

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| English | <p>Narrative Writing – Simple sentences and verbs <i>Whatever Next by Jilly Murphy</i></p> | <p>Narrative Writing – Sentence types Adjectives to describe <i>Fletcher and the Falling Leaves by Julia Rawlinson</i> <i>Where the Wild Things Are by Maurice Sendak</i></p> | <p>Narrative and Informational Writing – Sentences to describe and give information <i>Our Tower by Joseph Coelho</i></p> | <p>Narrative and Informational Writing – Sequencing simple sentences to describe, recount and instruct <i>The Lighthouse Keeps Lunch by David Armitage</i></p> | <p>To entertain Narrative – Retell a Story <i>Giraffes Can't Dance by Giles Andreae</i></p> | <p>To inform Fact File <i>Look Up by Nathan Byron</i></p> |
| Maths | <ul style="list-style-type: none"> Number: Place Value (within 10) Number: Addition and Subtraction (withing 10) Geometry: Shape | | <ul style="list-style-type: none"> Number: Place Value (within 20) Number: Addition and Subtraction (within 10) Number: Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume | | <ul style="list-style-type: none"> Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time | |
| Science | <p>Me and my Body</p> <ul style="list-style-type: none"> Health, differences, keeping fit, eating healthily Identify, name, draw and label the basic parts of the human body Link the correct parts of the human body to each sense | <p>Everyday materials</p> <ul style="list-style-type: none"> Identify toys/objects and what they are made from. Know the difference between materials e.g. Wood, plastic, glass, metal, rock Properties of everyday materials Grouping and sorting materials | <p>Seasonal Changes (Autumn and Winter)</p> <ul style="list-style-type: none"> Observe changes across autumn and winter Observe and describe weather associated with the seasons and how day length varies. | <p>Animals including humans.</p> <ul style="list-style-type: none"> Know the names of a variety of animals including fish, amphibians, reptiles, birds and mammals. Classify animals by what they eat Sort animals into categories Sort living and non-living things | <p>Plants</p> <ul style="list-style-type: none"> Know and name a variety of local and exotic plants Name parts of a plant Know the difference between fruit and vegetables Identify some fruit and vegetables that grow in hot and cold countries Plant tomatoes | <p>Seasonal Changes (Spring and Summer)</p> <ul style="list-style-type: none"> Observe changes across spring and summer Observe and describe weather associated with the seasons and how day length varies. |
| Computing | <p>Online Safety and Digital Citizenship Introductory song Media Balance – How to find a balance with online and offline activities. Computing Systems and Networks Information and technology around us</p> <ul style="list-style-type: none"> Recognising technology in school and using it responsibly | | <p>Online Safety and Digital Citizenship Media Balance and Well being Pause for People How do you say goodbye to technology when you don't want to? Creating Media Digital Writing</p> <ul style="list-style-type: none"> Using a computer to create and format text, before comparing to writing non-digitally. | | <p>Online Safety and Digital Citizenship Privacy and Security Safety in my Online neighbourhood How do you go places safely online? Programming Programming Animations</p> <ul style="list-style-type: none"> Designing and programming the movement of a character on screen to tell stories. | |

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| | <ul style="list-style-type: none"> Identifying IT and how its responsible use improves our world in school and beyond. | | |
| History | <p>Memories – Toys Then and Now What were toys like that my grandparents had?</p> <ul style="list-style-type: none"> To sequence events in their life To sequence 3 or 4 artefacts from distinctly different periods of time (place items on a timeline) To recognise the difference between past and present in their own and the lives of others (grandparents' life) To give examples of things that were different when grandparents were children To ask and answer simple questions about the past from sources of information e.g., artefacts, photos | <p>Kings and Queens What makes Queen Victoria and Queen Elizabeth II important?</p> <ul style="list-style-type: none"> Recognise the difference between past and present the lives of others (King Charles III and Queen Victoria) To Understand the importance of Queen Victoria's reign To understand the importance of Queen Elizabeth II 70-year reign to use a variety of sources to learn about royals from different time periods and decide which sources are reliable and which are not To compare the lives and differences between Queen Victoria and Queen Elizabeth II | <p>Adventures in space Who travelled to space and how can we trust the information?</p> <ul style="list-style-type: none"> Recognise the difference between spaceships now and those used during moon landing. To learn about the lives of significant individuals in the past who have contributed to space travel - Neil Armstrong and Tim Peak. Look at sources of opinions, ask parents/grandparents about famous figures (Compare adults talking about the past - how reliable are their memories?) To understand the impact Neil Armstrong had on today's space travel To compare Neil Armstrong's space travel to Tim Peak |
| Geography | <p>Where do I live? Where do I live? What is around me?</p> <ul style="list-style-type: none"> To know where I live and to say my address To keep and maintain a local weather chart To recognise and use compass directions NSEW To study the school and plot landmarks on a simple map To identify local landmarks around the school on a simple map (Local area walk) using vocabulary such as near and far; left and right | <p>An island study - British Isles What countries make up the UK? What human and physical features do they have?</p> <ul style="list-style-type: none"> To name and locate the 4 countries that make up the UK (maps, atlases, and globes) To identify the Surrounding seas of the UK To know what human and physical geographical features are and sort these To identify key human and physical features within two comparing locations including: beach, cliff, coast, forest, hill, mountain, sea, ocean To identify similarities and differences between two locations (Milton Keynes and the seaside) | <p>The Savanna Why is the Savanna so different to England?</p> <ul style="list-style-type: none"> To name and locate the 7 continents on a world map To identify equator and hot and cold areas of the world Identify and compare physical and human features in the African Savanna to the UK (Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather) (city, town, village, factory, farm, house, office, port, harbour and shop) To understand the weather and climate in the Savanna Desert in comparison to the UK To use images/videos/books as sources of information to locate different foods across the world |
| Art | <p>Spirals Key Concepts:</p> <ul style="list-style-type: none"> That drawing is a physical and emotional activity. That when we draw, we can move our whole body. | <p>Exploring watercolour Key Concepts:</p> <ul style="list-style-type: none"> That watercolour paint has special characteristics. That we can use the elements of surprise and accident to help us create art. | <p>Making Birds Key Concepts:</p> <ul style="list-style-type: none"> That there is a relationship between drawing & making – we can transform 2d to 3d. That we can use observational drawing and experimental mark-making together to make art. |

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| | <ul style="list-style-type: none"> That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others. | <ul style="list-style-type: none"> That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery. | <ul style="list-style-type: none"> That we can work from similar stimulus or starting point but end up with very different individual results. That the individual results can then be brought together to make a whole artwork. |
| DT | <p>3D Structures Can we build a castle for a king or queen, that is stable enough to withstand an attack?</p> <ul style="list-style-type: none"> Design: Designing for others, using criteria, and applying knowledge of structures through planning. Make: Identify flaws in design and think about ways to strengthen them. Cutting and assembling accurately. Evaluate: explore natural and manmade structures, test, evaluate and analyse existing structures. Technical Knowledge: understand strength, stability and stiffness knowing that different shapes can strengthen or weaken structures and that materials can be manipulated to improve strength and stiffness. | <p>Cooking Can we prepare a healthy meal using fruit and vegetables?</p> <ul style="list-style-type: none"> Design: Planning for the set brief, following simple criteria: a healthy fruit and vegetable platter/salad Make: Prepare food safely and hygienically, chopping and slicing safely using a bridge or claw grip Evaluate: conduct product research, trialling and feeling back on food taste, texture, and aroma. Technical Knowledge: identifying each of the food groups, understanding what is a balanced diet, and developing an awareness of hidden sugars. | <p>Mechanisms and Mechanical Systems Can I create a moving alien picture that tells a story?</p> <ul style="list-style-type: none"> Design: Planning and sketching the mechanical elements in a moving picture Make: assembling mechanisms to create various movements (up, down, along, around) Evaluate: reflecting on the finished storybook, by expressing likes, dislikes and improvements. Technical Knowledge: exploring how levers and sliders work in paper-card format to create different movements, |
| Music | <p>Nativity Unit This is a 6-week unit of work where children learn to sing Christmas songs and act in unison.</p> | <p>Hey you! This is a six-week unit, based around one song: Hey You! by Joanna Mangona – this is an Old-School Hip Hop tune written for children.</p> | <p>Round and Round This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style</p> |
| PE | <p>Fundamentals/Physical Literacy Developing their ability to run, understanding how different parts of the body are also used.</p> <p>Ball Skills Developing the ability to send and receive a ball with their hands to keep possession.</p> <p>Dance Developing the ability to respond to a stimulus (Zoo animals) using a range of different, controlled movements, showing character expression. Will create a small sequence.</p> <p>Playing Games Challenging pupils to create, follow and develop rules for games. Pupils will apply these through games/challenges, playing against themselves, with a partner and in teams. Pupils will understand how to</p> | <p>Ball Skills Developing effective dribbling skills and understanding importance of accuracy when sending (passing) a ball with hands and feet.</p> <p>Gymnastics Exploring movements and balances on big and small body parts and in wide, narrow and curled ways on the floor and apparatus.</p> <p>Health and Wellbeing The unit of work will introduce pupils to agility, balance and co-ordination, understanding what they mean and why they are important. Pupils will perform circuits to develop their application and understanding.</p> | <p>Fundamentals/Physical Literacy Developing understanding of jumping and how we use our head, arms and feet. Understanding the different reasons when, where and why we jump in different ways.</p> <p>Team Building Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems.</p> <p>Games for Understanding The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics to move the ball up the court, creating an attack that results in a shooting opportunity.</p> |

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| | keep track of their scores , ensuring that the games are safe and fair . | | | | Rackets Bats and Balls The focus of the learning is for pupils to develop their ability to keep a ball controlled using a racket. Pupils will also explore and develop their hitting (pushing) skills using a ball and a racket accurately . Pupils will apply their understanding of accuracy and space in a variety of games. | |
| PSHE | Relationships <ul style="list-style-type: none"> Families and Friendships Safe Relationships Respecting ourselves and others | | Living in the wider world <ul style="list-style-type: none"> Belonging to a community Media literacy and digital resilience Money and work | | Health and Wellbeing <ul style="list-style-type: none"> Physical health and Mental wellbeing Growing and changing Keeping safe | |
| RE | Beliefs & Questions Focus: Why do most Christians call God 'creator'? Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation. | Community and Identity Focus: What do most Christians celebrate together? Focus on festivals such as Christmas and Easter, but also communion if appropriate. | Beliefs and Questions Focus: What do Jewish people believe about God? This is an introduction to Judaism and their beliefs about God. It will allow pupils to wonder and realise that different opinions are acceptable. | Reality and Truth Focus: Why does Easter matter to Christians? Christian beliefs about the Easter story and to understand how Easter is celebrated by different Christians. | Community and Identity. Focus: How do Hindus understand who God is? The origins of Shabbat and the practices associated with it | Reality and Truth Focus: How do people know how to behave? Focus on 10 commandments and Jewish food laws; |

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