

Year One Topics	T1:1	T1:2	T2:1	T2:2	T3:1	T3:2
Nursery (Vocabulary focus)	Let's Explore (Me/Nursery/ Colours)	Family Time (Home/Size/ Celebrations)	Food Glorious Food (Food/ Textures/ Shapes)	What shall I wear today? (Clothes/ Pattern/ People who help us)	Down on the Farm (Animals/ Transport)	Opposites Attract (Prepositions/ Opposites)
Literacy	2/3 Key Word Level work  Phase 1- speaking and listening  Twinkle Twinkle Head Shoulders Knees and Toes If your happy and you Know it The Mulberry Bush	3 Key Word Level work Blank Level questions  Phase 1- speaking and listening  Miss Polly Hickory Dickory Dock Hush Little Baby Rock a Bye Baby I'm a Little Teapot	3 Key Word Level Work  Phase 1- speaking and listening  Hey Diddle Diddle Little Jack Horner Little Miss Muffet Sing a Song of Sixpence Hot Cross Buns	4 Key Word Level Work  Phase 1- speaking and listening  There was an old woman Row, Row, Row Your boat This old man It's Raining, It's Pouring Whether the Weather	4 Key Word Level Work  Phase 1- speaking and listening  Old MacDonald Mary had a little lamb Wheels on the Bus Baa Baa Black Sheep	4 Key Word Level Work  Phase 1- speaking and listening  Incy Wincer Spider 1,2,3,4,5 Once I caught a Fish Alive Jack and Jill The Grand Old Duke of York London Bridge is Falling Down
Follow handwriting patterns for progression in marks/lines.						
Maths	Colour pattern. One to one matching. Anticipate key events- times of day. Visual timetable.  Counting songs- up to 5. Reciting number names.	Revise colour and pattern. One to one correspondence when counting songs.  Quantity- Sharing out amounts. Who has more/less/same  Big/small, biggest/ smallest/medium	2D Shapes. Weight Quantity One to one correspondence when counting songs.	Shape pattern Capacity More/less/same	Length Numbers 1 and 2	Numbers 3, 4 and 5. Height- Tall/short






Knowledge & Understanding of the World  Science	Animals including Humans Learning body parts. What humans need.	Seasonal Changes Seasonal walk Wind sock RICHIE RANGER	Materials Cooking/baking	Materials Ice-freezing/ melting	Animals Farm animals and babies Chicks	Plants Tree/plant. Flower.
Knowledge & Understanding of the World  History	Photographs. Black and white. Now in Colour. Camera focus how they have changed through time.	Bath time. Link to Large Family and bath time story. Link to bathing babies in the house role play. Old bathtime/Sorting clothes into seasons Autumn/Winter		Sorting clothes into seasons Spring/Summer	Baa Baa Black sheep in the olden days- the more sheep you had the richer you were!! Looking after chicks.	Lights- linked to nursery rhyme Wee Willie Winkie. Candles and changes to light through time.
Expressive Arts & Design  Art	<b>Colour;</b> exploring colour using collage <i>Small scale</i>  <b>Draw;</b> self portraits <i>Small scale</i>  <b>Sculpture</b> sensory - using range of fine & gross motor materials  <b>Henry Matisse</b>	<b>Form and function;</b> making musical instruments – celebrate with sound!  <b>Painting</b> homes at night - winter wash with textured night sky (wax relief) enhanced with collage house shapes  <b>Drawing;</b> family portraits	<b>Colour;</b> kitchen garden source for natural pigments  <b>2D &amp; 3D</b> <b>Patterns</b> food prints (textures) & sculpture  <b>Drawing;</b> a closer look at fruit/veg  <b>Giuseppe</b>	<b>Patterns</b> clothes, wallpaper, nature  <b>Colour;</b> express yourself...how do you feel today – colour choice?  <b>Drawing;</b> people who help us or items relating to them  <b>Lubaina Himid</b>	<b>Drawing</b> – animals  <b>Painting</b> – hatched chicks  <b>Sculpting</b> – newspaper animal heads  <b>Helen Oxenbury</b>	<b>Painting;</b> scenes from story  <b>Drawing;</b> prepositions over, under, through (positions on eg map of story)  <b>Sculpting;</b> constructing route & use props/puppets to follow route using prepositions. <b>Helen Oxenbury</b>
Follow handwriting patterns for progression in marks/lines.						
Physical Development  PE	Running- stop/start to a signal. Jumping Hopping Standing on one foot. Skipping. Draw lines and circles-	Jumping Hopping Standing on one foot. Skipping. Link movements to party games. Draw lines and circles-	Simon Says Musical High five Mirroring Bean game Parachute games. Corners	Simon Says Musical High five Mirroring Bean game Parachute games. Corners	Ball skills-rolling, throwing- under arm, kicking and catching.	Ball skills-rolling, throwing- under arm, kicking and catching.

	gross motor and then fine.  Dance Yoga Bears	gross motor and then fine.  Dance Multiskills				
Knowledge & Understanding of the World  Geography	Learn names of spaces in Nursery and Nursery layout\spaces in home and room names. Where things belong.	Seasonal walk around school. Out and around front of school.	Sorting objects by weight/size. Drawing around objects- show shape in plan form.	Seasonal Walk-Spring	Create own farm. Drawing own route-based on Rosie's walk.	Drawing own hunt/route- Bear Hunt.
Expressive Arts & Design  Music	Singing Music Appraisal – topic linked.  Musical instruments & body percussion- beat and rhythm. Copy simple patterns.	Christmas songs in preparation for Christmas show. Musical instruments- beat and rhythm. Copy simple pattern. Music Appraisal- topic linked.	Singing – pitch match. Musical instruments and body percussion – beat and rhythm. Music Appraisal – topic linked.	Singing – improvise well known songs. Musical instruments and body percussion – beat and rhythm. Music Appraisal – topic linked.	Singing. Musical instruments and body percussion – beat and rhythm. Music Appraisal – topic linked. Simple composition – body rhythms..	Singing. Musical instruments and body percussion – beat and rhythm. Music Appraisal – topic linked. Simple composition & improvisation– body rhythms and chime bars.
Personal, Social & Emotional Development  PSED	Theme: Being Me in My World  Helping others to feel welcome. Try to make our Nursery community a better place. Think bout everyone's right to learn. Care about other people's feelings. Work well with others. Choose to follow the learning charter	Theme: Celebrating Difference  Accept that everyone is different. Include others when working and playing. Know how to help if someone is being bullied. Try to solve problems. Try to use kind words. Know how to give and receive compliments.	Theme: Dreams & Goals.  Stay motivated when doing something challenging. Keep trying even when it is difficult. Work well with a partner or in a group. Have a positive attitude. Help others to achieve their goals. Working hard to achieve their own dreams and goals.	Theme: Healthy Me  Have made a healthy choice. Have eaten a healthy balanced diet. Have been physically active. Have tried to keep themselves and others safe. Know how to be a good friend and enjoy healthy relationships. Know how to keep calm and deal with difficult situations.	Theme: Relationships  Know how to make friends. Try to solve friendship problems when they occur. Help others to feel part of the group. Show respect in how they treat others. Know how to help themselves and others when they feel hurt or upset. Know and show what makes a good relationship.	Theme: Changing Me  Understand that everyone is unique and special. Can express how they feel when change happens. Understand and respect the changes they see in themselves. Understand and respect the changes they see in other people. Know who to ask for help if they are worried about change. Are looking forward to change.

Computing	Using smartboard to complete games.  Begin to use CD Player. Clever Cats	Use overhead projector to explore autumn items. CD Player.	Class Technology Walkie Talkies Microscope	Class Technology Metal Detectors	Class Technology Easi Cars	Class Technology Torches
Knowledge & Understanding of the World  RE	Theme: Special People  Key question: What makes people special?  Religions: Christianity, Judaism	Theme: Christmas  Key question: What is Christmas?  Religions: Christianity  Christian Concept: Incarnation	Theme: Celebrations  Key question: How do people celebrate?  Religions: Islam, Judaism	Theme: Easter  Key question: What is Easter?  Religion: Christianity  Christian Concept: Salvation	Theme: Story Time  Key question: What can we learn from Stories?  Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places  Key question: What makes places special?  Religions: Christianity, Islam, Judaism.
Expressive Arts & Design  DT	Stickle bricks.  Playdough	Wooden blocks  Design and build your own home. Construction area.  Playdough  Make cakes and decorate.	Duplo  Playdough	Mobilo  Playdough	Weaving  Design and build your own farm. Construction area.  Playdough	Weaving  Playdough
Role play	Establish Home corner Moving in day and setting up of role play area.	Birthday party. Diwali party Christmas Christening. Bonfire night	Pizza role play Chinese Restaurant.	Clothes Shop	Farm	Summer garden/school.
Baking	Iced biscuits	Cupcakes	Soup Fruit kebab	Chocolate nests for Easter. Pancakes	Flapjacks	Strawberry jam tarts

Planting	Plant spring bulbs	Bird feeders	Chit potatoes	Sow garlic  April- plant potatoes, strawberries & onions	Plant beetroot, carrots, tomato,	Harvest veg/ fruit
----------	--------------------	--------------	---------------	-------------------------------------------------------------------------	-------------------------------------	--------------------

### Blank's Levels of Questioning

<p style="text-align: center;"><b>LEVEL 1</b></p> <p>The objects/things are present (here and now).</p> <p>What's that? Who's that? What are you doing? What's the lady doing? Find one like this. Find one the same as this. What did you touch?</p> <div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>What's that called?</p> </div> <div style="text-align: center;">  </div> </div>	<p style="text-align: center;"><b>LEVEL 2</b></p> <p>The objects/things are present (here and now), but the child has to look at them in more detail.</p> <p>What's happening? What is in the box? Where's Spot? What colour is the ball? What can you do with a ball? How are these different? Tell me something that is a fruit. Find the one that is ... and ....</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>What can you do with scissors?</p> </div> <div style="text-align: center;">  <p>Where's the chicken?</p> </div> </div>
<p style="text-align: center;"><b>LEVEL 3</b></p> <p>The objects/things may or may not be present and the questions are more complex and subtle.</p> <p>Find one to use with this. (knife → fork) What will happen next? Tell me something different that ... What is a ...? (word definition) Find the things that are not ... Following a set of directions → First open the box. Then put the ball in the box. Then hide the box.</p> <div style="text-align: center; margin-top: 10px;">  <p>How are "these" the same?</p> </div>	<p style="text-align: center;"><b>LEVEL 4</b></p> <p>The objects/things are not present and the child must use reasoning and problem solving.</p> <p>What will happen if...? What could you do when ...? How can we tell that ...? What could we use to ...? Why can't we ...? Why is a ... made of ...?</p> <div style="text-align: center; margin-top: 10px;">  <p>Why can't we ride a lion?</p> </div>