

The Federation of the Church Schools of Shalfleet & Freshwater and Yarmouth



LTP Cove and Sunshine Class Year 1 2026-2027

	AUTUMN:		SPRING:		SUMMER:	
Title/Duration	Here We Are – Geography focus Fire! Fire! – History focus		Marvellous Medicine! – History focus		Ocean Friendly Us – Geography focus	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	- Promotes independence and curiosity - Valuing all children, learning is accessible to all - Broad, relevant and balanced - Local, Mainland, Global		- Broad, relevant and balanced - Local, Mainland, Global - Promotes independence and curiosity - Valuing all learning is accessible to all - Coherent learning links and pathways		- Strong working partnerships - Promotes independence and curiosity - Coherent learning links and pathways - High quality outcomes, deep learning	
English (Focus Texts/Writing Opportunities)	Key Text 1: <u>Lost and Found – Oliver Jeffers</u> <u>Penguins – Kay de Silva</u> Sentence writing Found Poster postcard	Key Text 2: <u>Fairytales/ Traditional Tales Goldilocks and the three bears + The Gingerbreadman</u> Recount/ changing the story	Key Text 1: <u>Mixed Up Chameleon – Eric Carle</u> <u>David Attenborough – Little People Big Dreams</u> Story writing	Key Text 3: <u>Don’t let them disappear – Chelsea Clinton</u> <u>The Owl who was afraid of the dark – Jill Tomlinson</u> Recount Menu and invitations	Key Text 1: <u>The Storm Whale – Benji Davies.</u> <u>What a submarine sees – Laura and Vivian Minekar</u> Letter writing.	Key Text 3: <u>The Lighthouse Keepers Lunch</u> series. <u>Seaside Poems – Nic Sharratt</u> Non-fiction account
					Key Text 2: <u>The Big Book of the Blue – Yuval Zommer</u> SHARED Non-fiction fact files	
Maths	MASTERING NUMBERSTU MATHS SET 1/2 White Rose Measure Length and Height White Rose Geometry-shape		MASTERING NUMBER SET 3/4 White Rose Fractions		MASTERING NUMBER SET 5 White Rose Measure -Time & Money White Rose – Mass and Volume	
	Mastering Number Yr1 Autumn programme		Mastering Number Yr1 Spring programme		Mastering Number Yr1 Summer programme	
Science	<u>See also White Rose Science Schemes of Learning</u> The Human Body Seasonal Changes		Planting A Animals Caring for the Planet		Plants Planting C Growing and Cooking	

	Materials Seasonal Changes ii	Seasonal Changes iii Planting B	Seasonal Changes iv Consolidation
History <i>Throughout Historical Enquiry</i> <i>Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children can:</i> <i>Observe or handle evidence to ask simple questions about the past;</i> <i>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</i> <i>Choose and select evidence and say how it can be used to find out about the past.</i>	<u>Knowledge and Understanding of events, people and changes in the past</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. – Our own lives <i>Events beyond living memory that are significant nationally (Bonfire night and Guy Fawkes).</i> <u>Historical Interpretation</u> <i>Observe and use pictures and artefacts to find out about the past.</i> In-depth study of Guy Fawkes <i>To distinguish between what is fact and what is fiction.</i> Research and exploration of motives for actions: Guy Fawkes <i>Start to compare two versions of a past event</i> <u>Chronological Understanding</u> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can: ● Sequence artefacts and events that are close together in time; ● Describe memories and changes that have happened in their own lives <u>Knowledge and understanding of events, people and changes in the past</u> Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children can: ● Identify similarities and differences between ways of life in different periods; ● Know and recount episodes from stories and significant events in history; ● Understand that there are reasons why people in the past acted as they did.	<u>Knowledge and Understanding of events, people and changes in the past</u> The lives of significant individuals in the past who have contributed to national and international achievements. <i>Specific focus on Mary Seacole and Florence Nightingale in relation to medicine and women’s rights. Comparison to be made to modern day.</i> In-depth study of influential nurses: Florence Nightingale and Mary Seacole. Study and compare historical medical challenges with challenges faced by nurses of today. (Include and link to 2020 COVID-19 experiences). <u>Historical Interpretation</u> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: ● Observe and use pictures, photographs and artefacts to find out about the past; ● Start to use stories or accounts to distinguish between fact and fiction; ● Explain that there are different types of evidence and sources that can be used to help represent the past. <u>Chronological Understanding</u> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children can: ● Sequence artefacts and events that are close together in time; ● Order dates from earliest to latest on simple timelines; ● Sequence pictures from different periods; ● Describe memories and changes that have happened in their own lives. <u>Knowledge and understanding of events, people and changes in the past</u> Children should choose and use parts of stories and other sources to show that they know and understand key features of events.	Grace Darling

		Children can: ● Identify similarities and differences between ways of life in different periods; ● Know and recount episodes from stories and significant events in history; ● Understand that there are reasons why people in the past acted as they did; ● Describe significant individuals from the past.		
Geography	<u>Locational Knowledge:</u> Begin to look at and use World and regional maps, atlases and globes. Google Earth. <u>Place Knowledge:</u> Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight, and a small area of a contrasting non-European county. <u>Human and Physical:</u> 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; Use World and regional maps, atlases and globes. Google Earth. <u>Geographical skills and fieldwork:</u> Look at and use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of Yarmouth and Shalfleet Schools and the grounds including the key human and physical features of the surrounding environment. Look at and use world		<u>Locational Knowledge:</u> <u>Human and Physical:</u> Use World and regional maps, atlases and globes. Google Earth. Using their senses, exploring and investigating their immediate, environment measuring, sorting and observing. Drawing and discussion. <u>Human and Physical:</u> 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; Use basic geographical vocabulary to refer to: <i>Key physical features</i>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <i>Key human features</i>, including city, town, village, factory, farm, house, office, port, harbour and shop. <u>Fieldwork</u> Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation.	

	maps, atlases and globes to identify the associated studied areas. Use a compass to identify direction. Begin to use locational and directional language to describe the features and routes on a map. Discuss basic human and physical features. Devise a simple map including a basic key. Fieldwork - Begin to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making basic judgement and conclusions. In the following areas Traffic, Litter, Land Use, Weather and Vegetation. Identify similarities and draw comparisons based on the Human and Physical features of the local and contrasting area.					
Art	<u>Sculpture – Andy Goldsworthy</u> Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1: To use sculpture to develop and share their ideas, experiences and imagination. Children can: • use a variety of natural, recycled and manufactured	<u>Painting – Wassily Kandinsky</u> Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1: To use painting to develop and share their ideas, experiences and imagination. Children can: • name the primary and secondary colours; • experiment with different brushes	<u>Printing – Orla Kiely</u> Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. KS1: To develop a wide range of art and design techniques in using colour and texture. Children can: • copy an original print; • use a variety of materials, e.g. sponges, fruit, blocks; • demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing https://orlakiely.com/pages/about-orla-kiely	<u>Drawing – Beatrix Potter</u> Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. KS1: To use drawing to develop and share their ideas, experiences and imagination.	<u>Animation – Domee Shi</u> Linked to computing objectives. Children begin to explore animating their drawings/paintings/pictures. Learn about famous contemporary animators and use different media to create a moving piece of art.	<u>Collage – Mark Herald</u> Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.

	materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching; use a variety of shapes, including lines and texture	(including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades;		Children can: • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips		
Design & Technology	Textiles: Christmas decorations Puppet making (sewing)		Food and Nutrition: That all food comes from plants or animals That food has to be farmed, grown elsewhere (e.g. home) or caught Name and sort foods into the five groups in The eat well plate That everyone should eat at least five portions of fruit and vegetables every day		Structures & Mechanisms How strong can paper be? Papier mache lighthouse Design, build and evaluate Mechanisms How can you make a boat that floats? Design a Pirate Ship: Design, build and evaluate	
Music	<u>Kapow Music:</u> Clapping songs-play and clap Aye Diddle Diddle The sailor went to sea sea sea Alley alley O Lost and found music Music from the past Firework sounds Create a firework display by sound only Bangs, whistles, To play untuned instruments Drums, tambourines, maracas, rain sticks, blocks, castanets.		<u>Kapow Music:</u> To clap out rhythms that use different durations To sing familiar songs, rhymes and chants using expression To listen to local musicians and their music inspired by locality. Visitors: Paul Armfield & others tbc.		<u>Kapow Music:</u> Sea Shanties – To sing familiar songs, rhymes and chants using expression Instrument making workshop. To compose simple songs of celebration To sing familiar songs, rhymes and chants using expression To listen to a variety of live and recorded music.	

Computing	Computer Systems and Networks - 'Technology Around Us' https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-technology-around-us Key Program – www.paintz.app	Creating Media – Digital Painting https://teachcomputing.org/curriculum/key-stage-1/programming-a-moving-a-robot Key Program – www.paintz.app	Programming A – Moving a Robot https://teachcomputing.org/curriculum/key-stage-1/programming-a-moving-a-robot Key Program – Bee Bots	Data and Information – Grouping Data https://teachcomputing.org/curriculum/key-stage-1/data-and-information-grouping-data Key Program – Provided PowerPoint Resources	Programming B – Animation Introduction https://teachcomputing.org/curriculum/key-stage-1/programming-b-introduction-to-animation Key Program – Scratch Jnr (iPads)	Creating Media – Digital Writing https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing Key Program – Microsoft Word
PE	Football Tag Rugby	Gymnastics Indoor athletics	Dance Volleyball	Volleyball Gymnastics	Tennis Cricket	Athletics Hockey and Handball
events RE	Theme: HARVEST Concept: CELEBRATIONS, Communicate	Theme: Nativity Journeys Concept: JOURNEY'S END	Theme: Belonging in Christianity Concept: BELONGING	Theme: Palm Sunday, Christians welcome Jesus Concept: WELCOMING	Theme: Generosity (dana) Concept: COMMUNITY	Theme: Creation Stories Concept: CREATION
SMSC/PSHE	How can I make friends? What if my friends are making me feel bad? How can I be an empathy expert? What do feelings feel like What makes me special? How can I be an ally?		How can I keep safe in a new place? How can I use things at home safely? What is private information? How can I share my feelings? How can I speak up? Who are my trusted adults?		How can I be responsible? What is bullying? Why is name calling unkind? Why have different rules in different places? What is 999? What do the police do? What can happen when rules are broken?	
Trips/Events/ Visitors/ Risk Day	Fort Victoria walk	CHRISTMAS PLAY with YEAR 2 Christmas Craft making with parents	Medical professional visitor British Science Week	Amazon World Animal attraction IOW	Safer Oceans Day – RNLI in to talk water safety parents in for the afternoon to do ocean related activities	Blue Reef Aquarium Charity cake sale

