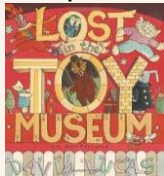
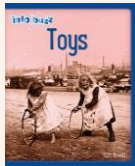
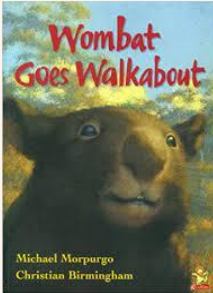
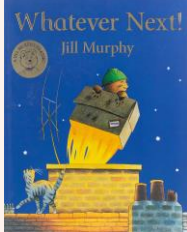
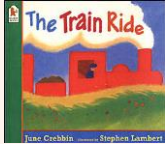


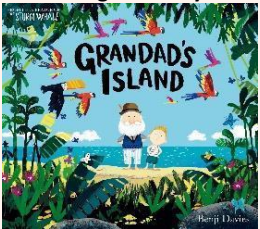
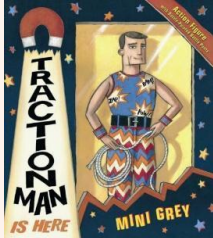
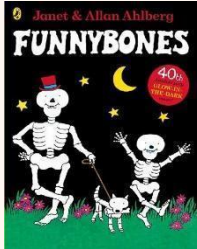

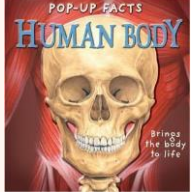
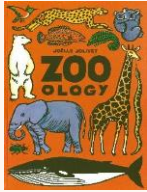

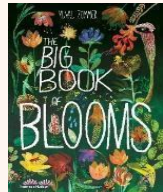
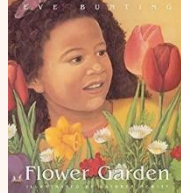
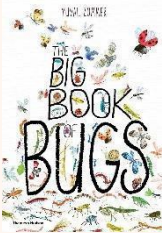


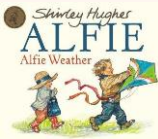
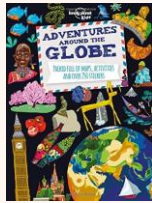
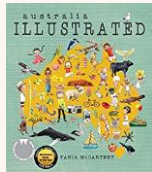
2024-2025

Year 1 LTP	Autumn 1 <i>Superheroes</i>	Autumn 2 <i>Childhood from long ago</i>	Spring 1 <i>Australian Adventure</i>	Spring 2 <i>Transport through the ages</i>	Summer 1 <i>Growing</i>	Summer 2 <i>Minibeasts</i>
Experiences/ Opportunities		<u>Trip:</u> Haslemere Museum 20th November		<u>Trip:</u> Brooklands Museum 4th March	Growing runner beans	<u>Trip:</u> Nower Wood 17th July
Assessment	RWI Phonics Assessment 1	RWI Phonics Assessment 1	RWI Phonics Assessment 2	RWI Phonics Assessment 2		Phonics Screening (June) RWI Phonics Assessment 3
Reading	<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading. 					
Comprehension	Throughout the year, children should listen to stories and non-fiction at a level beyond that at which they can read independently, being encouraged to link what they read or hear to their own experiences. They will participate in discussion about what is read to them, taking turns and listening to what others say, explaining clearly their understanding of what is read to them. Discuss the significance of the title and events making inferences on the basis of what is being said and done ; predicting what might happen on the basis of what has been read so far					
Writing	<p>Hold a sentence: Skills work, introducing sentence structure</p>  <p>Supertato: Descriptions of characters Innovating the story</p>  <p>Traction Man:</p>	<p>Lost at the toy museum: Descriptions of characters</p>  <p>Haslemere museum: Recount</p> <p>Victorian Toys: Fact file</p> 	<p>Hold a sentence: Skills work, sentence structure, sentence content</p> <p>Wombat goes Walkabout: Narrative - Wombat goes Walkabout</p>  <p>Poetry: Spring is here</p>	<p>Whatever Next!: Innovating the story</p>  <p>The Train Ride: Descriptions of animals and landscapes Innovating the story</p> 	<p>Hold a sentence: Skills work, sentence structure, sentence content</p> <p>Jack and the Beanstalk: Innovating the story</p>  <p>Jasper's Beanstalk:Diary - Writing about growing a bean plant.</p> 	<p>Grandad's Island: Innovating the story</p>  <p>Minibeasts: Fact File of a chosen minibeast</p> <p>Nower Wood: Recount - Nower Wood</p>



	<p>Descriptions of characters Innovating the story</p> 					
SPAG	<p>SPAG Focus:</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks</p> <p><u>Sentence</u> Using <i>and</i> to join</p>	<p>SPAG Focus:</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks</p> <p><u>Sentence</u> Using <i>and</i> to join</p>	<p>SPAG Focus:</p> <p><u>Sentence</u> Using <i>and</i> to join</p> <p><u>Text</u> Sequence sentences to form short narratives</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks</p>	<p>SPAG Focus:</p> <p><u>Word</u> Plural noun suffixes -s or -es Suffixes added to root words -ing -ed -er Prefix un-</p> <p><u>Sentence</u> Using <i>and</i> to join</p> <p><u>Text</u> Sequence sentences to form short narratives</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks</p>	<p>SPAG Focus:</p> <p><u>Word</u> Plural noun suffixes -s or -es Suffixes added to root words -ing -ed -er -est Prefix un-</p> <p><u>Sentence</u> Using <i>and</i> to join</p> <p><u>Text</u> Sequence sentences to form short narratives</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks</p>	<p>SPAG Focus:</p> <p><u>Word</u> Plural noun suffixes -s or -es Suffixes added to root words -ing -ed -er -est Prefix un-</p> <p><u>Sentence</u> Using <i>and</i> to join</p> <p><u>Text</u> Sequence sentences to form short narratives</p> <p><u>Punctuation</u> Finger spaces Capital letters Full stops Question marks Exclamation marks</p>
Phonics	<p>Whole class phonics. Recap set 2 sounds.</p>	<p>Whole class phonics. Start set 3 sounds.</p>	<p>Whole class phonics. Set 3 sounds.</p>	<p>Whole class phonics. Consolidation</p> <p>Focus - nonsense words</p>	<p>Whole class phonics.</p> <p>Focus - nonsense words</p>	<p>Whole class phonics. Consolidation.</p>
Maths	<p>Place Value - Within 10 Addition & Subtraction - Within 10 Geometry - Shape</p>	<p>Addition & Subtraction - Within 20 Place Value - Within 20</p>	<p>Addition & Subtraction - Within 20 Place Value - Within 50</p>	<p>Measurement - Length and height Measurement - Weight and volume</p>	<p>Multiplication and Division Fractions Geometry - Position and Direction</p>	<p>Place Value Money Time Consolidation</p>

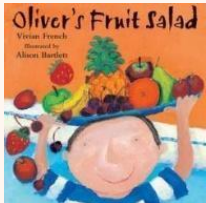
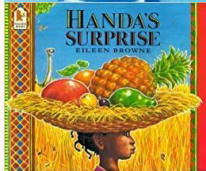
<p>Science</p>	<p>Human body and the senses Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>   	<p>Everyday materials naming of materials and their properties</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><u>Outdoor learning:</u> Seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Human body and the senses</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Name common animals and describe their basic needs</p> <p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets)</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>  	<p>Plants- basic structure and observing growth over time.</p> <p>Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>  	<p>Name common animals and describe their basic needs</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> 
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<p>Geography</p>	<p>Investigate places</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>  <p>Investigate patterns</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>  <p><u>Communicate Geographically</u></p> <p>Use basic geographical vocabulary to refer to: locational language.</p>		<p>Compare the UK to another country.</p> <p>Investigate places</p> <p>Ask and answer geographical questions.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Investigate patterns</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Seasonal Changes</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Communicate Geographically</u></p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key human features</p>		<p>Fieldwork- our school and the environment.</p> <p>Investigate places</p> <p>Ask and answer geographical questions.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Investigate patterns</p> <p>Identify land use around the school.</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p><u>Communicate Geographically</u></p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical and human features.</p>	
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			<p>use compass directions (north, south, east and west) and locational language. Devise a simple map; and use and construct basic symbols in a key.</p> 		<p>use compass directions and locational language.</p>  	
<p>History</p>		<p><u>Toys through time - Living memory</u></p> <p><i>How have toys changed over time and how do we know?</i></p> <p>Events within living memory Cultures and pastimes Local History- Guildford museum, their families Artefacts</p> <p><u>Ask questions such as:</u> What was it like for people?</p> <p>Use artefacts, pictures, stories, online sources</p> <p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use words and phrases such as: a long time ago,</p>	<p><u>History of Flight</u></p> <p><i>How has flight changed over time and why?</i></p> <p>Local link and visit- Brooklands Museum. Hilda Hewlett</p> <p>Events and people beyond living memory Travel and exploration Local History Location</p> <p><u>Ask questions such as:</u> What was it like for people?</p> <p>Use artefacts, pictures, stories, online sources</p> <p>Describe significant people from the past.</p> <p>Place events and artefacts in order on a timeline.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades</p>		<p><u>Healthcare</u> <u>Florence Nightingale and Edith Cavell</u></p> <p><i>How did Florence Nightingale and Edith Cavell help to improve hospitals?</i></p> <p>Events Society Culture and pastimes Artefacts Local history - Royal Surrey</p> <p><u>Ask questions such as:</u> Who and why do we remember Edith Cavell?</p> <p>What was it like for people? Use artefacts, pictures, stories, online sources</p> <p>Place events and artefacts in order on a time line.</p> <p>Use dates where appropriate.</p>	

		recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.		and centuries to describe the passing of time. Use dates where appropriate. Show an understanding of the concept of nation and a nation's history.		Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
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<p>Art</p>		<p>Drawing</p> <p>Develop Ideas Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p> <p>Master Techniques</p> <p>Draw lines of different sizes and thickness.</p> <p>Colour (own work) neatly following the lines.</p> <p>Using different media such as: pencil (sketching, writing and colouring), charcoal and pastels, different thickness brushes</p> <p>Taking Inspiration from the Greats</p> <p>Look at the work of Stephen Wiltshire who is a British Architectural artist. He draws detailed cityscapes and has a particular talent for lifelike, accurate impressions of cities and street scenes.</p> 		<p>Printmaking: Fiona Horan</p> <p>Develop Ideas</p> <p>Develop sketchbook ideas related to transport using the boat piece as a stimulus.</p> <p>Create original pieces that are influenced by studies of others.</p> <p>Explore ideas and collect visual information.</p> <p>Master Techniques</p> <p>Printmaking</p> <p>Develop a Linocut</p> <p>Use repeating or overlapping shapes.</p> <p>Taking Inspiration from the Greats</p> <p>Look at the work of Fiona Horan who is a contemporary printmaker from the South East. She specialises in making linocuts of her local environment.</p> 		<p>The Beauty of Flowers</p> <p>Develop Ideas</p> <p>Exploring colour and composition of flowers as representation for other themes. Looking at how different media and perspectives affect our interpretation of them.</p> <p>Master Techniques</p> <p>Materials: pencil, paint, watercolour, clay, ink, collage/using ripped/torn materials and sticking them.</p> <p>Sculpture</p> <p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create textures</p> <p>Mimic print from the environment (e.g. wallpapers).</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints</p> <p>Taking Inspiration from the Greats - Look at the work of Georgia O' Keefe who is an American artist.</p> 
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<p>DT</p>	<p>Food: Smoothie</p> <p>Master Practical Skills Cut, peel and grate ingredients safely and hygienically.</p> <p>Measure or weigh using measuring cups or scales.</p> <p>Assemble or cook ingredients.</p> <p>Design, make, evaluate and improve Design products that have a clear purpose and have an intended user.</p> <p>Make products, refining the design as work progresses.</p> <p>Take inspiration from design throughout history</p> <p>Explore how products have been created.</p> <p>Explore objects and designs to identify likes and dislikes.</p>  		<p>Mechanics</p> <p>Create products using levers, wheels and winding mechanisms.</p> <p>Materials</p> <p>Cut materials safely using tools provided.</p> <p>Measure and mark out to the nearest centimetre.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Demonstrate a range of joining techniques (such as glueing, hinges or combining materials to strengthen).</p>		<p>Construction: Frame Structures.</p> <p>Design and make a swing.</p> <p>Analyse and annotate existing products for inspiration and understanding.</p> <p>Design products that have a clear purpose and an intended user.</p> <p>Suggest improvements to existing designs.</p> <p>Make products, refining the design as work progresses.</p> <p>Cover all the different types of structure for evaluative process, nuanced understanding and analysis.</p> <p>Finger Fluency: children need to work on building skills</p>	
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<p>Computing</p>	<p>Digital imagery (5 lessons) Taking and editing photos, searching for and adding images to a project.</p> <p>Online Safety Using the internet safely</p>	<p>Espresso coding (5 lessons) On the move x 2 Simple inputs x 2 Debugging x 1</p> <p>Online Safety Online emotions</p>	<p>Introduction to data (5 lessons) Learning what data is and the different ways it can be represented. Learning why data is useful and the ways it can be gathered and recorded.</p> <p>Online Safety Always be kind and considerate</p>	<p>Algorithms unplugged (5 lessons) Algorithms, decomposition and debugging are made relatable to familiar contexts, following directions, learning why instructions need to be specific.</p> <p>Online Safety Posting and sharing online</p>	<p>Improving mouse skills (5 lessons) Learning how to login and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a cursor to create works of art</p> <p>Online Safety</p>	<p>Rocket to the moon (5 lessons) Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data.</p> <p>Online Safety</p>
<p>PE</p>	<p>Fundamental Skills</p> <p>To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping, and skipping actions. To explore co-ordination and combining jumps. To explore combination jumping and skipping in an individual rope.</p>	<p>Target Games</p> <p>To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy and distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance.</p>	<p>JOLF</p>	<p>Fitness / Team Building</p> <p>To develop knowledge of how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To begin to understand the importance of daily exercise. To co-operate and communicate with a partner to solve challenges. To use communication skills to lead a partner. To communicate with a group to solve challenges.</p>	<p>Athletics</p> <p>To learn to move at different speeds for varying distances. To develop a foundation for balance and stability. To develop agility and coordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy</p> <p><i>Sports Week</i> <i>Sports Day</i></p>	<p>Sending & Receiving</p> <p>To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching skills over a longer distance. To apply sending and receiving skills to small games</p>
<p>PSHE</p>	<p>Identity, Society and Equality</p> <p>Me & Others</p>	<p>Mental Health & Wellbeing</p> <p>Feelings</p>	<p>Careers, financial capability and economic well being</p> <p>My money</p>	<p>Drug, Alcohol and Tobacco Education</p> <p>What do we put into and on to our bodies?</p>	<p>Keeping Safe and Managing Risk</p> <p>Feeling Safe</p>	<p>Growing & Caring for Ourselves</p> <p>Relationships & Sex Education</p>
<p>Music</p>	<p>Sing Up: Menu Song</p> <p>Participate in creating a dramatic group performance using kitchen-themed props.</p>	<p>Nativity songs</p>	<p>Sing Up:</p> <p>Colonel Hathi's March</p> <p>Compose music to march to, using tuned and untuned percussion.</p>	<p>Sing Up:</p> <p>Football</p> <p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Chant together rhythmically, marking rests accurately.</p>	<p>Sing Up:</p> <p>Dawn from Sea Interludes</p> <p>Sing a simple singing game, adding actions to show a developing sense of beat. Listen actively by responding to musical signals and</p>	<p>Sing Up:</p> <p>Come Dance with Me</p> <p>Create musical phrases from new word rhythms that children invent. Sing either part of a call-and-response song.</p>

	<p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Listen and move in time to the song.</p>		<p>Respond to musical characteristics through movement.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</p> <p>Magical Musical Aquarium Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively, representing the character of their composition.</p> <p>Listen to 'Aquarium', reflecting the character of the music through movement.</p>	<p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p>	<p>musical themes using appropriate movement.</p> <p>Create a musical movement picture.</p> <p>Cat and Mouse</p> <p>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Listen and copy rhythm patterns.</p>	<p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p> <p>Copy call-and-response patterns with voices and instruments</p>
RE	Why do Christians call God creator?	What is the Nativity and why is it important to Christians?	JUDAISM: Why do Jewish families celebrate the gift of Shabbat?	What do Christians learn from stories of Jesus?	JUDAISM: What is the Torah & why is it so important to Jewish families?	Why should we look after the world?
Forest School/ Outdoor Learning	Making the human body using natural materials	Exploring seasonal changes	Making play equipment.	Sketching plants and animals	Growing fruits and vegetables	Growing fruits and vegetables