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|  | **Autumn 1**  **All Creatures Great and Small** | | **Autumn 2**  **All Creatures Great and Small** | | **Spring 1**  **Monarchs** | | **Spring 2**  **The UK** | | **Summer 1**  **Seaside – Geography Focus** | | **Summer 2**  **Seaside – History Focus** | |
| English | **Basic skills (3)** | **Narrative – retell a story**  **(3)** | **Instructions on fruit smoothies**  **(3)** | **Postcards**  **(3)** | **Poetry**  **(2)** | **Descriptive writing (3)** | **Non-chronological report (3)** | **Narrative – retell with own character (3)** | **Narrative (4)** | **Recount**  **(2)** | **Narrative – write own story (3)** | **Poetry**  **(3)** |
| Dear Zoo  Owl Babies  The Very Hungry Caterpillar | Elmer  Amara and the Bats | Non-fiction text | Meerkat Mail  Lost and Found |  | The Wonder (Faye Hanson)  Ada Twist, Scientist  The Most Magnificent Thing |  | Paddington goes to London | Jack and the Beanstalk | Trip to Nell Bank | Flotsam |  |
| Maths | **White Rose Maths Scheme**  Place Value within 10  Addition and Subtraction | | Addition and Subtraction  Geometry  Consolidation | | Place Value within 20  Addition and Subtraction | | Place Value within 50  Length and Height  Mass and Volume | | Multiplication and Division  Fractions  Position and Direction | | Place Value within 100  Money *(Swop with mass and volume?)*  Time *(Swop with mass and volume?)* | |
| Science | **Animals, including humans**  **Seasonal Changes - Autumn**  Learning objectives:   * Identify and name a *variety of common animals including fish, amphibians, reptiles, birds and mammals* * *Identify and name a variety of common animals that are carnivores, herbivores and omnivores* * *Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)* * *Notice that animals including humans have offspring that grow into adults.* | | **Autumn/ Christmas**  **Seasonal Changes-Winter**  Learning objectives:   * *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.* * *Describe the importance for humans of exercise and eating the right amounts of different types of food.* * Observe changes across the four seasons * Observe and describe weather associated with the seasons and how day length varies. | | **Everyday materials**  **Seasonal Changes – Spring**  Learning objectives:   * Distinguish between an object and the material from which it is made. * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. * Describe the simple physical properties of a variety of everyday materials. * Compare and group together a variety of everyday materials on the basis of their simple physical properties. | | **Science Week**  **Everyday Materials**  Learning objectives:   * *Describe the simple physical properties of a variety of everyday materials* * *Compare and group together a variety of everyday materials on the basis of their simple physical properties* | | **Plants**  Learning objectives:   * *Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees* * *Identify and describe the basic structure of a variety of common flowering plants, including trees i.e. roots, a stem, leaves and flowers.* * Observe changes across the four seasons * Observe and describe weather associated with the seasons and how day length varies. | | **Seasonal Changes - Summer**  Learning objectives:   * Observe changes across the four seasons * Observe and describe weather associated with the seasons and how day length varies. | |
| Art and Design | **Animals, including humans**  To look at animal artists – patterns etc.  Skeleton pictures  Still life – healthy food  Learning objectives:  *• Explore different methods and materials* *as ideas develop*  *• Use a combination of materials that are cut,*  *torn and glued.*  *• Mix materials to create texture*  *• Use repeating or overlapping shapes.*  *• Use objects to create prints (e.g. fruit, vegetables or sponges).*  *• Press, roll, rub and stamp to make prints.* | | **Autumn/ Christmas**  Making hedgehogs using clay – to use sculpture  Making Christmas decorations – to use sculpture.  Learning objectives:  • Include lines and texture.  • Use techniques such as rolling, cutting,  moulding and carving.  Textease drawings  • Use a wide range of tools to create different textures, lines, tones, colours and shapes. | | **Monarchs**  -shiny/dull shoe crown  Learning objectives:   * Collage—use a combination of materials that are cut, torn and glued. * Collage—sort and arrange materials * Sculpture—Use rolled up paper, straws, paper, card and clay as materials. * Drawing—colour (own work) neatly following the lines. | | **The UK**  Draw and paint a London map.  Learning objectives:  *• Use thick and thin brushes.*  *• Colour (own work) neatly following the lines.* | | **Plants**  Painting Bean stalk  Plaiting beanstalk for wind-up toys  Learning objectives:  *• Colour (own work) neatly following the lines.*  *• Use plaiting.*  *• Use thick and thin brushes* | | **Seaside**  Sea weaving  Fish weaving  Art week – beach hut collage  Learning objectives:  *• Use weaving to create a pattern.* | |
| Computing | **Computing systems and networks – Technology around us**  **DOL: To connect**  -To identify technology  -To identify a computer and its main parts  -To use a mouse in different ways  -To use a keyboard to type on a computer  -To use the keyboard to edit text  -To create rules for using technology responsibly | | **Creating media – Digital painting**  **DOL: To communicate**  -To describe what different freehand tools do  -To use the shape tool and the line tools  -To make careful choices when painting a digital picture  -To explain why I chose the tools I used  -To use a computer on my own to paint a picture  -To compare painting a picture on a computer and on paper | | **E-Safety/Internet Safety Day**  **Programming A – Moving a robot**  **DOL: To code**  -To explain what a given command will do  -To act out a given word  -To combine forwards and backwards commands to make a sequence  -To combine four direction commands to make sequences  -To plan a simple program  -To find more than one solution to a problem | | **Data and information – Grouping data**  **DOL: To collect**  -To label objects  -To identify that objects can be counted  -To describe objects in different ways  -To count objects with the same properties  -To compare groups of objects  -To answer questions about groups of objects | | **Creating media – Digital writing**  **DOL: To communicate**  -To use a computer to write  -To add and remove text on a computer  -To identify that the look of text can be changed on a computer  -To make careful choices when changing text  -To explain why I used the tools that I chose  -To compare typing on a computer to writing on paper | | **Programming B - Programming animations**  **DOL: To code**  -To choose a command for a given purpose  -To show that a series of commands can be joined together  -To identify the effect of changing a value  -To explain that each sprite has its own instructions  -To design the parts of a project  -To use my algorithm to create a program | |
| Design and Technology - Kapow | Fruit Smoothies | | Moving Christmas Card | | Wheels and Axles | |  | | Windmills | | Puppets | |
| Geography | **Animals, including humans** | | Learning objectives:  • Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and **weather.**  • Ask and answer geographical questions. (Such as: What is this place like? What do people do in this place?) (**National Curriculum link:**  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 (To be covered seasonally) | |  | | **The UK**  Learning objectives:  • Name, locate and identify characteristics of the four countries and capital cities of the U.K. and its surrounding seas.  • Ask and answer geographical questions. (Such as: What is this place like? What do people do in this place?)  • Identify the key features of a location in order to say whether it is a city, town, village, costal or rural area  .• Use world maps, atlases and globes to identify the U.K. and its countries, as well as the countries, continents and oceans studied. | |  | | **Seaside**  Learning objectives:  • Identify the key features of a location in order to say whether it is a city, town, village, costal or rural area.  • Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  • Use compass directions and locational language (near and far etc) to describe the location of features and routes on a map.  Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment | |
| History | **Animals, including humans**  Learning objectives:   * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. * events beyond living memory that are significant nationally or globally. * the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods * significant historical events, people and places in their own locality | |  | | **Monarchs**   * Describe Historical events * Describe Significant people from the past. * Observe or handle evidence to ask questions and find answers to questions about the past. * • Ask questions such as: What was it like for people? What happened? How long ago? * • Use artefacts, pictures, stories, online sources and databases to find out about the past. | |  | |  | | **Seaside**  What was the seaside like in the past?  Learning objectives:  • Observe or handle evidence to ask questions and find answers to questions about the past.  • Ask questions such as: What was it like for people? What happened? How long ago?  • Use artefacts, pictures, stories, online sources and databases to find out about the past. | |
| Continuous Historical skills expected to be taught in KS1:  To understand chronology  • Place events and artefacts in order on a time line.  • Label time lines with words or phrases such as: past, present, older and newer.  • Recount changes that have occurred in their own lives.  • Use dates where appropriate.  To communicate historically  • 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.  • Show an understanding of the concept of nation and a nation’s history.  • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | | | | | | | | | | | |
| Music | **Chime Bars/ Percussion**   * Take part in singing, accurately following the melody. * Follow instructions on how and when to sing or play an instrument. * Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. * Identify the beat of a tune. * Recognise changes in dynamics, timbre and pitch | | **Chime Bars/ Percussion**   * Take part in singing, accurately following the melody. * Follow instructions on how and when to sing or play an instrument. * Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. * Identify the beat of a tune. * Recognise changes in dynamics, timbre and pitch | | **Recorders**   * Take part in singing, accurately following the melody. * Follow instructions on how and when to sing or play an instrument. * Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. * Identify the beat of a tune. * Recognise changes in dynamics, timbre and pitch | | **Recorders**   * Take part in singing, accurately following the melody. * Follow instructions on how and when to sing or play an instrument. * Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. * Identify the beat of a tune. * Recognise changes in dynamics, timbre and pitch | | **African Drums**   * Take part in singing, accurately following the melody. * Follow instructions on how and when to sing or play an instrument. * Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. * Identify the beat of a tune. * Recognise changes in dynamics, timbre and pitch | | **African Drums**   * Take part in singing, accurately following the melody. * Follow instructions on how and when to sing or play an instrument. * Make, combine and control long, short, high and low sounds, using voice and instruments to create an effect. * Identify the beat of a tune. * Recognise changes in dynamics, timbre and pitch | |
| Physical Education | **Real PE** – Coordination – Footwork.  Static Balance – One leg | | **Real Dance (Indoor)**  **Real PE** – Dynamic Balance to Agility – Jumping and Landing.  Static Balance - Seated | | **Real Dance (Indoor)**  **Real PE** – Dynamic Balance on a line.  Static balance – stance (Teacher) | | **Real Gymnastics**  **Real PE –** Coordination ball skills.  Counter balance with a partner. | | **Real Gymnastics**  **Real PE –** Coordination – sending and receiving.  Agility – Reaction, Response | | **Playground Games (Links with PHSE)** - Take part in competitive games using a range of skills, tactics and language, including: rolling, hitting, running, jumping, catching and kicking, using tactics, using the terms opponent and team-mate and developing leadership skills  **Athletics –** Sports Day Prep  **Real PE** – Agility – Ball chasing  Static Balance – floor work | |
| PHSCE | **Identity, society and equality: Me and others**  Pupils learn:  • about what makes themselves and others special  • about roles and responsibilities at home and school  • about being co-operative with others | | **Keeping safe and managing risk: Feeling safe**  Pupils learn:  • safety in familiar situations  • about personal safety  • about people who help keep them safe outside the home  Inc Anti-Bullying Week | | **Mental health and emotional wellbeing: Feelings**  Pupils learn:  • about different types of feelings  • about managing different feelings  • about change or loss and how this can feel | | **Drug, alcohol and tobacco education: What do we put into and on to bodies?**  Pupils learn:  • about what can go into bodies and how it can make people feel  • about what can go on to bodies and how it can make people feel | | **Physical health and wellbeing: Fun times**  Pupils learn:  • about food that is associated with special times, in different cultures  • about active playground games from around the world  • about sun-safety | | **Careers, financial capability and economic wellbeing: My money**  Pupils learn:  • about where money comes from and making choices when spending money  • about saving money and how to keep it safe  • about the different jobs people do | |
| RE/Christian Value | Christian Value – Thankfulness  Understanding Christianity Unit 1.1. God Key Question: What do Christians believe God is like?  Religion: Christianity | | Christian Value –  Friendship  Syllabus thematic unit 1.6 (6 hours) Judaism  Key question: Who is Jewish and how do they live?  Religion: Judaism | | Christian value – Trust  Understanding Christianity unit 1.4(6-8 hours) Gospel Key question: What is the good news that Jesus brings? Religion: Christianity | | Christian value – Forgiveness  Understanding Christianity unit 1.5(4-6 hours) Salvation Key question: Why does Easter matter?  Religion: Christianity | | Christian Value – Peace  Key question:  Religion: Judaism | | Christian value – Courage  Syllabus thematic unit 1.8 (6 hours) Belonging  Key question: Who am I? What does it mean to belong?  Religion: Christianity, Judaism, Islam | |
| French | Greetings - Consolidation  In the Jungle (SO)  (Stories in French with links to weekly books in English wherever possible) | | Minibeasts (SO)  Christmas | | Superheroes (MO)  Easter | | In My Town (MO) | | Teddy Bear’s Picnic (MO) | | Ice Creams (E)  Ice Cream Café (CP) | |