



	Autumn Term – Ourselves		Spring Term – Explorers		Summer Term – Plants and The United Kingdom	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Traction Man is Here</p> <p>Writing captions (2 weeks) Drawing and annotating characters</p> <p>Simple sentences, capital letter, full stops and finger spaces. Use verbs, adjectives and nouns verbally</p> <p>Lists, labels, linked to Science 'ourselves'</p> <p><i>Diversity text</i> <i>And Tango Makes Three</i> <i>by Justin Richardson and Peter Parnel</i></p>	<p>Traction Man is Here,</p> <p>Questioning- (2 weeks) Writing questions and hot seating Traction Man</p> <p>Simple sentences, capital letter, full stops and finger spaces.</p> <p>Verbs, adjectives and nouns</p> <p>Using 'and, but, or, because' to join and extend sentences</p>	<p>The snail and the Whale-</p> <p>Instruction writing (2 weeks) How to get to the Golden Hinde trip.</p> <p>Narrative- (2 weeks) Describe a scene in The Snail and the Whale</p> <p>Suffixes 'es, s, ing, ed, er, est, ing' Prefix-un Contractions- I'm, I'll, We'll</p> <p><i>Diversity text</i> <i>Look up! By Nathan Bryon and Dapo Adeola</i></p>	<p>The snail and the Whale-</p> <p>Narrative-(1 week) what would the whale say to the snail and the snail say to the whale? Find prefix and suffixes in The Snail and the Whale.</p> <p>Story writing (2 weeks) create a story map and use this to support you in orally retelling the story. Change the characters in the story and rewrite the story</p>	<p>Poetry- (6 weeks) Nut Tree by Julia Donaldson, What Do You Do on a Nature Walk? By Kate Williams The Secret Song by Margaret Wise Brown.</p> <p>Performance (2 weeks) Learn some poetry off by heart and perform it.</p> <p>Poetry writing (2 weeks) Use a poem for inspiration to write one of our own.</p> <p>Continuous use of adjectives, nouns, verbs, time adverbials, conjunctions, Prefix, suffixes, contractions.</p> <p><i>Diversity Text</i> <i>Maddi's Fridge by Lois Brandt</i></p>	<p>Instruction writing- (3 weeks)</p> <p>How to plant a seed?</p> <p>Continuous use of adjectives, nouns, verbs, time adverbials, conjunctions, Prefix, suffixes, contractions.</p>
Maths (White Rose)	<p>Number: Place Value - within 10 (5weeks)</p> <p>Number: Addition and Subtraction -within 10 (5 weeks)</p> <p>Geometry: Shape (1 week)</p>		<p>Number:</p> <p>Number: Place Value within 20 (3 weeks) Addition and Subtraction within 20 (3 weeks) Place Value within 50 (2 weeks)</p> <p>Measurement: Length and Height (2 weeks) Measurement: Weight and Volume (2 weeks)</p>		<p>Number: Multiplication and Division (3 weeks)</p> <p>Number: Fractions (2 weeks)</p> <p>Geometry: Position and Direction (1 week)</p> <p>Number: Place Value within 100 (2 weeks)</p> <p>Measurement: Money (1 week) Measurement: Time (2 weeks)</p>	

Science	Animals, including humans Writing link- Labelling parts of the body		Everyday Materials Wring link- Write up investigation results.	Plants Writing link- Instructions, how to plant a seed.		
Seasonal changes /Our changing World (OCW) Children look at how plants, animals and the weather change during the year. Children are encouraged to carry out regular and frequent observations of the world around them to build a rich knowledge of their local environment. Can they observe changes over time across the four seasons? Can they name the four seasons in order? Can they notice patterns? Can they observe changes over time and describe weather associated with the seasons? Can they observe and describe how day length varies? OCW: Plants OCW: Animal Antics OCW: Sensing Seasons						
Computing	Turning on and off/logging on and off/Accessing the internet/E-safety <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; 	Grouping and sorting <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	Pictograms <ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	Lego builders. Maze explorers <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; 	Animated stories/Coding <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	Spread sheets <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content
History	Changes within living memory: Toys and how they have changed <ul style="list-style-type: none"> <i>Changes within living memory</i> by focusing on the history of toys. primary sources of evidence including old toys and new toys. Compare old and new toys 		Significant individuals in the past who have contributed to national and international achievements – Sir Francis Drake and the impact of his voyage on the sailing vessel the Golden Hinde. Research -(2 weeks) Research write some information about Francis Drake	Significant individuals in the past who have contributed to national and international achievements – Mae C. Jenison; Engineer, a Dr. as well as the first black female NASA Astronaut to travel into space. Research -(2 weeks) Research write some information about Mae Jemison.		

		History Off The Page toy workshop	Trip to Golden Hinde		
Geography	Seasonal changes across the year				
Geography	<p>Fieldwork study: Our local area – what can we see?</p> <p>Focusing on: Mapping our school, classroom and playground</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple compass directions (NSEW) and locational and directional language (near/far, left/right) to describe location of features and routes on a map use world maps, atlases and globes to identify the continents and oceans studied at this key stage <p>Orienteering workshop- Ecology centre.</p>		<p>Location Knowledge</p> <ul style="list-style-type: none"> Use basic subject specific vocabulary relating to human and physical geography (practical activities) Name and locate 7 continents and 5 oceans (introduce) Identify location of the North and South poles 		<p>Location Knowledge The United Kingdom</p> <ul style="list-style-type: none"> Name and locate 7 continents and 5 oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather Key human features, including: city, town, village, farm, house, and shop

Art & Design	Self-portraits Study of Paul Klee and Senicio Computing- create a self-portrait using shapes on the paint programme.		<u>Exploring paint</u> Gerhard Richter and Jackson Pollock Computing link- take photos and paint on them- inspired by Gerhard Richter	<u>Printing</u> Study of Delita Martin and Aubrey Williams Computing link- take a photo of some friends and use circles to print onto the photo- inspired by Delita Martin.		
Design Technology					<u>D&T- levers and sliders</u> <u>Design</u> Science link- Based on plants and equipment used in the garden <u>Make</u> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <u>Evaluate</u> evaluate their ideas and products against design criteria <u>Technical knowledge</u> Explore and use mechanisms [levers and sliders], in their products.	<u>D&T Food technology</u> Food technology - Design and make a salad for themselves. <u>Design</u> design purposeful, functional, appealing products for themselves and other users based on design criteria <u>Make</u> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <u>Evaluate</u> explore and evaluate a range of existing products

<p>Personal, Social and Health Education (PSHE)</p>	<p>Physical health and wellbeing: Fun times</p> <p>learn about; - food that is associated with special times, in different cultures - active playground games from around the world - sun-safety</p> <p>Cooking Cinnamon toast crunch</p> <p>myHappyMind Meet your brain-</p> <p>giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best</p>	<p>Keeping safe and managing risk: Feeling safe</p> <p>Learn about: -safety in familiar situations -personal safety - people who help keep them safe outside the home</p> <p>myHappyMind Celebrate-</p> <p>Introducing the theory that we all have different character strengths and that by understanding what they are and then using them as much as possible, we can be at our best.</p>	<p>Identity, society and equality: Me and others</p> <p>Learn about: -what makes themselves and others special - roles and responsibilities at home and school - being co-operative with others</p> <p>Cooking Sweet muffins</p> <p>myHappyMind Gratitude</p> <p>Teaching children the importance of gratitude and what happens in our brain when we give and receive gratitude.</p>	<p>Drug, alcohol and tobacco education: What do we put into and on to bodies?</p> <p>Learn about: -what can go into bodies and how it can make people feel - what can go on to bodies and how it can make people feel</p> <p>myHappyMind Relate</p> <p>Teaching children the importance of being able to relate or get along with others in order to have positive relationships</p>	<p>Mental health and emotional wellbeing: Feelings</p> <p>Learn about: -different types of feelings - managing different feelings -change or loss and how this can feel</p> <p>myHappyMind Engage</p> <p>Bringing together everything the children have learnt throughout the myHappyMind curriculum, using the knowledge and skills they have acquired to help them to engage in the world through goal setting.</p>	<p>Careers, financial capability and economic wellbeing: My money</p> <p>Learn about: -where money comes from and making choices when spending money - saving money and how to keep it safe -the different jobs people do</p> <p>Cooking D&T project- salad</p> <p>myHappyMind Consolidation</p> <p>Referring back to what has been learnt throughout the year and continuing to use the skills the children have learnt, habits they've made and knowledge they've acquired to be the best self they can be to themselves and to others.</p>
<p>Growth Mindset</p>	<p>Explore concept of mindsets through engaging stories Explore the idea that learning can be difficult Children talk about own challenges and learning as a journey</p>					

Physical Education	Fundamentals Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination		Yoga Pupils learn about mindfulness and awareness. They <u>begin to learn poses and techniques that will help them connect their mind and body.</u>		Dance Exploring Gesture and Formation; Creating short dances	
	Gymnastics with Calypso gymnastics Body parts and space awareness – Traveling		Ball skills Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.		Athletics pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing	
Music	<p>JOLLY MUSIC Beginner Level: Lesson 1: I can say the Teddy Bear rhyme with actions Lesson 2: I can sing <i>Cobbler Cobbler</i> with actions Lesson 3: I can say <i>Soft Kitten</i> with pulse actions Lesson 4: I can respond to unspoken musical directions Lesson 5: I can explain the meaning of ‘Heartbeat’ in music Lesson 6: I can use different voices (singing, speaking etc.) Lesson 7: I can speak <i>Chop, Chop</i> and <i>Slowly, Slowly</i> Lesson 8: I can sing <i>Hob, Show, Hob</i> and <i>Slowly, Slowly</i> Lesson 9: I can sing <i>Pease Pudding Hot</i></p> <p>National Curriculum Links: - Respond to sung</p>	<p>CHRISTMAS SHOW Lesson 1: I can sing my class Christmas song Lesson 2: I can sing through the whole Christmas song Lesson 3: I can perform my part in my Christmas scene Lesson 4: I can perform my part in the Christmas scene Lesson 5: I can perform my acting and singing part in my Christmas scene Lesson 6: I can evaluate my performance</p> <p>National Curriculum Links: -Learn Christmas songs. -Performing with actions. -Cross curricular links with Drama. -Composing music/Lyrics for the</p>	<p>JOLLY MUSIC Beginner LEVEL Lesson 10: I can sing <i>Pease Pudding Hot</i> Lesson 11: I can sing <i>Bell Horses</i> Lesson 12: I can use different voices for the song: <i>Jelly on a Plate</i> Lesson 13: I can play the chime bar in time with <i>Bell Horses</i> Lesson 14: I can listen for different voices in the Cuckoo game Lesson 15: I can sing <i>Old Mister Woodpecker</i> Lesson 16: I can consolidate my learning</p> <p>National Curriculum Links: - Respond to sung instructions with and without words - Learn the concept of pulse (‘heartbeat’) and later the word</p>	<p>Round And Round, Charanga: Lesson 1: I can sing ‘Round and Round’ Lesson 2: I can play an instrumental part in time with the music Lesson 3: I can play an instrumental part as part of a polyphonic melody Lesson 4: I can improvise on my instrument Lesson 5: I can play in or with a percussion section Lesson 6: I can sing and play different parts in the song to make a finished performance</p> <p>National Curriculum Links: -Listening and appraising music in the Salsa tradition -Singing a song as a class -Playing instrumental parts in a song -Call and Response</p>	<p>JOLLY MUSIC Beginner LEVEL Lesson 17: I can follow instructions by listening to a melody Lesson 18: I can sing Hot Cross Buns and perform actions in time Lesson 19: I can sing Rain is Falling Down and show the pitches with my hands Lesson 20: I can sing Five Little Monkeys with actions Lesson 21: I can sing Peter Taps with actions Lesson 22: I can listen and respond to sung instructions Lesson 23: I can change my voice tone in the Cuckoo Game</p> <p>National Curriculum Links: - Respond to sung instructions with</p>	<p>JOLLY MUSIC Beginner LEVEL Lesson 24: I can perform the Pussycat Rhyme in groups Lesson 25: I can sing Doggie Doggie Lesson 26: I know how many beats there are in See Saw Lesson 27: I can change the tempo in See Saw Lesson 28: I can listen carefully and find out who is singing Lesson 29: I can use my thinking voice to continue a song without singing Lesson 30: I can consolidate my learning</p> <p>National Curriculum Links: - Respond to sung instructions with and without words</p>

	<p>instructions with words</p> <ul style="list-style-type: none"> - Learn the concept of pulse ('heartbeat') and later the word 'pulse' - Perform actions in time with pulse of song or rhyme - Learn songs with two pitches (s, m) 	<p>show Music concentration games</p>	<p>'pulse'</p> <ul style="list-style-type: none"> - Learn songs with two pitches (s, m) - Work with visual representation of the pulse (hearts) in several songs - Explore different kinds of voice production - Change voices (speak, sing, whisper) at a given signal 	<p>within a song</p> <p>-Learning to improvise in small groups on the voice and on a tuned instrument</p>	<p>and without words</p> <ul style="list-style-type: none"> - Learn songs with two pitches (s, m) - Play a glockenspiel in time with a song - Work with visual representation of the pulse (hearts) in several songs - Explore different kinds of voice production <p>Change voices (speak, sing, whisper) at a given signal</p>	<ul style="list-style-type: none"> - Learn songs with two pitches (s, m) - Play a glockenspiel in time with a song - Work with visual representation of the pulse (hearts) in several songs - Explore different kinds of voice production <p>Change voices (speak, sing, whisper) at a given signal</p>
<p>Religious Education</p>	<p>Who is a Christian and what do they believe? (Believing Strand)</p>		<p>What makes some places sacred? Which places are special and why? (Expressing Strand)</p>		<p>What does it mean to belong to a faith community? (Living Strand)</p>	