

Year 1	Autumn 1 BHM	Autumn 2 Anti-Bullying Wk	Spring 1	Spring 2	Summer 1 Families' Wk	Summer 2 SRE (in HFF week)
<b>Whole school themed weeks</b>	Black History Month National Poetry Day	Anti-bullying Week The Big Draw	STEM Week	World Book Week	Families Week Enabling Enterprise project – Gallery opening	Health, Fun and Fitness Week
<b>History/ Geography</b>	<b>My family history</b> Past and present  <b>Changes within living memory</b>	<b>Geography</b> My local area – My school, Wood Green, Haringey Location and directional language Key human and physical features  <b>Compass directions and locational and directional language to describe location of features and routes on a map</b> <b>Key physical features and human features</b>	<b>History</b> The history of my local area including local heroes  <b>Significant historical events, people and places in their own locality</b>	<b>Geography</b> London – Famous London Landmarks, The River Thames  <b>Key physical features and human features</b> <b>Compass directions and locational and directional language to describe location of features and routes on a map</b> <b>Name, locate and identify characteristics of the four counties and capital cities of the UK and its surrounding seas</b>	<b>History</b> London - The Great Fire of London, Key Buildings, The significance of the River Thames  <b>Events beyond living memory that are significant</b>	<b>Geography</b> Weather in the UK  A comparative study of the UK and Turkey  <b>Name, locate and identify characteristics of the four counties and capital cities of the UK and its surrounding seas</b> <b>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world</b>
<b>Literacy</b>	Traditional tales Information text - family  <b>Key text: The Three Little Pigs</b>	Poetry using senses First person narrative Invitations  <b>Key text:</b>	Chronological instructions (STEM) 3rd person recount (biography) stories with predictable language  <b>Key text: Going On a Bear Hunt</b>	poetry - london themed Stories by same author  <b>Key text: World Book Week text (tbc)</b>	Diary - Great Fire of London Setting description (fire)  <b>Key text:</b>	Poetry - weather Persuasive - fitness Fantasy stories (James and the Giant Peach) <b>Key text:</b>
<b>SPAG</b>	To use capital letters and full stops to demarcate sentences in some of his/her writing. To begin to punctuate work using question marks and exclamation marks. To understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat. To understand how words can combine to make sentences. To join words and clauses using and. To separate words with spaces. To use a capital letter for names of people, places, the days of the week, and the personal pronoun I. To understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.					
<b>Science</b>	Seasonal changes <b>Everyday materials</b>	Seasonal changes Animals including humans	Seasonal changes Animals including humans	Seasonal changes Animals including humans	Seasonal changes Plants	<b>Seasonal changes Plants</b>
<b>Maths</b>	Place Value (2 weeks) Fractions Mental Strategies – Addition and subtraction Written methods - Addition Written methods - Subtraction	Mental Strategies - x and ÷ Mental Strategies - x and ÷ Multiplication Division Shape ( 2 weeks) Positional direction	Place Value Fractions Mental Strategies + and - Addition – working towards written method Subtraction – working towards written method	Mental Strategies x and ÷ Multiplication - Working towards written method Division - Working towards written method Shape and properties Positional direction	Place Value and Number Fractions Fractions & Measures Mental Strategies - + and – Addition Subtraction	Mental strategies (Using and applying/inverse through relative contexts ie. money and measures) Multiplication (Embed skills, then use and apply/inverse through relative contexts ie. money and measures) Division (Embed skills, then use and apply/inverse through relative contexts ie. money and measures) Multiplication and division (Using and applying/inverse through relative contexts ie. money and measures) Shape and Properties ( 2 weeks) Positional Direction
<b>Computing</b>	Espresso Coding Unit 1  (Espresso Coding)	Digital Literacy Using the Internet  (Google Chrome)	Word Processing Skills (Microsoft Word)	Espresso Coding Unit 2  (Espresso Coding)	Digital literacy: Computer Art (link to topic)  Purple Mash	Algorithms  (Barefoot Computing)
<b>Start Art</b>		Start Art to be displayed		Start Art to be displayed		

<b>Art</b>	Art - family portrait - collage T1, T2, T4 and T6	DT - making houses P4,5,6, 7,8 and 9	Art - Ally Pally print making, repeated patterns T1,2,5	DT - Moving pictures of London landmarks P4,P5,P6,P7,P8,P10	Art - fire pit, drawing, chalk, charcoal pastels - London skyline T1,T2	DT - Turkish food CN 1,2,3
<b>Music</b>	Rhythm					
<b>RE</b>	Unit 2: What do Christians believe about Jesus (incarnation link with Christmas)		Unit 1: What do Christians believe about God		Unit 5: What do Jewish people believe about God and the covenant?	
<b>PSHE</b>	Relationships Who is in my family? How are other families similar and different to mine? What does my family do for me? Who do I look after? What can other people do to make me feel good?	Relationships Who is in my family? How are other families similar and different to mine? What does my family do for me? Who do I look after? What can other people do to make me feel good?	My body Why are girls and body bodies different? What do we call the different parts of girls and boys bodies?	People who help me Who can I ask if I need to know something? Who can I go to if I am worried about something?	Keeping safe and looking after myself Which parts of my body are private? When is it okay to let someone touch me? How can I say 'no' if I don't want someone to touch me? Who should I tell if someone wants to touch my private parts?	Life cycles Where do babies come from? How much can I have changed since I was a baby? How are other children similar and different to me?
<b>RRS</b>	<b>Looking at the general idea of rights and respecting others in relation to our rights in class.</b> Rights are something that we have that can never be taken away like the right to be in school, be safe and be healthy We need to make sure that we respect everyone else's rights so we can all share them.	<b>Article15 : You have the right to chose your own friends or join a group as long as it isn't harmful to others</b> <b>Article 18: you have the right to be raised by your parents if possible</b> <b>Article; 27: you have the right to food , clothing, a safe place to live and to have your basic needs met.</b> <b>You should not be disadvantaged so that you can't do many of the things other kids can do</b>	<b>Article7: you have a right to a name which is officially recognised</b> <b>Article 14: you have the right to choose your own religion d beliefs.</b> <b>Your parents should have you decide what is right and wrong and what is best for you</b> <b>Article 30: you have the right to practise your own culture, language and religion</b>	<b>Article 3: all adults should do what is best for you</b> <b>Article 39: you have the right to help if you have been hurt, neglected or badly treated</b>	<b>Article 29: Your education should help you use and develop your talents</b>	<b>Article 16: You have the right to privacy</b> <b>Article 17: You have the right to get information that will keep you safe and well</b> <b>Article 24: you have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to keep you well</b>
<b>PE</b>	Netball and Gymnastics	Football and Gymnastics	Basketball and Gymnastics	Basketball and Dance	Athletics and Dance	Athletics and Dance
<b>Visits</b>	V&A Museum of Childhood - Toy workshop	Local area field trip	Fire station visit	The London Transport Museum	Esoteric Gallery - art workshop	Synagogue - Judaism