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| **TERM** | **AUTUMN 1**  **8 weeks** | **AUTUMN 2**  **7 weeks** | **SPRING 1**  **6 weeks** | | **SPRING 2**  **5 weeks** | **SUMMER 1**  **6 weeks** | | **SUMMER 2**  **7 weeks** |
| **THEME** | **The Wonderful World of Julia Donaldson** | **All Around Me** | **To Infinity and Beyond** | | **Into The Woods** | **William Shakespeare** | | **New title?** |
| **KEY TEXTS** | The Gruffalo  Monkey Puzzle  Julia Donaldson biography  Julia Donaldson website  Zog  Autumn themed poetry | Lost and Found  Walk in local area (recount)  Letter (Goldilocks)  Christmas Performance (recount) | How to catch a Star  Non-fiction texts about the first moon landing and Neil Armstrong  Space themed poetry | | Bog Baby  Instructions - How to wash a woolly mammoth  Non-fiction texts about animals | Shakespeare plays – Romeo and Juliet  Non-fiction information about Shakespeare | | Oliver’s Vegetables (letter and instructions)  Paddington in London  Katie Morag in Edinburgh  Wales (non-fiction)  The Tall Tale of The Giant’s Causeway |
| **LEARNING VISITS** | Harvest Festival at church (Year 2 lead)  Visit to Lillington Library | Walk around the local area |  | | Easter service at church (Year 1 to lead) | Visit to Mary Arden’s Farm | | Visit to Hill Close Gardens? |
| **TRADITIONAL TALES/ FAIRY TALES**  *Link to whole class comprehension sessions* | Cinderella  Rumpelstiltskin  Become familiar with and retell key stories, fairy stories and traditional tales | The Town Mouse and The Country Mouse  Become familiar with and retell key stories, fairy stories and traditional tales | The Snow Queen  The Ugly Ducking  Become familiar with and retell key stories, fairy stories and traditional tales | | Chicken Licken  The Frog Prince  Become familiar with and retell key stories, fairy stories and traditional tales | Rapunzel  Anansi the Spider  Become familiar with and retell key stories, fairy stories and traditional tales | | The Enormous Turnip  The Princess and The Pea  Become familiar with and retell key stories, fairy stories and traditional tales |
| **BLP** | Discreet lessons;   * Revision of the four Rs * Getting stuck * Comfort zones * Learning detectives | | Embedded in all teaching and learning | | | | | |
| **Role Play – link to oracy/ spoken langauge** | Campsite linked to jungle in Monkey Puzzle | Shop based on one of the buildings in the local area (use of money) | Space station (technology) | | Vets (caring for poorly animals) | Apothecary (link to capacity and measuring)  Artist portrait gallery | | Healthy eating café (use of money and link to DT and science) |
| **PHONICS**  Twinkl Phonics scheme – Level 5  Taught daily | English   * Spell common exception words (on going through Phonics amendments) * Spell words containing 40+ phonemes already taught * Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far * Respond with correct sound to graphemes for all 40+ phonemes * Blend sounds in unfamiliar words containing GPCs already taught * Read common exception words * Read words containing taught GPCs | | | | | | | |
| Week 1 = Level 4 revision  Week 2 = Level 5 week 1  *ay saying ai*  Week 3 = Level 5 week 2  *oy saying oy*  Week 4 = Level 5 week 3  *ie saying igh*  Week 5 = Level 5 week 4  *ea saying ee*  Week 6 = Level 5 week 5  a\_e saying ai  Week 7 = Level 5 week 6  *i\_e saying igh*  *o\_e saying oa*  Week 8 = Level 5 week 7  *u\_e saying yoo*  *e\_e saying ee* | Week 1 = Level 5 week 8  *ou saying ow*  Week 2 = Level 5 week 9  *long vowel sounds*  Week 3 = Level 5 week 10  *ch saying c*  *ch saying sh*  *Week 4 =* 1:1phonics assessments/ revision  Week 5 = Level 5 week 11  *ir saying er*  Week 6 = Level 5 week 12  *ue saying yoo and oo*  Week 7 = Level 5 week 13  *ew saying yoo and oo* | Week 1 = Level 5 week 14  *y saying ee*  Week 2 = Level 5 week 15  *aw and au saying or*  Week 3 = Level 5 week 16  *ow and oe saying oa*  Week 4 = Level 5 week 17  *wh saying w*  Week 5 = Level 5 week 18  *g saying j and c saying s*  Week 6 = Level 5 week 19  *ph saying f* | | Week 1 = Level 5 week 20  *ea saying e*  Week 2 = 1:1 phonics assessments/ revision  Week 3 = Level 5 week 21  *ie saying ee*  Week 4 = Level 5 week 22  *Adding –ed*  Week 5 = Level 5 week 23  *Adding –s and -es* | Week 1 = Level 5 week 24  *Adding –er and –est*  Week 2 = Level 5 week 25  *Adding tch saying ch*  Week 3 = PSC prep  Week 4 = PSC prep  Week 5 = PSC prep  Week 6 = PSC prep | | Week 1 = PSC prep  Week 2 = PSC prep – PSC this week  Week 3 = Level 5 week 27  *are and ear saying air*  Week 4 = Level 5 week 29  *ore saying or*  Week 5 = Level 5 week 26 *Adding –ing and -er*  Week 6 = Level 5 week 28  *Unspoken e*  Week 7 = Level 5 week 30  *Adding prefix-un* |
| **GUIDED READING**  1:1 reading  Guided reading when appropriate  From Spring 1:  Whole class reading sessions – 3 per week  (focus on comprehension skills) | Reading – Word reading   * Apply phonics knowledge to decode * Respond with correct sound to graphemes for all 40+ phonemes * Blend sounds in unfamiliar words containing GPCs already taught * Read common exception words * Read words containing taught GPCs and –s, -es, -ing, -ed, -er, and –est endings * Read other words of more than one syllable * Read words with contractions and understand role of apostrophe * Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency   Reading – Comprehension   * Listen to a wide range of challenging stories, poems and non-fiction * Discuss these and make links to own experiences drawing on what they know * Become familiar with and retell key stories, fairy stories and traditional tales * Join in with predictable phrases * Recite some poems/ rhymes by heart * Discuss meanings of new words/ vocabulary provided * Self-check to make sure text makes sense and correct inaccurate reading * Discuss significance of titles/ events * Make predictions based on what has been read so far * Make inferences on the basis of what is being said and done * Take turns to explain clearly their understanding of what is read to them * Retrieve and record information from non-fiction * Take turns in high-quality discussions about what they have read/ heard | | | | | | | |
| **ENGLISH – writing**  Fiction  Non-fiction  Poetry | Story sequencing  T4W The Gruffalo  Labels – The Gruffalo  Captions - The Gruffalo  Poetry in poetry week – Autumn theme  Non-fiction: Facts about Julia Donaldson  Riddle - Who am I? Animal description flap (Monkey Puzzle)  Captions - Zog  Use vocabulary from stories to increase vocabulary in their own writing  Understand how language can be used in narrative and non-fiction (e.g. to build surprise/ present facts)  Recognise and join in predictable phrases and use these in their writing  Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | Captions - Lost and Found  Recount of walk in local area – simple sentences  Recount of Christmas Performance – simple sentences  Use vocabulary from stories to increase vocabulary in their own writing  Understand how language can be used in narrative and non-fiction (e.g. to build surprise/ present facts)  Recognise and join in predictable phrases and use these in their writing | Narrative based on How to Catch a Star – simple sentences  Non-chronological report of moon landing  Space themed poetry  Use vocabulary from stories to increase vocabulary in their own writing  Understand how language can be used in narrative and non-fiction (e.g. to build surprise/ present facts)  Understand how language can be used in narrative and non-fiction (e.g. to build surprise/ present facts) | | Instructions for looking after bog baby  Narrative - Character description  Narrative - Setting description  Use vocabulary from stories to increase vocabulary in their own writing  Understand how language can be used in narrative and non-fiction (e.g. to build surprise/ present facts) | Non-chronological report about William Shakespeare  Setting description – A Mid Summer Night’s Dream  Narrative – retelling of scene from Romeo and Juliet  Recount of learning visit to Mary Arden’s Farm  Use vocabulary from stories to increase vocabulary in their own writing  Understand how language can be used in narrative and non-fiction (e.g. to build surprise/ present facts) | | Instructions for looking after carrots  Fact file of countries of The United Kingdom  Healthy living themed poetry  Use vocabulary from stories to increase vocabulary in their own writing  Understand how language can be used in narrative and non-fiction (e.g. to build surprise/ present facts) |
| **Writing**  Say out loud what they are going to write about  Compose sentences orally before writing  Re-read what they have written to check it makes sense  Discuss what they have written with teacher/ pupils  Sequence sentences to form short narratives  Leave spaces between words  Demarcate most sentences in their writing with capital letters full stops, and use question marks correctly when required  Use punctuation for sentences: capital letters, full stops, question marks and exclamation marks  Use ‘and’ to join words and clauses  Use capital letters for proper nouns such as names of people, days of the week and pronoun I  Spell common exception words  Apply simple spelling rules and guidance | | | | | | | |
| **SPAG**  Taught discretely on Monday and then reinforced through English lessons throughout the week | 2. Leave spaces between words  3. Begin to punctuate sentences using a capital letter and a full stop  4. Use a capital letter for the personal pronoun I.  5. Name the letters of the alphabet in order  Using letter names *to distinguish between alternative spellings of the sound*  6. Rhyme  7. Use a capital letter for the names of people  8. Spell the days of the week (use capital letters) | 1.Begin to punctuate sentences using a capital letter and full stop.  2. Use a capital letter for the names of places  3. Add suffix **–s** and –es to create plural nouns/ 3rd person singular  4. Add suffix –s and **–es** to create plural nouns/ 3rd person singular  5. Using –ing where root word remains unchanged | 1.Begin to punctuate sentences using a capital letter and full stop.  2. Begin to punctuate sentences using a question mark  3. Join words and clauses using ‘and’  4. Using –ed where root word remains unchanged  5. Rhyme | | 1.Begin to punctuate sentences using a capital letter and full stop.  2. Using the prefix un-/ change meaning of adjectives and verbs using the prefix un-  3. Using –er where root word remains unchanged  4. Using –est where root word remains unchanged  5. Join words and clauses using because | 1.Begin to punctuate sentences using a capital letter and full stop.  2.Begin to punctuate a sentence using an exclamation mark  3. Read words with contractions and understand that the apostrophe represents the omitted letter(s) | | 1.Begin to punctuate sentences using a capital letter and full stop.  3. Revisit all conjunctions.  4. Revisit different types of sentences and their punctuation. |
| **Handwriting**  Twinkl handwriting scheme  Handwriting to be reinforced through all other lessons | Handwriting sessions need to include Twinkl phonics letter formation ditties and mnemonics.   * Sit correctly at table holding pencil correctly * Understand which letters belong to which handwriting families * Begin to form correctly oriented lower-case letters * Form capital letters correctly * Form digits 0-9 correctly | | | | | | | |
| Week 2 = The Curly Caterpillar Family: c o  Week 3 = The Curly Caterpillar Family: + a d  Week 4 = The Curly Caterpillar Family: + g q  Week 5 = The Curly Caterpillar Family: + e s  Week 6 = The Curly Caterpillar Family: + f  Week 7 = The Curly Caterpillar Family: Assessment + activities  Week 8 = The Curly Caterpillar Family: Revision | Week 1 = The Ladder Family: l t  Week 2 = The Ladder Family: + u y  Week 3 = The Ladder Family: + i j  Week 4 = The Ladder Family: Assessment + activities  Week 5 = Revision  Week 6 = The One-Armed Robot Family: n m  Week 7 = The One-Armed Robot Family: + r p | Week 1: = The One-Armed Robot Family: + h b  Week 2 = The One-Armed Robot Family: + k then assessment and activities  Week 3 = The One-Armed Robot Family: Finish assessment then revision  Week 4 = The Zigzag Monster Family: v w  Week 5 = The Zigzag Monster Family: + z x  Week 6 = The Zigzag Monster Family: Assessment + activities | | Upper case focus  Week 1 = I T  Week 2 = H L  Week 3 = F E  Week 4 = C O Q  Week 5 = D P B R  Week 6 = G S  Week 7 = U J  Each session to include words with lower case letter practice too | Upper case focus  Week 1 = G S  Week 2 = U J  Week 3 = N M  Week 4 = A Y  Week 5 = V W  Week 6 = K X Z  Each session to include words with lower case letter practice too | | Revision  Week 1= The Curly Caterpillar Family inc capital letters  Week 2 = The Ladder Family inc capital letters  Week 3 = The One-Armed Robot Family inc capital letters  Week 4 = The Zigzag Monster Family inc capital letters  Week 5 = Themed Handwriting Practice  Week 6 = Themed Handwriting Practice |
| **Spoken Language/ Oracy**  Physical  Linguistic  Cognitive  Social & Emotional  Taught and reinforced through all subjects and role-play opportunities in Practice Time | Speak clearly and confidently in a small group of known peers.  Sequence events using the language of time or number.  Begin to use sentence stems with some prompting. | Use non-verbal signals to indicate agreement or disagreement.  Include ‘because’ in their contribution to justify ideas. | Speak clearly when presenting learning to the class.  Use sentence stems independently even if not always appropriately. | Retell a story to a small group.  Recognising when events are out of sequence and self-correcting.  Be able to independently take turns and ensure all members contribute. | | Speak clearly and confidently when explaining displayed learning to an adult in the showcase.  Recognise when the wrong stem has been used and choose a more appropriate one. | | Speak clearly and confidently using a script. |
| **MATHS**  ***Teaching for mastery***  4 sessions a week  New Power Maths Scheme | Unit 1 – Numbers to 10 – 16 lessons (14 PM lessons, 1 ass day, 1 practical – compare symbols.  Week 1 – Unit 1 (2 days)  Week 2 – Unit 1  Week 3 – Unit 1  Week 4 – Unit 1  Week 5 – Unit 1 (1 day - assessment)    Unit 2 – Part-whole within 10 - 8 lessons (1 day PW and 1 ass. day)  Week 5 – Unit 2  Week 6 – Unit 2  Week 7 – Unit 2 (1 day assessment)    Unit 3 – Addition within 10 (5 lessons) (4 day PW and 1 ass. day)  Week 7 – Unit 3 (3 days)  Week 8 – Unit 3 (1 day)      **2 DAYS SPARE ASSUMING 4 LESSONS A WEEK** | Unit 4 – Subtraction within 10 - 10 lessons (8 PM lessons, 1 ass day, 1 extra)  Week 1 – Unit 4  Week 2 – Unit 4  Week 3 – Unit 4 (2 days)  Unit 5 – 2D and 3D shapes - 6 Lessons ( 5 power maths – 1 ass. day)  Week 3 – Unit 5 (2 days)  Week 4 – Unit 5 (3 days inc. 1 assessment)  Unit 16 – Time – 5 lessons (5 day PW)  Week 5 – Unit 16  Week 6 – Unit 16 | Unit 6 – Numbers to 20 – 15 lessons – (12 PM lessons, 2 number line work practical, 1 ass day)  Week 1 – Unit 6 (3 days)  Week 2 – Unit 6  Week 3 – Unit 6  Week 4 – Unit 6  Week 5 – Unit 6 (1 day ass.)    Unit 7 – Addition and subtraction within 20 – 12 lessons (11 PM and 1 ass. day)  **7 days this half term**  Week 5 – Unit 6 (3 days)  Week 6 – Unit 7    **Subtraction find the difference**  Carry over end of unit | | Unit 7 – Addition and subtraction within 20 – 6 lessons (6 lessons – 5 PW and 1 ass. day)  Week 1 – Unit 7  Week 2 – Unit 7 (2 days inc. 1 day ass.)    Unit 8 – Numbers to 50 – 9 days (7 PM lessons, 1 ass. day, 1 practical dienes)  Week 2 – Unit 8 (2 days)  Week 3 – Unit 8  Week 4- 3 days – 1 assessment.  Unit 9 – Introducing length and Height – 5 lessons (4 days PW, 1 practical)  Week 4 – Unit 9 (1 day practical  Week 5 – Unit 9    Unit 10 – Introducing weight and volume – 8 lessons (7 PW lessons, 1 ass. day)  Week 6 – Unit 10 – 1 practical first.  Week 7 – Unit 10 | Unit 11 – Multiplication and division – (10 lessons – 9 PW, 1 day ass.)  Week 1 – Unit 11 (3 days)  Week 2 – Unit 11  Week 3 – Unit 11 (1 day assessment – 3 days)      Unit 12 – Halves and quarters/fractions – 4 lessons  Week 3 – 3 days  Week 4 – 2 days (including assessment)    **2 DAYS SPARE ASSUMING 4 LESSONS A WEEK** | | Unit 14 – Numbers to 100 – 7 days (6 day PM, 1 day ass.)  Week 1 – Unit 14  Week 2 – Unit 14    *Unit 13 – Position and direction – 5 lessons*  Week 3 – Unit 13  Week 4 - Unit 13 (1 day)    Unit 15 – Money – 3 days  Week 4/5 – Unit 15 |
| **MATHS FLUENCY – MASTERING NUMBER**  Year 1 Mastering Number  4 x short sessions per week |  |  |  | |  |  | |  |
| **SCIENCE** | **Terrific Trees**  \*identify and name a variety of common trees, including deciduous and evergreen trees  \*identify and describe the basic structure of a variety of trees.  \*know that a tree is a plant  Observe changes across the 4 seasons.  Start to discuss what they have found out.  Observe closely.  Begin to use simple equipment e.g. egg timers, hand lenses.  Start to ask and suggest answers to simple scientific questions.  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Use first-hand experiences to find answers.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Start to observe closely. | **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.  Distinguish between an object and what it is made.  Start to discuss what they have found out.  Observe closely.  Begin to use simple equipment e.g. egg timers, hand lenses.  Start to ask and suggest answers to simple scientific questions.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  Perform simple tests with support.  Describe the simple physical properties of a variety of everyday materials.  Use first-hand experiences to find answers.  Start to observe closely.  Compare and group together a variety of everyday materials on the basis of their simple physical properties. | **Animals**  \*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)  *Spring 1 = 6 weeks*  *Spring 2 = 5 weeks*  *11 weeks for unit*  Observe changes across the 4 seasons.  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  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.  Start to observe closely.  Use first-hand experiences to find answers.  Begin to use simple equipment e.g. egg imers, hand lenses.  Start to ask and suggest answers to simple scientific questions.  Perform simple tests with support.  Observe closely  Start to discuss what they have found out. | | | **Plants**  \*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.  Observe changes across the 4 seasons.  Start to observe closely.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Use first-hand practical experiences to find answers.  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Start to discuss what they have found out.  Observe closely.  Begin to use simple equipment e.g egg timers, hand lenses.  Start to ask and suggest answers to simple scientific questions.  Perform simple tests with support.  Start to observe closely**.** | | **Human Body and The 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.  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Start to discuss what they have found out.  Observe closely.  Begin to use simple equipment e.g egg timers, hand lenses.  Start to ask and suggest answers to simple scientific questions.  Perform simple tests with support.  Start to observe closely.  Use first-hand practical experiences to find answers. |
| **SCIENCE SKILLS** | Observing | Exploring | Communicating | | Questioning | Measuring | | Predicting |
| **KEY SCIENTISTS** | Carl Linnaeus | Charles Macintosh | Mae Jemison | | Jane Goodall | A Scientist Like Me – Dr Angie Burnett | | Linda Brown Buck |
| **ART & DESIGN**  Focus teach/ sequence of lessons:  Autumn 1  Spring 1  Summer 1 | Painting: (4 weeks)  Use thick and thin brushes to produce lines and shapes.  Know about the work of a range of artists, craft makers and designers.  Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials.  Use painting, use a variety of thick and thin brushes to produce lines and shapes, textures and patterns  Sculpture: (4 weeks)  Use techniques such as rolling, cutting, moulding and carving  Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials.  In sculpture, create and combine shapes to make recognisable shapes.  Talk about the work of an artist, craft maker or designer. | *Revisit Aut 1 during Practice Time* | Collage:  In textiles join materials using glue.  In collage sort and use a range of materials that are cut, torn and glued  Know about the work of a range of artists, craft makers and designers..  Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials | | *Revisit Spr 1 during Practice Time* | Drawing:  Know about the work of a range of artists, craft makers and designers.  Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials  Use range of pencils to draw lines of different lengths and thickness | | *Revisit Sum 1 during Practice Time* |
| **ARTIST/ ART TO STUDY**  Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures | Yayoi Kusama – pumpkins linked to Autumn themed work |  | Van Gogh Starry Night – Link to stars | |  | Frida Kahlo’s self portraits– link to portrait of Shakespeare | |  |
| **DT**  Focus teach/ sequence of lessons:  Autumn 2  Spring 2  Summer 2 | I can use my own experiences to think of ideas to make a product and with help put them into practice.  Existing products (product research)  -What products are  -Who products are for  -How products work/are used  -What materials products are made from  -What they like and dislike about products  Talk through my plan  -State what product they are designing and making  -Say whether their product is for themselves or other users  -Describe what their products are for  Evaluate:  I can describe how my product works and whether it is successful.  I can discuss how I could improve my design. | | | | | | | |
| *Opportunities to cut, join, build and evaluate through using variety of materials through provision* | Design simple products that work and look appealing.  Discuss and draw ideas and use ICT to communicate  Use a range of tools and equipment to perform practical tasks, e.g. Cut, shape, join and finish.  Use a range of materials and components eg construction, textiles and ingredients.  Explore existing products, e.g.home, school.  Discuss own ideas and designs  Explore simple mechanisms  Assessment piece: character slider | *Revisit Aut 2*  *Design, plan and evaluate space rocket slider or lever during Practice Time* | | Design simple products that work and look appealing.  Use a range of tools and equipment to perform practical tasks, e.g. Cut, shape, join and finish.  Start to build structures, exploring ways to stiffen, stable and strengthen.  Discuss own ideas and designs  Assessment piece: bridge in the bluebell wood | *Revisit Spr 2*  *Design, plan and build a structure for one of the traditional tales we have learned during the year* | | Food:  Design simple products that work and look appealing.  Begin to understand where food comes from.  Use a range of tools and equipment to perform practical tasks, e.g. Cut, shape, join and finish.  Prepare simple dishes using knowledge of healthy food.  Discuss own ideas and designs  Assessment piece: Design, make and evaluate the fruit salad |
| **COMPUTING**  Online safety taught discreetly through OneDecision  School online safety rules to be on first slide in each computing lesson  Focus teach:  Autumn 2  Spring 2  Summer 2 | Develop an understanding of how to use technology safely. Know where to go for help/support when they have concerns about content/contact on internet.: One Decision – Computing Baseline Assessment  Use technology to create, store and retrieve digital content: Julia Donaldson website  Use technology to create, store and retrieve digital content: *2 paint*  *Phonics games*  *Maths games/ Education City* | Use technology to create, store and retrieve digital content:Data from traffic survey in local area  Begin to recognise common uses of information technology beyond school – Identify technology during local area walk, e.g. traffic lights, street lights, petrol station signage  Use technology to create, store and retrieve digital content: Taking photos on local walk  Digimaps of local area  Streetview/ Google Earth  Use technology to create, store and retrieve digital content: Phonics games – Practice Time  Maths games/ Education City – Practice Time  Develop an understanding of how to use technology safely. Know where to go for help/support when they have concerns about content/contact on internet.: One Decision – Computing Online Bullying – Link to PSHE and keeping safe | Develop an understanding of how to use technology safely. Know where to go for help/support when they have concerns about content/contact on internet.:**Online Safety Day**  Use technology to create, store and retrieve digital content:: *Website about Neil Armstrong/ first moon landing*  *Phonics games – Practice Time*  *Maths games/ Education City – Practice Time* | | Begin to develop an understanding of algorithms  Begin to understand that programs work by following instructions  Develop reasoning to predict the behaviour of simple programs.  Create simple programs and begin to degug them: e.g. beebots and beebot app – Scratch Jnr basic commands  Use technology to create, store and retrieve digital content: *Phonics games – Practice Time*  *Maths games/ Education City – Practice Time*  *Websites about different types of animals*  *Purple Mash – animal poster – link to science* | Use technology to create, store and retrieve digital content: *Websites about William Shakespeare*  Use technology to create, store and retrieve digital content: *Phonics games*  *Maths games/ Education City* | | Use technology to create, store and retrieve digital content: *Phonics games*  *Maths games/ Education City* |
| **GEOGRAPHY**  Focus teach:  Autumn 2  Spring 2  Summer 2 | Talk about seasonal weather patterns in the UK (Discrete session - Autumn) | **Enquiry question: What’s in my locality?**  Start to use world maps, atlases and globes  Use aerial photos and plans to recognise landmarks  Begin to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain  Use simple fieldwork and observational skills to gather data  Talk about the key human and physical geographical features of their school's surrounding environment  Draw simple maps, eg of school grounds and local area  Talk about what I have found out  Lillington area around school)  Look at: buildings, shops climate, traffic | Talk about seasonal weather patterns in the UK (Discrete session - Winter) | | **Enquiry question: Where would be the best place to build a new play area?**  Start to use world maps, atlases and globes  Begin to use simple compass directions and locational language  Use aerial photos and plans to recognise landmarks  Draw simple maps eg of school grounds and local area  Talk about the key human and physical geographical features of their school and its grounds.  Use simple fieldwork and observational skills to gather data  Talk about what I have found out | Talk about seasonal weather patterns in the UK (Discrete session - Spring)  Start to use world maps, atlases and globes (through History – Warwickshire maps) | | **Enquiry question: Where would I like to live in The United Kingdom?**  Start to use world maps, atlases and globes  Begin to use simple compass directions and locational language (Also in Maths)  Begin to use basic geographical vocabulary e.g. town, city, beach, forest, sea, mountain  Name, locate and identify the four countries of the UK and their capital cities  Name, locate and identify the surrounding seas of the UK  Talk about key characteristics of the four countries and capital cities of the UK  Talk about what I have found out  Discrete session: Talk about seasonal weather patterns (Summer) |
| Geographical vocabulary  Physical features: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  Human features: city, town, village, factory, farm, house, office, port, harbour and shop | | | | | | | |
| **HISTORY**  Focus teach:  Autumn 1  Spring 1  Summer 1 |  | | | | | | | |
| Describe significant people from the past  Use a timeline to develop chronological language e.g. past, present, older, newer  Know about changes within living memory and discuss how they affected changes in national life  Use historical vocabulary eg past, present, change, similar, different, source  Ask some questions about the past  Use artefacts, pictures, stories and online sources to find out about the past  – link to Gruffalo’s child/family trees – growing up.  Children to create own timelines.  Link to Julia Donaldson – toys that she would have played with compared to toys today | *Revisit Aut 1 through Practice Time*  *Look at usage of local area over time* | Describe significant people from the past  Use a timeline to develop chronological language e.g. past, present, older, newer  Know about changes within living memory and discuss how they affected changes in national life  Use historical vocabulary eg past, present, change, similar, different, source  Ask some questions about the past  Use artefacts, pictures, stories and online sources to find out about the past | | *Revisit Spr 1 through Practice Time* | Describe significant people from the past  Use a timeline to develop chronological language e.g. past, present, older, newer  Describe and discuss historical events beyond living memory  Develop understanding of local history e.g. historical events, people and places – William Shakespeare and Stratford upon Avon  Use historical vocabulary eg past, present, change, similar, different, source  Ask some questions about the past  Use artefacts, pictures, stories and online sources to find out about the past | | *Revisit Sum 1 through Practice Time* |
| **Music – Listening -** | Listen with concentration and understanding to a range of high-quality live and recorded music describing what can be heard including by the: pitch, pulse and dynamics.  Begin to recognise instruments by sound. | | | | | | | |
| **Music**  1 x lesson per week | Singing – Across all terms.   * Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions e.g. start, stop, loud, quiet and counting in. * Begin with simple songs with a very small range, mi-so (e.g. hello how are you) and then slightly wider, including pentatonic songs (5 notes). * Sing a wide range of call and response songs, to control vocal pitch and to match the pitch that they hear with accuracy. * Sing familiar songs in both low and high voices and talk about the difference in sound.   Listening – Across all terms   * Begin to recognise some instruments by sound. * Listen with concentration and understanding to a range of high-quality live and recorded music describing what can be heard including by the: pitch, pulse, dynamics. | | | | | | | |
|  | **Julia Donaldson Theme**    Composing  Combine to make a story, choosing and playing classroom instruments.  Improvise simple vocal chants, using question and answer phrases.  Create musical sound effects and short sequences of sounds in response to stimuli e.g. a rainstorm or a train journey.      Musicianship  Pitch  Explore percussion sounds to enhance storytelling e.g. a ascending xylophone note to suggest ack climbing the beanstalk.  Begin to recognise instruments by sound.    Pulse and beat  Wak, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.  Use body percussion (e.g. clapping, tapping, walking) and classroom percussion, playing repeated rhythm patterns (ostinato) and short pitched patterns on tuned instruments to maintain a beat.  Respond to the pulse in recorded/live music through movement and dance.  Rhythm  *Perform word-patterns chants (e.g. ca-ter-pil-lar crawl, fish and chips) create,retain and perform their own rhythm patterns.*  *Perform short copycat rhythm patterns accurately, led by the teacher.* | **Musical Skills unit/Christmas performance**    Composing  Combine to make a story, choosing and playing classroom instruments.  Create musical sound effects and short sequences of sounds in response to stimuli e.g. a rainstorm or a train journey.  Use music technology to capture, change and combine sounds.  Musicianship  Pitch  Pulse and beat  Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.    Respond to the pulse in recorded/live music through movement and dance      Pitch  Explore percussions sounds to enhance story telling e.g. an ascending xylophone for Jack climbing the beanstalk. | **Holst – The Planet Suite**  Composing  Create musical sound effects and short sequences of sounds in response to a stimuli e.g. a rainstorm.  Use music technology to capture, change and combine sounds.  Combine to make a story choosing and playing classroom instruments or sound makers e.g. rustling leaves.  Musicianship  Pulse  Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.  Use body percussion (e.g. clapping, tapping, walking) playing repeated rhythm patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat.  Respond to pulse in recorded/live music through movement and dance.  Rhythm  Perform short copycat rhythm patterns (ostinato) while keeping in time with a steady beat.  Pitch  Follow pictures and symbols to guided singing and playing e.g. 4 dots = 4 taps on the drum. | | **Carnival of the Animals Theme**  Composing  Understand the difference between creating a rhythm pattern.    Invent, retain and recall rhythm patterns and perform these for others taking turns.    Recognise how graphic notation can represent created sounds. Explore and invent own symbols.    Combine to make a story choosing and playing classroom instruments or sound makers e.g. rustling leaves.      Musicianship  Pulse  Use body percussion (e.g. clapping, tapping, walking) playing repeated rhythm patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat.    Respond to pulse in recorded/live music through movement and dance.    Rhythm  Perform short copycat rhythms accurately, led by the teacher.    Perform short copycat rhythm patterns (ostinato) while keeping in time with a steady beat. | **Shakespeare – composition work**  Composing  Introduce simple vocal chants using a question and answer phrase.    Invent, retain and recall rhythm patterns and perform these for others taking turns.    Understand the difference between creating a rhyrhm patterns and a pitch pattern.    Combine to make a story choosing and playing classroom instruments or sound makers e.g. rustling leaves.    Create musical sound effects and short sequences of sounds in response to a stimuli e.g. a rainstorm    Recognise how graphic notation can represent created sounds. Explore and invent own symbols.    Musicianship    ~~Walk, move or clap a steady beat (e.g. clapping, tapping, walking) playing repeated rhythm patterns (ostinato) and~~ play short pitched patterns on tuned instruments to maintain a steady beat.    Rhythm  Perform word pattern changes; create, retain and perform their own rhythm patterns.    Pitch  Follow pictures and symbols to guided singing and playing e.g. 4 dots = 4 taps on the drum. | | **World Music Focus**  Composing  Understand the difference between creating a rhyrhm patterns and a pitch pattern.  Invent, retain and recall rhythm patterns and perform these for others taking turns.  Recognise how graphic notation can represent created sounds. Explore and invent own symbols.  Use music technology to capture, change and combine sounds.  Musicianship  Pulse and beat  Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes  Use body percussion (e.g. clapping, tapping, walking) playing repeated rhythm patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat.  Respond to the pulse in recorded/live music through movement and dance.  Rhythm  Perform short copycat rhythms accurately, led by the teacher.  Perform short copycat rhythm patterns (ostinato) while keeping in time with a steady beat.  Perform word pattern changes; create, retain and perform their own rhythm patterns.  Pitch  Follow pictures and symbols to guided singing and playing e.g. 4 dots = 4 taps on the drum. |
| **PE**  1 extended session per week | Games – Throwing and Catching | Gymnastics – Traditional Tales | Dance – Starry Skies | | Gymnastics – Animals | Multi-Skills – Sports Day  Games – Attacking and Defending  Dance – MAD Festival | | Games – Bat and Ball |
| **Health and Fitness:**  Describe how the body feels before, during and after exercise  Carry and place equipment safely | | | | | | | |
| **Throwing and Catching a Ball:**  Throw underarm and overarm  Catch and bounce a ball  Use rolling skills in a game  Practise accurate throwing and consistent catching  **Complete/ Perform:**  Perform using a range of actions and body parts with coordination  Begin to perform learnt skills with some control  Engage in competitive activities and team games  **Evaluate:**  Watch and describe performances  Begin to say how they could improve | Copy, explore and remember actions and movements to create their own sequence.  Link actions to make a sequence.  Travel in a variety of ways, including rolling.  Hold a still shape whilst balancing on different points of the body.  Jump in a variety of ways straight tuck, jumping jack, half turn and cat spring with increasing control and balance.  Climb onto and jump off the equipment safely.  Move with increasing control and care.  **Travelling and linking actions:**  Using tiptoe, step jump, galloping, hopping from one foot to the other moving forwards and skipping.  **Shapes and balances:**  Standing balances  Kneeling balances  Pike, tuck, star, straight, straddle shapes  **Rolls:**  Complete log rolls, pencil roll, curled roll, teady bear roll ad rocking forward roll.  **Compete/ Perform**  Begin to perform learnt skills with some control.  **Evaluate**  Watch and describe performances  Begin to say how they could improve | Copy and repeat actions  Put a sequence of actions together to create a motif  Vary the speed of their actions  Use simple choreographic devices such as unison, canon and mirroring  Begin to improvise independently to create a simple dance  **Compete/ Perform:**  Perform using a range of actions and body parts with some coordination  Begin to perform learnt skills with some control  **Evaluate:**  Watch and describe performances  Begin to say how they could improve | | Copy, explore and remember actions and movements to create their own sequence.  Link actions to make a sequence.  Travel in a variety of ways, including rolling.  Hold a still shape whilst balancing on different points of the body.  Jump in a variety of ways straight tuck, jumping jack, half turn and cat spring with increasing control and balance.  Climb onto and jump off the equipment safely.  Move with increasing control and care.  **Jumps:**  Straight jump  Tuck jump  Jumping Jack  Half turn jump  Cat spring  **Vault:**  Straight jump off spring board  **Handstands, cartwheels and round-offs:**  Bunny hop  Front support wheelbarrow with partner  **Compete/ Perform**  Perform using a range of actions and body parts with some coordination  Begin to perform learnt skills with some control  **Evaluate**  Watch and describe performances  Begin to say how they could improve | **Travelling with a Ball:**  Travel with a ball in different ways  Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency  **Passing a Ball:**  Pass the ball to another player in a game  Use kicking skills in a game  **Using Space:**  Use different ways of travelling in different directions or pathways  Run at different speeds  Begin to use space in a game  **Attacking and Defending:**  Begin to use the terms attacking and defending  Use simple defensive skills such as marking a player or defending a space  Use simple attacking skills such as dodging to get past a defender  **Complete/ Perform:**  Perform using a range of actions and body parts with coordination  Begin to perform learnt skills with some control  Engage in competitive activities and team games  **Evaluate:**  Watch and describe performances  Begin to say how they could improve  Follow simple rules to play games including team games. | | **Striking and Hitting a ball:**  Use hitting skills in a game  Practise basic striking, sending and receiving  **Complete/ Perform:**  Perform using a range of actions and body parts with coordination  Begin to perform learnt skills with some control  Engage in competitive activities and team games  **Evaluate:**  Watch and describe performances  Begin to say how they could improve  Follow simple rules to play games, including team games. |
| **RE** | **K1.1 How might your religion or worldview be seen in the choices you take?**  Begin to understand what a worldview is  Know that the 'Golden Rule' guides actions for many people  Name rituals, artefacts, ceremonies and festivals associated with the religions studied. Learn a dance | | **K1.2 Where do people turn for guidance in life?**  Begin to understand what a worldview is  Know that the 'Golden Rule' guides actions for many people  Know some examples of where people might turn to for guidance in life  Begin to think about ultimate questions and understand where people look for answers | | | | **K1.3 How do people with similar worldviews share and celebrate their beliefs?**  Begin to understand what a worldview is  Name rituals, artefacts, ceremonies and festivals associated with the religions studied. Learn a dance  Begin to make links between sacred text passages and ritual and practice  Ask questions of people with a range of worldviews | |
| **PSHE** | Schools Rules  Understand how they contribute to the life of the classroom and the school.  To understand that people and living things have rights.  To learn that they belong to various groups and communities, such as families and school.  That everyone is unique and to recognise this.  To understand the ways in which we are the same as all other people and what we have in common.  That bodies and feelings can be hurt.  To learn the difference between teasing and bullying, that these are wrong and unacceptable.  To recognise how their behaviour can affect other people.  Listening to others and playing co-operatively.  PSHE Association Planning Toolkit:  Unit R1 Feelings and Emotions – link to class feelings board  Unit R2/ R4/ R12 Feelings and Emotions  Unit R5 Valuing Difference  Unit R6 and R7 Healthy Relationships  Unit R8 Valuing Difference  Unit R11 Feelings and Emotions  Unit R13 and R 14 Healthy Relationships  Unit L1 and L2 Rights and Responsibilities  Unit L8 Right and Responsibilities  One Decision – Relationships: Friendship | Protective Behaviours  To learn about different kinds of feelings.  To communicate their feelings to others and to recognise how others are feeling.  To learn the differences between secrets and surprises.  To learn the correct names for the different parts of the body of girls and boys.  How to ask for help if they are worried about something.  To learn what is meant by ‘privacy.’  To learn about appropriate and inappropriate touch.  About rules for keeping safe, including ICT, road safety, fire safety etc.  Fire safety visit  Protective Behaviours  PSHE Association Planning Toolkit:  Unit H12 Keeping Safe  Unit H13/ H14/ H15 Keeping Safe  One Decision – Keeping/ Staying Safe: Road Safety | Health/ wellbeing  To understand what improves and harms the local, natural and built up environment and to develop skills to care for these.  To learn about the special people who work in our community to keep us safe and how to contact them if we need to.  PSHE Association Planning Toolkit:  Unit L3 Rights and Responsibilities  Unit L4 Rights and Responsibilities  Unit L5 Taking Care of The Environment  Unit L10 Right and Responsibilities | | To share their views and opinions with others.  To identify and respect the differences between people.  That marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong  To identify special people in their lives.  PSHE Association Planning Toolkit:  Unit R9 Healthy Relationships | To recognise and celebrate their strengths and set simple but challenging goals.  To understand about change and loss.  About growing and changing and becoming more independent.  PSHE Association Planning Toolkit:  Unit H3 Growing and Changing  Unit H5 Growing and Changing  Unit H8/ H9 Growing and Changing  Unit H10 Growing and Changing – link back to Protective Behaviours  One Decision – Our World: Growing in our World | | Health and well-being  Learn what constitutes a healthy lifestyle including the benefits of physical activity, healthy eating and making healthy choices.  Learn about basic personal hygiene and responsibilities they have for their own health.  To know that household products and medicines can be harmful if not used correctly.  To learn about where money comes from, what it is used for and how to keep it safe.  Unit L6 and L7 Money  PSHE Association Planning Toolkit:  Unit H1 Healthy Lifestyles  Unit H2 Healthy Lifestyles  Unit H4 Healthy Lifestyles  Until H6/ H7 Healthy Lifestyles  Unit H11 Healthy Lifestyles  One Decision – Keeping/ Staying Healthy: Washing Hands |