

Year 1	Autumn	Spring	Summer
<b>Learning Challenge Themes</b>	All About me	Colour and Light	Me in my World
<b>Learning Challenge</b>	To create a book all about me and share with my family	To engage with a colours and lights festival	To explore and engage within a cultural festival
<b>English</b>			
<b>Immersive reading texts</b> (for learning challenge)	All Kinds of People The Colour Monster Hello world, my body Incredible you The Three Little Pigs The Colour Monster goes to School	Little Red Riding Hood – The colours book Wow said the owl Goodnight Lion torch and shadows book Day Monkey Night Monkey	Handa's Surprise (Nigeria) Aladdin (Bangladesh) The Jungle Book (India) Three Billy Goats Gruff (England)
<b>Stories</b> (book corner, reading display and immersive reading)	Non - fiction and information texts Stories with familiar settings Sensory stories Recount Rhyme and rhythm Stories from other cultures		
<b>Immersive reading</b>	Daily whole class immersive reading to start - include objects, pictures, role play, symbols, Makaton, PoweyPoint or Active Inspire presentation and books.  Followed by: Access to a book corner so children can read or explore independently or with an adult Sensory play related to the story e.g. tuff trays Role play related to the story Learning activities relating to the story e.g. colourful semantics, ordering the story, matching symbols or words relating to the story		
<b>Recording</b>	Fine motor skills, mark making, handwriting, talk for writing, IT recording, answering questions using written words or sentences		
<b>Phonics</b>			
<b>Pre-Phonics</b>	Whole class starter activities: Environmental and every day sounds Babies and their sounds Construction sounds – eg diggers and building in sand Transport sounds Fidget disco Playdough disco		

	<p>Nursery rhymes  Animal sounds (farm, pets, zoo and jungle)  Music and instrument sounds  Body percussion</p>		
<b>Communication</b>	<p>Intensive Interaction  Attention Autism  What's in the box  Story massage / interactive rhymes  Anticipation rhymes and activities  Music for interaction</p>		
<b>Reading</b>	<p>Access to a book corner so children can read or explore independently or with an adult  Puppets with stories and shared reading with an adult  Small group reading / story time (not specific to learning challenge)  Home reading scheme – sending home sound books and books to develop love of reading</p>		
<b>Phonics Sound and word reading</b>	<p>Jolly Phonics scheme - working through sound programme using:  Magnetic letters, sound tubs, objects, sensory letters, sensory and interactive books, flashcards, tricky words, jolly classroom on the ipad, jolly phonics songs and actions, puppets, magic pens, sound buttons, sound mirrors.</p>		
<b>Guided Reading</b>	<p>Using jolly phonics reading scheme  Comprehension activities – matching sentences to pictures or answering questions about stories</p>		
<b>Writing</b>	<p>Tracing or writing sounds using the Jolly Phonics sheets, or in coloured rice, salts, playdough, whiteboards etc.</p>		
<b>Mark Making and Fine Motor skills</b>	<p>Water and brushes, sand, chalk, paint, whiteboards, rice, salts, glitter</p>		
	<b>Maths</b>		
<b>Whole class activity</b>	<p>Immersive songs; puppets, objects, pictures, symbols, Makaton, number rhymes, ALD boards</p>		
<b>Subject specific and pre-subject specific (routes targets)</b>	<p><b>Measure</b> - big and small, heavy and light, long and short, full and empty, filling and emptying etc  <b>Calculation and number</b>- more and less, subitising, rote counting, 1 and lots, numerals, number rhymes,  <b>Shape</b>- 2D and 3D shapes, prepositions, directional language, patterns, matching, finding the 'same' and 'odd one out'</p>		
<b>Science</b>	<p>Human body parts and senses</p>	<p>Light (and dark)  - Sources inc sun  - Shadows  - colours  - Bubbles  - reflections</p>	<p>Plant/growing  Parts of plants/flowers/trees  What plants need to grow</p>
	<p>Working scientifically: Making observations, using simple equipment</p>		

<b>Art</b>	<ul style="list-style-type: none"> <li>- Painting and drawing- Big</li> <li>- art</li> <li>- Identifying colours</li> <li>- Sculpture- squashing and moulding</li> <li>- Printing</li> <li>- Using tools to change things- cutting</li> </ul> <p>Artists: James Brunt -large scale art</p>		<ul style="list-style-type: none"> <li>- Drawing and painting- different tools</li> <li>- Identifying colours and blending colours</li> <li>- Painting and drawing - looking and observing</li> <li>- Sculpture- putting things together</li> </ul> <p>Artists: Jackson Pollock -large scale art</p>		<p>Painting and drawing recognising colours</p> <ul style="list-style-type: none"> <li>- mixing colours</li> <li>- blending paints and other drawing materials</li> <li>- patterns</li> </ul> <p>Artist: Wassily Kandinsky (primary and secondary colours, shapes, representation)</p>	
<b>DT</b>	<p>Objects I use everyday</p> <p>Objects in my house</p>		<p>Shapes, colours, textures and different materials – bending, changing, squashing, shaping, stretching</p>		<p>Textiles – ribbon and string – exploring materials – do these materials change?</p> <p>Cutting, sticking, joining, tying, gluing</p>	
<b>Messy Play</b>	<p>Messy play- using tools, pouring, sieving and cutting</p> <p>Messy play- materials that change</p>					
<b>Music</b>	<p>Exploring favourite instruments</p> <p>Copying simple patterns with sounds</p> <p>Intensive interaction</p>		<p>Sensory lights and calm time with musical tones</p> <p>Exploring light and dark with music</p>		<p>Exploring cultural music</p> <p>African drums / wooden instruments</p> <p>Indian dances e.g. Bhangra</p> <p>Islamic dances and music</p>	
<b>Food Tech</b> <i>(using 32 steps to eating and messy play heirarchy)</i>	<p>Exploring likes and dislikes</p> <p>Exploring different textures</p>		<p>Different coloured foods</p>		<p>Exploring cultural foods</p> <p>Exploring foods from around the world</p> <p>Foods relating to religious events</p> <p>Foods relating to events eg kings birthday</p>	
<b>Understanding the world/Humanities</b>	<p>The passage of time Me and my family</p> <p>Old/new</p> <p>Sequencing- now and next</p>	<p>The local area, where do I live?</p> <p>Routes within school</p> <p>Recognising landmarks</p>	<p>Night/day/ shadows</p> <p>Colours- identifying/labelling</p> <p>Passing of time – times of day, days of the week, months of the year</p> <p>birthdays, anniversaries or celebrations in time</p>	<p>Seasons/changes/ weather/months/days</p> <p>Plants/trees</p>	<p>Transport – old and new, modern and in the past</p> <p>Festivals and events that we celebrate each year</p>	<p>Other cultures in our local area and different parts of the world.</p> <p>Looking at our local area and further afield - plants, countries, physical features, human features</p>
<b>RE</b>	<p>People who are important to me</p> <p>Being special – where do we belong?</p>		<p>Weddings</p> <p>Who celebrates what? Celebrations in the local area and the West Midlands</p>		<p>Learning challenge links: different cultures for children in class:</p> <p>Religious buildings, countries, cultural artefacts,</p>	

			Ceremonies in different religions	
<b>PSED / PSHE / RHE</b> <b>(British values)</b>	<p><b>Me</b> Who am I? looking at my reflection Marvellous Me- things that make me special My likes and dislikes Exploring my senses</p> <p><b>Me and those that are important to me</b> My family Staff members in my class</p> <p><b>Feelings</b> Mental Health and wellbeing What's wrong board Turn taking/Sharing/ making choices How do I feel- labelling emotions</p> <p><b>Me and my culture</b> My religion or culture where I was born special artefacts and clothing</p>			
	<b>Physical Development</b>			
<b>Motor Skills Development Programme</b>	<p>Each class will work on the following focus for one week:</p> <p>Let's Get Active Helping Ourselves at Mealtimes Dressing Ourselves Looking After Ourselves Let's Have Fun! Let's Develop Our Fine Motor Skills Let's Build It!</p>			
<b>Activities</b>	Swimming, Rebound Therapy, WBA P.E lessons, P.E lessons, Forest School, Playtime			
Computing	Computing will be taught throughout subjects where appropriate. Where computing is taught, it will be highlighted on teachers planning. Units to be covered are:			
Muti-Media	Basic skills of ICT - using the IWB, computer, Ipads and cause and effect toys	Programming - Computer Science	E -Safety	Digital Literacy