

	Summer Term 1	Summer Term 2
Phonics	<p><b>Week 1 (3 Days)</b> Phase 3 Consolidation Week</p> <p><b>Week 2</b> Phase 3 - er, ear, air, there, were</p> <p><b>Week 3 (4 Days)</b> Phase 3 - ure, ow, oi, love, come</p> <p><b>Week 4</b> Phase 3 - ear, air, ure, one, ask</p> <p><b>Week 5</b> Phase 3 Assessment Week</p>	<p><b>Week 1</b> Consolidation Week</p> <p><b>Week 2</b> Split Vowel Digraph (a_e)</p> <p><b>Week 3</b> Split Vowel Digraph (e_e)</p> <p><b>Week 4</b> Split Vowel Digraph (i_e)</p> <p><b>Week 5</b> Split Vowel Digraph (o_e)</p> <p><b>Week 6</b> Split Vowel Digraph (u_e)</p> <p><b>Week 7</b> Sight Words (push, pull, full)</p> <p><b>Week 8</b> Phonics Songs and Games</p>
Maths	<p><b>Week 1 (3 Days) - 3</b> Numbers up to 20</p> <ul style="list-style-type: none"> <li>- Count up to 20</li> <li>- Estimate, represent, order and explore numbers up to 20</li> <li>- Tens and ones</li> <li>- Begin to combine amounts that add up within 20</li> <li>- Begin to subtract from numbers within 20</li> </ul> <p><b>Week 4 &amp; 5</b> Measure</p> <ul style="list-style-type: none"> <li>- Describe, compare, estimate and order: <ul style="list-style-type: none"> <li>o Length</li> <li>o Weight</li> <li>o Capacity</li> </ul> </li> <li>- Describe capacities</li> <li>- Compare volumes</li> <li>- Compare weights</li> <li>- Estimate, compare and order lengths</li> </ul>	<p><b>Week 1</b> Number bonds of 5 and 10 -recall the number bonds of 5 and 10</p> <p><b>Week 2 &amp; 3</b> Depth of number with 20</p> <ul style="list-style-type: none"> <li>- Explore numbers and PS strategies</li> <li>- Recognise and extend patterns</li> <li>- Apply number, shape and measures knowledge</li> <li>- Consolidate both counting forwards and backwards</li> </ul> <p><b>Week 4</b> Money</p> <ul style="list-style-type: none"> <li>- Coin recognition and values</li> <li>- Combinations to total 20p</li> <li>- Change from 10p</li> </ul> <p><b>Week 5</b> Position and Direction</p> <ul style="list-style-type: none"> <li>- Exploring simple maps and directions (see <a href="#">this link</a> for more spatial reasoning ideas)</li> </ul> <p><b>Week 6</b> Consolidation</p> <p><b>Week 7</b> Assessment</p>

		<b>Week 8 (2 Days)</b> Learning challenges for Year 1
English – Reading	<b>Week 1 (3 Days)</b> Jack and the Beanstalk <b>Week 2</b> The Gigantic Turnip <b>Week 3 (4 Days)</b> The Tiny Seed <b>Week 4</b> The Very Hungry Caterpillar <b>Week 5</b> Poem: A Little Seed	<b>Week 1</b> Paddington at the Palace <b>Week 2</b> The Queen’s Knickers <b>Week 3</b> Zog and the Flying Doctor <b>Week 4</b> The King Who Banned the Dark <b>Week 5</b> The Kings Hats <b>Week 6</b> Ernest Shackleton Little People, Big Minds <b>Week 7</b> Meet the Twitches <b>Week 8 (2 Days)</b> Meet the Twitches
Nursery Rhymes	<b>Week 1 (3 Days)</b> The Grand Old Duke of York <b>Week 2</b> Jack be Nimble <b>Week 3 (4 Days)</b> See Saw, Margery Daw <b>Week 4</b> The Animals Went in Two by Two <b>Week 5</b> The Big Ship Sails on the Ally Ally Oh	<b>Week 1</b> Down at the Station <b>Week 2</b> Little Jack Horner <b>Week 3</b> Star light, star bright <b>Week 4</b> Jack and Jill <b>Week 5</b> Here We Go round the Mulberry Bush <b>Week 6</b> Old Mother Hubbard <b>Week 7</b> If You’re Happy and You Know It! <b>Week 8 (2 Days)</b> Nursery Rhyme Sack

Art	<p><b>Week 1 (3 Days)</b> Italian Painter Giuseppe Arcimboldo</p> <p><b>Week 2</b> Appreciation of Italian Painter Giuseppe Arcimboldo</p> <p><b>Week 3 (4 Days)</b> Fruit and vegetable collages</p> <p><b>Week 4</b> Draw/sketch fruit/vegetable face in the style of Giuseppe</p> <p>Paint fruit/vegetable face in the style of Giuseppe Arcimboldo</p> <p><b>Week 5</b> End of unit quiz/assessment</p>	<p><b>Week 1</b> James Brunt – English Artist – Nature Artist</p> <p><b>Week 2</b> Appreciation of James Brunt – English Artist – Nature Artist</p> <p><b>Week 3</b> Draw/sketch James Brunt – English Artist – Nature Artist</p> <p><b>Week 4</b> Paint James Brunt – English Artist – Nature Artist</p> <p><b>Week 5</b> Create James Brunt – English Artist – Nature Artist</p> <p><b>Week 6</b> Assessment</p> <p><b>Week 7</b> Buffer</p> <p><b>Week 8 (2 Days)</b></p>
Computing	<p><b>Week 2</b> Keychain Computing Algorithms Bee’s in the Garden</p> <p><b>Week 4</b> Online Safety <b>(Link to PSHE objective)</b></p>	<p><b>Week 2</b> Keychain Computing Handling Data</p> <p><b>Week 4</b> Keychain Computing Handling Data</p> <p><b>Week 6</b> Online Safety</p>
Music	<p><b>Week 1</b> To know notation. To listen and appreciate.</p> <p><b>Week 3</b> To perform using voice and body percussion. To compose a piece of music.</p> <p><b>Week 5</b> To identify musical elements in a given piece.</p>	<p><b>Week 1</b> To know notation. To listen and appreciate.</p> <p><b>Week 3</b> To perform using voice and body percussion. To compose a piece of music.</p> <p><b>Week 5</b> To identify musical elements in a given piece.</p> <p><b>Week 7</b> Summer Term Assessment</p>
PSHE	<p><b>Week 1 – PSHE/RSHE</b> Health <b>Go-givers</b> – How do you feel today?</p> <p><b>Week 2 – PSHE/RSHE</b> Health <b>Go-givers</b> – Let’s get active</p>	<p><b>Week 1 – RSHE</b> EYFS Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.</p> <p><b>NSPCC: What’s in your Pants</b> <b>Links to PSHE objectives keeping safe and looking after myself.</b></p>

	<p><b>Week 3 – PSHE</b> Community <b>Go-givers</b> - Keeping Safe at home</p> <p><b>Week 4 – PSHE</b> <b>British/Go-givers (DEBATE):</b> Where do you stand?</p> <p>Week 5 – <b>British Value:</b> <b>Individual Liberty</b></p>	<p><b>Week 2 – PSHE</b> <b>Tolerance</b> <b>(Educate against Hate)</b> <b>Go-givers</b> – People who are special to me?</p> <p><b>Week 3 - PSHE</b> Water Safety <b>Safeguarding/RNLI:</b> Stay together</p> <p><b>Week 4 - PSHE</b> <b>Health/Sun Safe:</b> Keeping Safe in the Sun</p> <p><b>Week 5 – PSHE</b> Moving on – Transition to Y1</p> <p><b>Week 6 – PSHE</b> Moving on – Transition to Y1</p> <p><b>Week 7 – PSHE</b> Moving on – Transition to Y1</p>
PE	<p><b>Week 1</b> <b>Easter Monday</b></p> <p><b>Week 2</b> Gym Sports Day Practice</p> <p><b>Week 3</b> <b>Bank Holiday</b></p> <p><b>Week 4</b> Gym Sports Day Practice</p> <p><b>Week 5</b> Gym Sports Day Practice</p>	<p><b>Week 1 – 6</b> Fundamentals (Y1) Games</p> <p><b>Week 7</b> Commando Joes – Mission 6 – Eddie Empathy</p> <p><b>Week 8</b> Commando Joes – Mission 7 – Romeo Resilience</p>
RE	<p><b>Week 1</b> The Tortoise and The Hare</p> <p><b>Week 2</b> The Boy Who Cried Wolf</p> <p><b>Week 3</b> The Crocodile and The Priest (A Sikh story)</p> <p><b>Week 4</b> The Gold-Giving Serpent</p> <p><b>Week 5</b> The Lost Sheep</p>	<p><b>Week 1</b> Special Places - Homes Around the World</p> <p><b>Week 2</b> Special Places - Changing Rooms</p> <p><b>Week 3</b> Special Places - The Wider Picture</p> <p><b>Week 4</b> Special Places - The Church</p> <p><b>Week 5</b> Special Places - The Mosque</p>

		<p><b>Week 6</b> Special Places - The Synagogue</p> <p><b>Week 7</b> Assessment Week</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p><b>Week 1</b> To know that we have four seasons on earth; spring, summer, autumn and winter. <i>Fieldwork - To explore our school environment looking for changes of the seasons</i> To know that people and places change over time <i>Local History – How has North Wootton Academy changed over time? History powerpoint</i></p> <p><b>Week 2</b> To know that plants need water and light to grow. <i>Science Investigation – How does a runner bean grow overtime?</i> To know that living things, such as plants, grow and change throughout the year. <i>Science Investigation – How many flowers can you see in a given area of grass?</i></p> <p><b>Week 3</b> To know that animals grow and change. To know that caterpillars change into Butterflies.</p> <p><b>Week 4</b> To know that we can grow food to eat. To know that farmers harvest crops for us to eat.</p> <p><b>Week 5</b> To know that we grow and change throughout our lives. To know that when we become adults there are many different things we can do.</p> <p>End of unit quiz/assessment</p>	<p><b>Week 1</b> Introduction to Influential People. To know that Valentina Tereshkova went into space. <i>Science Investigation - If you met Valentina Tereshkova, what would like you know?</i></p> <p><b>Week 2</b> To know that Ernest Shackleton explored some of the coldest places on Earth. To know that Ernest Shackleton rescued his team from Antarctica.</p> <p><b>Week 3</b> To know that Mount Everest is Earth’s highest mountain. To understand that people have climbed the difficult journey to the top of Mount Everest. <i>Fieldwork - Why was Mount Everest so difficult to climb?</i></p> <p><b>Week 4</b> To understand there are heroes in our local community. To understand there are ways we can thank heroes in our local community. <b>Link to PSHE objectives of People Who Help Us</b></p> <p><b>Week 5</b> To know that in England, we have a King and that the crown of England is passed down through the Royal Family. To know that a palace is a special building where a King or Queen lives and that the King’s Guard protects The Kind.</p> <p><b>Week 6</b> To know that Kings and Queens have a coronation ceremony and that Royal Coronations happen at Westminster Abbey. To know that King John made some promises in the Magna Carta and how it contains important rules and promises. <i>Why was King John unkind leader?</i></p>

		<p><b>Week 7</b> To know that our government makes choices for our country and to think about ways we could improve our school. Assessment</p>
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