

Subject / Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p>Perfectly Norman by Tom Percival and Wild by Emily Hughes</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> • Descriptive writing (use of similes and adjectives) • Generating opinions • Responding to illustration and debate and argument • Responding to the text • Shared and group reading and writing • Writing instructions (recount) • Free verse poem • Generating ideas <p>SPaG Simple sentence structure, imperative verbs, adjectives, full stops, capital letters and conjunctions.</p>	<p>How to Catch a Star by Oliver Jeffers</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> • Empathising with a character • Poetry • Emotive language • Response to illustration • Role Play • Freeze Frame and Thought tracking • Writing in role <p>SPaG Expanded noun phrases, question marks, similes.</p>	<p>Beegu by Alexis Deaco</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> • Responding to illustrations • Interpreting the text • Poetry • Debating • Writing for a purpose • Persuasive writing • Writing in the third person • Writing a description about the main characters • Difference between non-fiction and fiction texts <p>SPaG Plural noun suffixes,</p>	<p>The Bee Who Spoke by Al MacCuish and Rebecca Gibbon</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> • Role Play • Speech bubbles • Exploring dilemmas • Conscience Alley • Persuasive writing • Role on the Wall • Exploring what a Setting is • Debating and Arguing • Writing in the first person • Story Mapping <p>SPaG Exclamation marks, speech marks, onomatopoeia, similes continued.</p>	<p>Little Red and Rapunzel by Bethan Woolvin</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> • Comparison • Writing in role • Re-writing a fairy tale • Role Play • Performing a fairy-tale • Script writing • Making predictions • Expanded noun phrases to describe and specify • Writing direct and reported speech. • Editing • Letter writing <p>SPaG Suffixes.</p>	<p>The Extraordinary Gardener by Sam Boughton</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> • Empathising with a character • Creating an informative poster • Identifying features of non-fiction texts • Writing a non-chronological report • The use of verbs • Editing work • Writing a response to the text • Exploring different types of sentence structures and when to use them <p>SPaG Prefixes.</p>
Maths	Place Value within 10 Addition and Subtraction within 10	Addition and Subtraction within 10 Shape	Place Value within 20 Addition and Subtraction within 20	Place Value within 50 Length and Height Mass and Volume	Multiplication and Division Fractions Position and Direction	Place Value within 100 Money Time
Science	<p>Human Senses</p> <p>The children will revisit the five senses and will name body parts including recognising common structures between humans and other animals.</p>	<p>Everyday materials</p> <p>The children learn about materials their sources and their properties, including natural and human made.</p>	<p>Seasonal changes</p> <p>The children will learn about the four seasons and their associated weather, learn new vocabulary such as ever green and deciduous and learn about the science of day and night.</p>	<p>Animal Parts</p> <p>The children will be revisiting their learning on the human senses and learn the names of the six animal groups (mammals, fish, amphibians, reptiles, birds and invertebrates).</p>	<p>Plant Parts</p> <p>The children will learn about how seeds and bulbs grow and grow varied plants in our outdoor shared area.</p>	
Geography			<p>Bright Lights, Big City</p> <p>This project with focus on their geographical skills and knowledge including exploring a map of the United Kingdom with a focus on famous landmarks of London. Linked with a history mini project on The Great Fire of London.</p>			
History	<p>Childhood</p> <p>The children will develop their vocabulary of time and are introduced to the concept of artefacts and interpreting how they inform us about how children lived in the 1950s.</p>				<p>School Days</p> <p>The children will investigate the history of Headcorn School and Headcorn village. We will focus on the Victorian era as it is a time beyond living memory.</p>	

Headcorn Primary School: Year 1 Learning Overview

R.E.	Who is a Christian and what do they believe?	How and why do we celebrate special and sacred times?	What does it mean to belong to a faith community?	Who is a Christian and what do they believe?	What makes some places sacred?	What makes some places sacred?
Art	Mix it The children will learn the primary and secondary colours within the colour wheel including an exploration into different artists and their use of colour.			Rain and Sun Rays The children are introduced into collagraph printing.	Street View The children are introduced to sculpture and mural making and will revisit their work on the colour wheel.	
D.T.		Shade and Shelter The children will learn the names and functions of different shelters and compare their differences.	Taxi Designing and making axels and wheels.			Chop, Slice and Mash We will learn about foods and their sauces.
Music	Hey You! by Joanna Mangona - an Old-School Hip Hop tune written for children How pulse, rhythm and pitch work together.	Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Pulse, rhythm and pitch, rapping, dancing and singing.	In The Groove by Joanna Mangona – An easy-to-learn song that demonstrates different styles of music	French songs; use their voices expressively and creatively by singing songs and speaking chants and rhymes Round and Round Pulse, rhythm and pitch in different styles of music.	Your Imagination - Using your imagination in music	Reflect, Rewind and Replay. The history of music, look back and consolidate your learning, learn some of the language of music.
P.E.	Gymnastics Unit 1, Attack Defend Shoot Unit 1	Dance Unit 2, Attack Defend Shoot Unit 2	Gymnastics Unit 1, Send and Return Unit 1	Gymnastics Unit 2, Send and Return Unit 2	Run Jump Throw Unit 1, Hit Catch Run Unit 1	Run Jump Throw Unit 2, Hit Catch Run Unit 1
Computing	We are Treasure Hunters Using physical computers/programmable toys to create and follow algorithms	We are Digital Artists Using iPad and laptop apps to create digital art in the style of famous artists	We are Publishers Using Book Creator to create digital multi-media content. Honing touch typing and mouse skills.	We are Rhythmic Using apps like GarageBand and Scratch to help us understand that computers can make and record digital sound and music	We are detectives Using data to solve clues. Understanding what data is and how it can be used.	We are TV Chefs Filming the steps of recipe
PHSE	Being Me 1. Special and safe 2. My class 3. Rights and responsibilities 4. Rewards and feeling proud 5. Consequences	Celebrating Difference 1. The same as... 2. Different from... 3. What is 'bullying'? 4. What do I do about bullying? 5. Making new friends 6. Celebrating difference; celebrating me	Dreams and Goals 1. My treasure chest of success 2. Steps to goals 3. Achieving together 4. Stretchy learning 5. Overcoming obstacles 6. Celebrating my success	Healthy Me 1. Being Healthy 2. Healthy choices 3. Clean and healthy 4. Medicine safety 5. Road safety 6. Happy, Healthy me	Relationships 1. Families 2. Making friends 3. Greetings 4. People who help us 5. Being my own best friend 6. Celebrating my special relationships	Changing Me 1. Life cycles 2. Changing me 3. My changing body 4. Boys' and girls' bodies 5. Learning and growing 6. Coping and changing