

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	Geography	History	RE	Art & Design	DT	Music	PE	Computing E-safety cont.	
Autumn 1 Transport	<p>Yr 1: Number/Place value Counting passengers on and off the bus. Numbers on bus, timetables etc. Addition and subtraction Shape Using shape blocks to build a model town</p> <p>Rec: Baseline Counting and recognition Shape</p>	<p>Naughty Bus Mark making/ writing: Encourage children to make: Tickets Oyster cards Photocards Driving Licences Give meaning to the marks they make</p> <p>The Train Journey Write sentences to go with scenes out the window Learn how to organise their ideas in writing. learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Which materials would be strong enough for a bridge? Pushing toy cars through different materials.</p>	<p>Explore maps - local area bus maps, tube maps. Pick out features look at how these are marked. Make own maps for your Naughty Bus and other class vehicles, where does it go to and where does it stop on the way? Key Human Features</p>	<p>How transport has changed over time</p>	<p>Believing: Who is a Christian and what do they believe? Which people are special and why?</p>	<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 (www.ehow.com)</p>	<p>Song writing and singing: Make up a song about the bus's adventures using the tune of the wheels on the bus Nursery Rhymes</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.</p>	<p>Use a roamer or remote controlled vehicles to explore moving and travelling with programmable toys. Recognise common uses of ICT beyond school Be able to log in</p>	<p>Red Route bus and vehicles come to visit</p>
Autumn 2 Toys	<p>Rec - Number counting and recognition Addition and Subtraction How many toys on the shelf? How much does the toy cost in the shop?</p> <p>Yr1 - Place Value Addition and subtraction Combining two groups of toys</p>	<p>Instruction writing - How to make ... Traction Man Listens attentively and manages behaviour. Introducing a narrative to play. 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>	<p>Everyday Materials; Which materials are toys made out of, which would you use to design a toy?</p>	<p>Geographical features – where's Teddy this week? Looks closely at similarities and differences. Compare the geographical features of different locations.</p>	<p>Toys from long ago – Grandparent to talk about toys they played with. Develop an awareness of the past. Changes within Living memory.</p>	<p>Believing: Who is Jewish and what do they believe? Which stories are special and why?</p>	<p>Mood painting in response to music/ drawing painting kipper/ make a jigsaw/ Class frieze of toys.</p>	<p>Design and make a moving toy with moving parts Wheels and axels DT week</p>	<p>Body percussion Listen to Nutcracker Respond to music in discussions / art/ movement</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>	<p>Visit Heavenly Glaze Pantomime</p>

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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 Number recognition and counting Countdown to launch 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>Animals including 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</p>	<p>Expressing: What makes some places sacred? What places are special and why?</p>	<p>Printing (crumpet planets) Junk modelling alien puppets (paper bags)</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.</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.</p>	<p>Skipping workshop and Fire Safety visit</p>
<p>Spring 2 Dinosaurs</p>	<p>Y1 – Time, Place Value, addition and subtraction, Measurement – Length and Height, Multiplication and division, Fractions Rec. – Time, 3D shape, counting and recognition, size, weight and capacity, position and distance. Days of the week, Months of the Year Measuring weight, capacity</p>	<p>Fiction: T4W Gigantosaurus Cautionary Tale Non-fiction: Information leaflet about dinosaurs Using labels and captions</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>Expressing: How do we celebrate special and sacred times? What times are special</p>	<p>Straw skeletons Junk modelling dinosaurs Dinosaur worlds with volcanoes etc.</p>	<p>Pterodactyl moving models using levers</p>	<p>Fantasia Create our own animation using dinosaurs in response to music.</p>	<p>Large movement based on dinosaur movement Dance/Gymnastics</p>	<p>Researching Dinosaurs Creating simple animations</p>	<p>Dinosaur workshop in school Lambing visit</p>

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<p>Summer 1 Under the Sea</p>	<p>Y1 – Place value, Four operations, Money, Weight and volume, investigations and problem solving.</p> <p>Reception – counting and recognition, addition and subtraction, doubling, halving and sharing, money, weight and volume, Investigations and problem solving.</p>	<p>Fiction T4W: The Snail and Whale</p> <p>Fish Poetry Hooray for Fish</p>	<p>Seasons and Weather Plants</p>	<p>Oceans of the world Make own underwater world in a box Key Physical features</p>		<p>Living: What does it mean to belong to a faith community? Being special: where do</p>	<p>Underwater scenes. Rainbow fish. Different textures e.g. sand paper shark. Collages. Shells/sand. Port hole collage</p>	<p>Moving pictures-levers Split pin</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.</p> <p>Fish Fact File; Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Visit garden centre or pet shop with fish Finding Nemo</p>
<p>Summer 2 Into the Forest</p>		<p>Faraway Tree (Whole Class story) T4W: We're going on a bear hunt</p> <p>Stick Man Anticipate events in stories and adapt stories using their own ideas and experiences.</p> <p>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>Living: How should we care for others and the world? What is special about our world?</p>	<p>Leaf printing Bark rubbings Applying paint with natural materials Blow painting trees. Andy Goldsworthy natural material sculptures</p>	<p>Make wind chimes using natural materials.</p>	<p>Sounds of the forest. Composing with sounds made from natural materials</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</p> <p>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 ¼ Groombridge Place-Enchanted Forest</p>