



	Autumn 1 We are Superheroes!	Autumn 2 Into the woods...	Spring 1 Feeling frosty!	Spring 2 Happily ever after...	Summer 1 Rawr!	Summer 2 Ships Ahoy!
English (Talk for Writing)	<ul style="list-style-type: none"> The BFG Superworm Supertato 	<ul style="list-style-type: none"> Goldilocks and the Three Bears The Three Little Pigs The Night Before Christmas 	<ul style="list-style-type: none"> The Gruffalo's Child The Little Polar Bear Poles Apart 	<ul style="list-style-type: none"> Jolly Postman Jack and the Beanstalk Cinderella Little Red Riding Hood 	<ul style="list-style-type: none"> Giraffes can't dance The leopard's drum Meerkat Mail 	<ul style="list-style-type: none"> The Singing Mermaid Tiddler Snail and the Whale
Maths	Number: Place Value Number: Addition and Subtraction	Geometry: Shape Number: Place Value Number: Addition and Subtraction	Time Place Value Addition and Subtraction Measures: Length and height	Number: Multiplication and division Number: Fractions	Number: Place value Number: Addition and subtraction	Measurement: Money Measurement: Weight and Volume
Phonics	Phase 4/5 Letters and Sounds	Phase 5 Letters and Sounds	Phase 5 Letters and Sounds	Phase 5 Letters and Sounds	Phase 5 Letters and Sounds	Phase 5 Letters and Sounds
Topic	What are my superhero senses?	Which materials should the Three Little Pigs have used to build their house?	Why does it get dark earlier in Winter?	Which birds and plants would Snow White find on our field?	Why are humans not like tigers?	How do the seasons impact on what we do?
Science Seasonal Changes (through year): - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.	Human Body and 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.	Everyday Materials: - 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.	Animals (arctic and human): - 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 pet	Plants and trees: planting; - 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.	Animals (animals from warmer climates): - 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 pet	Investigative skills: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.
Geography	Our school Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents	Our Local Area Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in	Cold places and the people who live there Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a	Our country Locational knowledge - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities	Hot places and people who live there Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a	Weather - 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

	and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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 their school and its grounds and the key human and physical features of its surrounding environment.	correlation to the Equator and the North and South Poles - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	small area of the	of the United Kingdom and its surrounding seas	small area of the United Kingdom, and of a small area in a contrasting non-European country	Poles - Keep a weather chart and answer questions about the weather - Making predictions about the weather
History	Toys old and new - ordering in chronological order - using words and phrases such as: old, new, a long time ago. - Identifying the main differences between old and new objects. - Identifying objects from the past.	War and Remembrance - recognize that we celebrate certain events due to what has happened many years ago. - Answering questions using a photograph/artefact provided. - Familiar stories set in the past (retell)	Explorers Past and Present - appreciating that some famous people have helped our lives to be better today. - Ordering events in chronological order - Researching people from the past	Royal Family past and present - understanding that we have a queen who rules us and that Britain has had a queen or king for many years. - Who is in the royal family and who is next in line (succession).	How we grow and change from birth - discussing things that happened when they were little - explaining how they have changed since they were born. - Differences in our lives and the lives of children in a different time in history.	The Titanic - ordering in chronological order - identifying objects from the past - researching things that happened in the past - answering questions using artefacts and photographs. - Explaining about an important event from the past
RE Come and See	Families, Belonging and Waiting		Special People, Meals and Change		Holidays and Holy days, Being Sorry and Neighbours	
Computing	E-safety Coding	Coding E-safety	Word/Powerpoint/search Technology	Coding E-Safety	Word/Powerpoint/search Technology	E-Safety • use technology safely

	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs <p>use logical reasoning to predict the behaviour of simple programs</p>	<p>E-safety</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs <p>use logical reasoning to predict the behaviour of simple programs</p>	<p>E-safety</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>recognise common uses of information technology</p>	<p>and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
PE	<p>Games and Gym</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Games and Outdoor activities/Fitness</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Dance</p> <ul style="list-style-type: none"> perform dances using simple movement patterns. 	<p>Gym</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities perform dances using simple movement patterns. 	<p>Striking and fielding</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 	<p>Athletics and Net/Wall games</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending
<p>Art</p> <p>Generic Skills:</p> <p>Record and explore ideas from first hand observations</p> <p>Ask and answer question about the starting points for their work</p> <p>Develop their ideas - try things out, change their minds</p> <p>Explore the work of</p>	<p>Painting</p> <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques eg layering, mixing media, scrapping through</p> <p>Name different types of</p>	<p>Drawing</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and marks</u></p> <p>Name, match and draw lines/marks from observations. Invent new lines</p> <p>Draw on different</p>	<p>Printing</p> <p>Print with a range of hard and soft materials eg corks, pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints ie mono-printing</p> <p>Roll printing ink over found objectives to create patterns e.g. plastic mesh, stencils</p>	<p>Textiles</p> <p>Match and sort fabrics and threads for colour texture length size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/ snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using</p>	<p>3D and Sculpture</p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable materials for a purpose, eg pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u></p>	<p>Collage</p> <p>Create images from a variety of media eg photocopied material, fabric, crepe paper, magazines etc</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes eg colour texture</p> <p>Fold, crumple, tear and</p>

<p>artists, craftspeople and designers from different times and cultures for differences and similarities. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work.</p>	<p>paint and their properties <u>Colour</u> Identify primary colours by name Mix primary shades and tones</p>	<p>surfaces with a range of media Use differently textured and sized media. <u>Shape</u> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. <u>Texture</u> Investigate textures by describing, naming, rubbing, copying. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p>	<p>Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns</p>	<p>beads, buttons, feathers etc <u>Colour</u></p>	<p>Experiment with constructing and joining recycled, natural and manmade materials Use simple 2d shapes to create a 3d form</p>	<p>overlap papers Work on different scales <u>Colour</u></p>
<p>D&T</p>	<p style="text-align: center;">Design</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p style="text-align: center;">Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p style="text-align: center;">Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria <p style="text-align: center;">Technical knowledge</p> <ul style="list-style-type: none"> ▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 					
<p>Music</p>	<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. 					

Coverage of Fundamental British Values

<u>SMSC area</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p><u>Social</u> Responsibilities and rights of being members of families and communities (local, national and global); Ability to relate to others; Work with others for the common good; Sense of belonging; Willingness to participate</p>	<p>Religious Education topic 'Families' looking at our own families, the wider community and church family and families across the world. RE topic 'Belonging' PSHE topic 'All about me' looking at similarities and differences between ourselves and others. 'Team games' in PE, working as a 'group' or 'team' in every day lessons and receiving team points. Responsibilities for school council, class roles and responsibilities</p>	<p>RE Topic: Special people, special meals and change. Learning about the United Kingdom in Geography, where we live, cities and towns.</p>	<p>RE Topic: Neighbours. How we grow and change from birth, looking at ourselves and how we have grown. Comparing us as babies to us now. Year 1 class assembly - belonging to the class community. Sports Day.</p>
<p><u>Moral</u> Understanding difference between right and wrong; Moral conflict; Concern for others; Will to do what is right; reflect on the consequences of your actions; Learn how to forgive yourself and others.</p>	<p>Class rules and expectations created and signed by the children. Rights of a child. What do we have the right to? Displayed in class/in hall. Internet safety</p>	<p>PSHE: people who help us, police man (understanding the law/right and wrong) Circle time discussions. Understanding what our strengths and weaknesses are. Lent and Easter</p>	<p>'Being sorry' topic in RE, learning about forgiveness and being able to forgive others. Being Safe - PSHE</p>
<p><u>Spiritual</u> Sense of self; Unique potential; Understanding your strengths and weaknesses; Will to achieve; Curiosity about yourself; Your place in the world; Life's fundamental questions</p>	<p>Topic in Autumn 1 'We are Superheroes' looking at 'all about me' which feeds into science topic of 'Animals including Humans' focusing on the human body and senses. Self-assessment: children becoming in control of their learning (have they met the learning objective?) Personal targets - what do I need to work on? Advent activities</p>	<p>Self-assessment: children becoming in control of their learning (have they met the learning objective?) Personal targets - what do I need to work on? Working on 'growth mindset'. What do I want to be and how can I reach my goal?</p>	<p>Self-assessment: children becoming in control of their learning (have they met the learning objective?) Personal targets - what do I need to work on? Working on 'growth mindset'. What do I want to be and how can I reach my goal?</p>
<p><u>Cultural</u> Cultural traditions Appreciate a variety of aesthetic experiences; Respect for your own culture and that of others; Interest in others' way of doing things.</p>	<p>Geography topic about our school and our locality. Comparisons to today's cultures and the way people lived over 50 years ago. Knowledge and appreciation of British holidays/festivities including Bonfire Night, Advent and Christmas. Queen Elizabeth's reign, letters to the Queen, timeline of Queen's life. Christmas and Advent</p>	<p>Royal family past and present, changes in living memory (mum/dad/nan/granddad) how were their childhood's different to ours. Our country (geography based) School Trip Celebrating Easter as a school with 'Stations of the Cross' and Easter preparations. Celebrating the special ladies in our lives before Mother's Day. St George's Day</p>	<p>RE Topic: holidays and holy days. What do we celebrate and how do we celebrate. Appreciating others cultures and the ways they celebrate different holidays. All about me - growing up from a baby to now. International day</p>

