

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Text/s:</p> <p>What I like about me By Allia Zobel Nolan</p> <p>Once There Were Giants By Martin Waddell</p> <p>After The Storm By Nick Butterworth</p>	<p>Text/s:</p> <p>Busy People: Fireman</p> <p>People Who Help Us: Dentist</p> <p>Stickman</p>	<p>Text/s:</p> <p>Gingerbread Man</p> <p>Oliver's Vegetable</p> <p>Handa's Surprise</p>	<p>Text/s:</p> <p>Giraffes Can't Dance</p> <p>The Hungry Caterpillar</p> <p>Jasper's Beanstalk</p>	<p>Text/s:</p> <p>Whatever Next</p> <p>The Train Ride</p> <p>Naughty Bus</p>	<p>Text/s:</p> <p>Sleeping Beauty</p> <p>Little people, big dreams: Emmeline Pankhurst</p> <p>Little people, big dreams: Alan Turing</p> <p>Seaside Poems</p>
	<p>Genres:</p> <p>What I like about me</p> <p>Narrative:</p> <p>Once There Were Giants</p> <p>Narrative:</p>	<p>Genres:</p> <p>Busy People: Fireman</p> <p>Information Text</p> <p>People Who Help Us: Dentist</p> <p>Procedure (instructions):</p>	<p>Genres:</p> <p>Gingerbread Man</p> <p>Procedure (recipe):</p> <p>Oliver's Vegetable</p> <p>Narrative:</p>	<p>Genres:</p> <p>Giraffes Can't Dance</p> <p>Narrative:</p> <p>The Hungry Caterpillar</p> <p>Explanation:</p>	<p>Genres:</p> <p>Whatever Next</p> <p>Narrative:</p> <p>The Train Ride</p> <p>Narrative:</p> <p>Naughty Bus</p>	<p>Genres:</p> <p>Sleeping Beauty</p> <p>Narrative:</p> <p>Little people, big dreams: Emmeline Pankhurst</p>

	<p>After The Storm</p> <p>Narrative:</p>	<p>Stickman</p> <p>Narrative:</p>	<p>Handa's Surprise</p> <p>Information Text:</p>	<p>Jasper's Beanstalk</p> <p>Procedure (instruction):</p>	<p>Narrative:</p>	<p>Recount:</p> <p>Little people, big dreams: Alan Turing</p> <p>Recount:</p> <p>Transition to Yr 1 Write letters and postcards.</p> <p>Seaside Poems</p> <p>Poetry</p>
Mathematics	<p>Getting to know you</p> <p>Just like me!</p> <ul style="list-style-type: none"> - match and sort, compare amounts. -compare size, mass & capacity, exploring pattern - compare numbers 	<p>It's me 1,2,3!</p> <ul style="list-style-type: none"> -representing, comparing, composition of 1, 2, 3 (see previous half term) <p>Light and Dark</p> <ul style="list-style-type: none"> -represent numbers to 5 - one more or less - shapes with 4 	<p>Alive in 5!</p> <ul style="list-style-type: none"> -Introducing 0 -Comparing numbers to 5 - Composition of 4 &5 - Compare mass, compare capacity - Subitise up to 5 <p>Growing 6,7,8!</p> <ul style="list-style-type: none"> -Making pairs, 	<p>continued: Growing 6,7,8!</p> <p>Building 9 and 10</p> <ul style="list-style-type: none"> -Comparing numbers to 10 - Number bonds to 10 -3D shape - Pattern -Have a deep understanding of numbers to 10, 	<p>To 20 and beyond</p> <ul style="list-style-type: none"> -Building numbers beyond 10 -Counting patterns beyond 10 -Spatial reasoning, maths, rotate, manipulate -Subitise -Automatically 	<p>Find my pattern</p> <ul style="list-style-type: none"> -Doubling, sharing and grouping - Even and odd-spatial reasoning, visualise and build -Have a deep understanding of numbers to 10, including the composition of each number -Explore and represent patterns

	<p>It's me 1,2,3!</p> <ul style="list-style-type: none"> -representing, comparing, composition of 1, 2, 3 Circles and triangles, positional language -Subitise -Automatically recall number bonds for numbers 0-3 -Explore the composition of numbers to 3 -Count objects, actions, and sounds 	<p>sides - time</p> <ul style="list-style-type: none"> -Subitise -Automatically recall number bonds for numbers 0-3 -Explore the composition of numbers to 5 -Count objects, actions, and sounds -Link the number symbol (numeral) with its cardinal number value - Understand that 'one more than/one less than' relationship between consecutive numbers - Is increasingly able to order and sequence events using everyday language related to time 	<p>combining 2 groups - length and height - time</p> <ul style="list-style-type: none"> -Subitise -Automatically recall number bonds for numbers 0-5 -Explore the composition of numbers to 8 -Link the number symbol (numeral) with its cardinal number value -Becomes familiar with measuring tools in everyday experiences and play - Compare length, weight and capacity 	<p>including the composition of each number</p> <ul style="list-style-type: none"> -Automatically recall number bonds for numbers 0-5 (including subtraction facts) and some number bonds to 10, including double facts -Link the number symbol (numeral) with its cardinal number value - Understand that 'one more than/one less than' relationship between consecutive numbers -Compare quantities up to 10 in different contexts, recognising when 	<p>recall number bonds for numbers to 10</p> <ul style="list-style-type: none"> -Link the number symbol (numeral) with its cardinal number value - Understand that 'one more than/one less than' relationship between consecutive numbers - Verbally count beyond 20, recognising the pattern of the counting system <p>First, then, now</p> <ul style="list-style-type: none"> -Adding more, taking away -Spatial reasoning, compose and decompose -Explore and represent patterns 	<p>within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <ul style="list-style-type: none"> -Solve problems involving number -Give reasons for the answers and their thinking <p>On the move</p> <ul style="list-style-type: none"> -Deepening understanding, patterns and relationships -Spatial reasoning, -mapping consolidation -Subitise -Have a deep understanding of numbers to 10, including the
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		<p>-Compose and decompose shapes so that children can recognise a shape can have other shapes within it</p>		<p>one quantity is greater than/less than/same as the other quantity</p> <p>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>-Solve problems involving number</p> <p>-Give reasons for the answers and their thinking</p>	<p>composition of each number</p> <p>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>-Solve problems involving number</p> <p>-Give reasons for the answers and their thinking</p>
Science	<p>Explore the natural world around them</p> <p>Understand important changes in the natural world inc seasons</p> <p>Describe what</p>	<p>Use all their senses in hands on exploration of natural material</p> <p>Understand the important processes and changes in the natural world around them, including seasons</p>	<p>Understand the important processes and changes in the natural world around them (melting)</p> <p>Recognise some environments that are different to</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal</p> <p>Recognise some</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been</p>	<p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter (heating and</p>

	<p>they see, hear and feel whilst outside</p> <p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>and changing states of matter (freezing)</p> <p>Explore and talk about different forces they can feel</p>	<p>the one in which they live</p> <p>Know the similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>	<p>environments that are different to the one in which they live</p>	<p>read in class</p> <p>Talk about what they see, using a wide range of vocabulary</p>	<p>cooling)</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Understand the effects of the changing seasons on the natural world around them</p> <p>Talk about what they see, using a wide range of vocabulary.</p>
History	<p>Begin to make sense of their own life story and family's history</p>	<p>Talk about the lives of people around them and their roles in society.</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences</p>	<p>Know some similarities and differences between the past and now.</p> <p>Comment on</p>

					and what has been read in class.	images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Geography	Name and describe people who are familiar to them.		Describe immediate environments Explain similarities and differences between life in this country and life in other countries. Draw information from a simple map.	Draw information from a simple map.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

R.E.	Talk about members of their immediate family and community.	Understand that some places are special to members of their community.		Continue developing positive attitudes about the differences between people.		Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Art & Design	<p>Show different emotions in their drawings.</p> <p>Self-portraits – in the style of Picasso and Van Gogh</p> <p>Create a cold or warm wash background and</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Painting in the style of Van Gogh's - starry starry night</p> <p>Printing inspired by 'One winter's</p>	<p>Explore colour and colour mixing</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Explore colour mixing through observational fruit</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Experiment with texture creating collages inspired by Kurt Schwitters</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Experiment with form and function to create foil transfer art in the style of Kandinsky</p> <p>Sculpting using</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Local artists: Create natural art and sculpture in the style of Andy Goldsworthy</p>

	then add cold or warm splatter paints in the style of Jackson Pollock .	night' by Louise O'Hara	paintings – Arcimboldo Wayne Thiebaud Shades of colour inspired by African artists	Van Gogh's Sunflowers Print animal pictures using sponges/objects in the style of Steven Brown	paper-mache to create replica planets	(sculptor) Sketching in the style of LS Lowry
D.T.	Safely use and explore a variety of material tools and techniques, experimenting with colour, design, texture, form and function			Create collaboratively, sharing ideas, resources and skills. Explain the process used.	Make use of props and materials when role playing characters in narratives and stories (space/transport)	Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories
Performing Arts	Invent , adapt and recount narratives and stories with peers	Sing in a group or on their own, increasingly matching the	Watch and talk about dance and performance art, expressing their	Play instruments with increasing control to express their feelings and	Listen attentively, move to and talk about music, expressing their	Invent, adapt and recount narratives and stories with peers

	<p>and their teacher</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p>	<p>pitch and following the melody.</p> <p>Sing the pitch of a tone sung by another person 'pitch match'.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.</p>	<p>feelings and responses</p>	<p>ideas</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>feelings and responses</p>	<p>and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
P.E.	<p>PE Passport - FMS - Elmer</p> <p>PE Passport - Fundamental Movement Skills</p> <p>To make a range of shapes on small body parts To travel in a range of ways and negotiate</p>	<p>PE Passport - FMS - Castles</p> <p>PE Passport - FMS - How to catch a star</p> <p>To jump for distance To land appropriately To hop on both feet To underarm throw for distance</p>	<p>PE Passport - FMS - Mini Beasts</p> <p>PE Passport - FMS - Superworm</p> <p>To throw under arm To practise throwing overarm To roll a ball</p> <p>To catch a large sponge ball To send a ball/</p>	<p>PE Passport - FMS - Jack and the beanstalk</p> <p>PE Passport - FMS - The hungry caterpillar</p> <p>To perform the basic skill of jumping To travel in a variety of ways</p>	<p>PE Passport - FMS - Space PE Passport - FMS - Transport</p> <p>To travel in a variety of ways To adjust speed and direction to avoid obstacles To show increasing control over an object</p>	<p>PE Passport - FMS - Rosie's Walk</p> <p>PE Passport - FMS - Seaside</p> <p>To jump and land appropriately To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and</p>

	<p>space successfully</p> <p>To underarm throw for distance To overarm throw for distance</p> <p>To catch with increasing accuracy To perform a range of gymnastic roll</p> <p>To move freely and with confidence when rolling To perform a range of gymnastic jumps</p> <p>To balance on one leg. To balance on a range of small body parts To climb with confidence under, over and through climbing</p>	<p>To overarm throw for distance To catch with increasing accuracy To climb with confidence under, over and through climbing equipment</p>	<p>throwing equipment with increasing accuracy</p> <p>To jump and land appropriately To perform a variety of gymnastic rolls To climb up and down apparatus using alternate feet To climb under over and through climbing equipment To revise fundamental movement skills covered in the unit To balance on small and large body parts in the shape of a star To revise fundamental movement skills</p>	<p>low to the ground</p> <p>To travel around space hopping and skipping To catch a large ball To travel under, over and through balancing and climbing equipment</p> <p>To pull themselves up on climbing equipment To use increasing control over an object by touching, pushing, patting, throwing, or catching</p> <p>To move with control and coordination To use a range of small and large equipment</p>	<p>pushing it</p> <p>To perform a variety of gymnastic rolls To over arm throw for distance</p> <p>To climb play climbing equipment To revise fundamental movement skills covered in the unit</p>	<p>hopping</p> <p>To climb under over and through climbing equipment To experiment with different ways of travelling on hands and feet To balance on small body parts To travel on hands and feet To show increasing control over an object pushing and patting it To perform a variety of gymnastic rolls To underarm throw with some accuracy To revise fundamental movement skills covered in the unit</p>
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	<p>equipment</p> <p>To jump for distance</p> <p>To land appropriately</p> <p>To hop on both feet</p> <p>To revise fundamental movement skills covered in the unit</p>		<p>covered in the unit</p>	<p>To jump and land appropriately</p> <p>To roll in a variety of ways</p> <p>To roll a ball accurately</p>		
R.H.E	<p>L1: What is a family?</p> <p>CS: Gratitude</p> <p>L2: The characteristics and mental and physical benefits of an active lifestyle.</p>	<p>L3 Staying Safe</p> <p>CS : Security</p>	<p>L5: What constitutes a healthy diet?</p> <p>CS: Care</p> <p>L6: Where our families are from?</p> <p>CS Respect</p>	<p>L7: Who shares our world?</p> <p>CS Gratitude</p> <p>L8: How can we make our plant grow?</p> <p>CS Problem Solving</p>	<p>L9: How can we cross the road safely?</p> <p>CS Critical Thinking</p> <p>L10: Can we create a rocket to explore the moon?</p> <p>CS teamwork</p>	<p>L11: Why are some people famous?</p> <p>CS: Bravery</p> <p>L12: What have we achieved this year?</p> <p>CS Appreciation</p>

	CS: Self Regulation					
Computing	<p>Word processing:</p> <p>Touch screen game and use iPad/keyboards/ mouse.</p> <p>Presentations, web design and eBook Creation:</p> <p>Create a simple digital family collage.</p> <p>Move and resize images with my fingers or mouse.</p> <p>Video Creation:</p> <p>To know the difference between a photograph and video. Record a short film using the camera of self</p>	<p>Word processing:</p> <p>Describe jobs done by people who help us by dictating short, clear sentences into iPad (Showbie)</p> <p>Photography and Digital Art: Take a photograph of Seasonal changes/ shapes and upload into Showbie. Use mark up tool on Photos to explore the paint and brush tools</p>	<p>Photography and Digital Art: Take a photograph of Church/Mosque. Use SketchesApp to explore the paint and brush tools to draw a place of worship. To use a paint app to draw favourite fruits</p> <p>Video Creation:</p> <p>To create a video for brushing teeth</p> <p>Sound: Record sounds with different resources Find ways to change voices to match characters (tube, fincan, shouting to create an</p>	<p>Presentations, web design and eBook Creation:</p> <p>Adding media (photo/video) to their butterfly diaries Record voice over a lifecycle picture.</p> <p>Augmented Reality and Virtual Reality:</p> <p>Explore a 360 image of butterfly using Hologo Use AR to explore story of Hungry Caterpillar Talk about AR objects in my class</p> <p>Video Creation:</p> <p>To create a video planting a seed and add voice</p>	<p>Word processing:</p> <p>Create information pages for different vehicles by typing letters with increasing confidence using a keyboard</p> <p>Data Handling:</p> <p>identify a chart. Take a survey of the type of transport that passes our school. Present simple data on an ipad. Tally chart and pictogram</p> <p>Animation:</p> <p>Animate an animal to speak in role (Puppetpals/chat</p>	<p>Presentations and eBook Creation:</p> <p>Create a simple digital collage on jobs and people who help. Move and resize images with my fingers or mouse.</p> <p>Photography and Digital Art: Use ipad to create artwork in the style of Kandinsky on SketchesApp</p>

	<p>reading- Read2Me</p> <p>Augmented Reality and Virtual Reality: Scan a QR code for nursery rhymes and stories .</p>		<p>echo) Record sounds/voices in storytelling</p>	<p>over to explain steps</p>	<p>terpix) Create a simple animation to tell a story including more than one character.</p> <p>Sound:</p> <p>Record sounds/voices in story telling and explanations</p>	
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