human Features</p>		Religious stories	<p>Vehicle tracks in paint, patterns. Observational drawings and paintings of vehicles. Collage of setting for the Naughty Bus to visit using a mix of media.</p>	<p>Design and make a buses. Show children how to put an axel and working wheels onto a box-made bus (<a href="http://www.ehow.com">www.ehow.com</a>) Stay and play</p>	<p>Song writing and singing: Make up a song about the bus's adventures using the tune of the wheels on the bus</p>	<p>Different ways of travelling; using bodies and equipment . Take photos and make a class book of ways we can travel in our setting. Gymnastics different ways of travelling, balance.</p>	<p>Use a roamer or remote controlled vehicles to explore moving and travelling with programmable toys.</p> <p>Recognise common uses of ICT beyond school</p>	Visit Garage
Autumn 2 A Toy's Story	<p>Number rhymes/songs Maths environment outside/numbers personal to children.</p> <p>Count to /across 100 One more/one less</p> <p>Read and write numbers to 20</p> <p>Recognise coins/notes – toy shop</p> <p>Use everyday language related to money</p> <p>Order and arrange objects (toys)</p>	<p>Traction Man Books such as : Kipper's Toybox Nutcracker Old Bear/Thread bear/Nothing Wheres my teddy</p> <p>Listens attentively and manages behaviour.</p> <p>Introducing a narrative to play. Name the letters of the alphabet in order.</p> <p>Structure of a sentence. Draft and write by composing sentences orally; Settings, characters and plot; Write for different purposes; Editing work; A range of books; Book talk. Exploring ideas in discussion, role-play.</p>	Everyday Materials; Which materials are toys made out of, which would you use to design a toy?		<p>Toys from long ago – Grandparent to talk about toys from long ago.</p> <p>Develop an awareness of the past.</p> <p>Changes within Living memory.</p> <p>Toy story- Woody and Buzz (old and new)</p>	Nativity/Celebrations	<p>Mood painting in response to music/ drawing painting kipper/ make a jigsaw/ class freize of toys.</p>	<p>Make a puppet – sock</p>	<p>Body percussion Listen to Nutcracker</p>	<p>Large physical movement Friendship games (kicking/throwing to each other) Games/ dance – Nutcracker ballet toys coming to life</p>	<p>Create/organise/ store/ manipulate/retrieve Recognise common uses of ICT beyond school.</p>	Visit 'Build a Bear'

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<p>Spring 1 Space</p>	<p>Shape space and measure Everyday language related to time. Time (Day in the life) Sequencing events Fractions (?) Shape (rockets) Describe position, direction and movement. Rocket numberlines. Space addition and subtraction problems Number of eyes on the aliens problem solving.</p>	<p>Bob the man on the moon Following stories. Responding to instructions. Retelling simple events in the right order. Pretending objects are something else in play Range of books at a level beyond that which they can read independently; Discuss the sequence of events in books. Book Talk. Time connectives. Past/present tense. Questions and answers. Read writing aloud with appropriate intonation to make the meaning clear. Listen and respond appropriately to adults and peers.</p>	<p>Humans Astronaut training. Dr Xargles and the Earthlets What the body needs- what do we need on the space station.</p>	<p>Planets Locational and directional language Look at satellite images and google earth. Compare the moon and earth.</p>	<p>First Man on the moon Lives of significant individuals. Significant events. Flight First Events beyond living memory people in space TIM PEAKE</p>	<p>Celebrations Chinese New Year, Pancake day, New Year Resolutions etc.</p>	<p>Printing (crumpet planets) Junk modelling aliens. Make a rocket Moonscape models.</p>	<p>Provide material to make own space suits and station/rocket. Bottle rockets. Healthy Diet for astronaut.</p>	<p>Responding to the Planets music. Create their own music/sound effects. What would an alien sound like? Machine sounds.</p>	<p>Moving in space Astronaut training. Observes effect of activities on the body. Understands need for healthy food. Agility, running, co-ordination exercises and games. Gymnastics</p>	<p>Use logical reasoning to predict the behaviour of simple programs. Understands the constraints and rules of a Beebot so will design routes with those parameters in mind. Coding</p>	<p>Greenwich?</p>
<p>Spring 2 Dinosaurs</p>	<p>Mass/weight lengths and heights compare size of dinosaurs.</p>	<p>Harry and the dinosaurs Dinosaur Underpants The dinosaur that... Tongue twisters Links statements to a main theme or intention. Sticks to theme. Creating own ideas for story writing. Descriptions of characters and settings. Nouns, adjectives, verbs etc.</p>	<p>Animals including humans</p>		<p>'Pre-historic' Different periods of time. Famous people Mary Anning Fossil hunter (She sells sea shells on the sea-shore)</p>	<p>Easter/Religious stories</p>	<p>Straw skeletons Junk modelling dinosaurs</p>	<p>Pterodactyl moving models.</p>	<p>Fantasia Create our own animation using dinosaurs in response to music. Jurassic park music Sound tracks Sound effects.</p>	<p>Large movement based on dinosaur movement Dance/Gymnastics</p>	<p>Researching Dinosaurs Creating simple animations</p>	<p>Maidstone museum</p>

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<p><b>Summer 1</b> Under the Sea</p>	<p>Capacity and volume Multiplication and division (fish and sea items, Pirate treasure)</p>	<p>Billy's Bucket Surprising Sharks Hooray for fish To write for meaning and purpose in a variety of forms. To verbally give explanations and opinions To listen to books attentively and respond. To identify some of the features of non-fiction texts To talk to reflect on past experiences To use vocabulary influenced by books. Non fiction: Fact files about sharks/fish Poetry</p>	<p>Plants</p>	<p>Oceans of the world Make own underwater world in a box Key Physical features</p>		<p>Religious symbols</p>	<p>Underwater scenes. Rainbow fish. Different textures e.g. sand paper shark. Collages. Shells/sand.</p>	<p>Moving pictures</p>	<p>The Little Mermaid Songs and percussion. Using voice and instruments to make water sounds.</p>	<p>Under the sea dance/movement</p>	<p>Aquarium-investigating creatures that live under the sea.  Fish Fact File; Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Visit the beach rock pooling/Aquarium (early on)</p>
<p><b>Summer 2</b> Into the Forest</p>		<p>Stanley's stick Bear Hunt Forest books Faraway Tree Stick Man Anticipate events in stories and adapt stories using their own ideas and experiences. Write simple sentences which can be read by themselves and others. Spell some words correctly and make phonetically plausible attempts at others. Reading and writing a range of texts and genres related to topic.</p>	<p>Plants; identify and name a variety of common wild and garden plants, identify and describe basic features and structures of plants.</p>	<p>Physical features Simple compass directions Locational and directional language Locations of features and routes on maps. Use aerial photos to recognise landmarks Devise a simple map and use basic symbols in a key.</p>	<p>Significant events in own locality.</p>	<p>Religious symbols</p>	<p>Leaf printing Bark rubbings Applying paint with natural materials Blow painting trees.</p>	<p>Make wind chimes using natural materials.</p>	<p>Sounds of the forest.</p>	<p>Negotiating space, adjusting speed, changing directions and avoiding obstacles. Assault courses. OAA Team field games. Capture the flag; Developing tactics for attacking and defending</p>	<p>Create and debug simple programmes  Using Google earth to look at aerial images of local area.</p>	<p>Forest walks in nearby area/ National Trust list of things to do by 11 3/4</p>