



Topic	Term 1				Term 2			Term 3
	Emersion Weeks	Good to be me	Festivals & Celebrations:		Once upon a time	HO, HO, HO		We love underpants
Autumn & Harvest			Halloween	Winter		Christmas and nativity		
Weeks	1, 2	3, 4, 5, 6	7	8	1, 2, 3, 4	5	6, 7	1, 2, 3, 4, 5, 6
<b>Communication and languages</b> (Writing, Reading, Communication)		W – Recounts - Present information R – Listen to range of texts C – Engage in meaningful discussion	W - Write Captions R – Listen to a range of texts C - Speak to small and larger audiences at frequent intervals.		R - Listen short novels over time W - Write stories and plays that use the language of fairy tales and traditional tales. C - Through reading identify vocabulary that enriches and enlivens stories.			W - Write nonsense and humorous poems and limericks. R – Discuss books C - Listen to and learn a wide range of subject specific vocabulary. (e.g. spotty, stripy)
<b>Maths</b>		Count and calculate in a range of practical contexts.	Repeat key concepts in many different practical ways to secure retention.		Use language to describe position, direction and movement.			Explore the properties of shapes.
<b>Understanding the World:</b> History /Geography		History – Recognise themselves and others in the recent past.			History - Sort objects (Vocab – now/then)			History - Sort objects (Vocab – now/then) Recount events.
		Geography – Investigate the countries and capitals of the united kingdom			Geography - Familiar places (what they are for) and people (what they do), Buildings and their uses. Locations functions and roles			Geography - Investigate the world's continents and oceans.
<b>Technologies:</b> Science / DT / computing		Science All living things Investigate differences.			Science Light <ul style="list-style-type: none"> <li>Look at sources and reflections.</li> <li>Changes in sources of light</li> </ul> Electricity <ul style="list-style-type: none"> <li>Look at appliances and circuits.</li> <li>Sources of electricity</li> </ul>			Science Chemistry – Materials Identify Name Describe Classify Compare properties and changes. Look at the practical uses of everyday materials.
		<b>DT - Design</b> <ul style="list-style-type: none"> <li>Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul>			<b>DT – Technical knowledge</b> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>			<b>DT – Evaluate</b> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.
		Computing – Touch screen and control device			Computing - Write and test simple programs. (nursery rhyme story)			Computing - ICT to find and use information (powerpoint)

<b>The Arts:</b> Art (Music / Drama)		Art Process of making (2d/3d)	Art Materials	Art Colour, form, line and tone
<b>Health &amp; Well-being:</b> PSHE		Feelings, needs and preferences Keeping healthy Routines	Appropriate behaviour Responding to consequences Asking for help	Interactions/turn taking/relationships/rules Feelings, needs, preferences
<b>RE</b>		<b>Myself, my family and my religion</b> Special to them Needs and respect  (Harvest – RE)	<b>Light</b> Respond to religious experiences  (Christmas – RE)	<b>Special Books and Stories</b> Familiar stories, poems, music, drama Study the main stories of Christianity.
<b>PE</b>		<b>Express yourself (dance to represent moves and feelings)</b> Perform dances using simple movement patterns.	<b>Games - To me to you</b> Working with a partner or small group	<b>Gym – Twist and shout (twisting and turning)</b> Single action (linking movements together/sequences) variety of movements.

Topic	Term 4			Term 5	Term 6
	Sowing the Seed			Bears Necessities	Beside the Seaside
Weeks	Weather	Colour	Spring	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6
<b>Communication and languages</b> (Writing, Reading, Communication)	W – Write instructions R - Become familiar with a wide range of texts of different lengths. C - Debate issues and formulate well-constructed points			W – Write stories that mimic significant authors. R - Listen to a range of texts. Discuss books. C - Through reading identify vocabulary that enriches and enlivens stories.	W – Write glossary (seaside book) R – Build up a repertoire of poems to recite. Learn some poems by heart. C - Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
<b>Maths</b>	M - Explore numbers and place value up to at least 100.			M - Explore numbers and place value up to at least 100. Explore the properties of shapes (size – goldilocks)	Add and subtract using mental and formal written methods in practical contexts. Multiply and divide using mental and formal written methods in practical contexts.
<b>Understanding the World:</b> History /Geography	History Recognise themselves and others in the recent past (planting seed and caring for it)			History Taking part in past events.	History Identifying historical artefacts.
	Geography Environmental awareness (features and looking after)			Geography Physical/natural, human/made features.	Geography Familiar places,(what they are for) and people (what they do) and their uses Use basic geographically vocabulary to refer to and describe key physical and human features of locations
<b>Technologies:</b> Science / DT /	<b>Science - Biology</b> Plants Identify, classify and describe their basic structure. Observe and describe growth and conditions for growth.			Science Habitats Look at the suitability of environments and at food chains.	Science Sound Look at sources. Changes in sources of sound

computing	<p>DT</p> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul>	<p>DT</p> <p><b>Make</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p>DT</p> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul> <p>Understand where food comes from.</p>
	<p>Computing</p> <p>Switches/access (Preferred method)</p>	<p>Computing</p> <p>Using resources to make choices e.g. CD and preferred song.</p>	<p>Computing</p> <p>Touch screen, Control a device</p>
<p><b>The Arts:</b></p> <p>Art Music / Drama</p>	<p>Art</p> <p>Learn about the work of a range of artists, artisans and designers.</p>	<p>Art</p> <p>Process of making (2d/3d)</p>	<p>Art</p> <p>Use experiences and ideas as the inspiration for artwork.</p>
<p><b>Health &amp; Well-being:</b></p> <p>PSHE</p>	<p>Keeping healthy</p> <p>Looking after the environment</p> <p>Understanding money comes from different sources</p>	<p>Asking for help</p> <p>Consideration for people and things</p> <p>Feelings, needs, preferences</p>	<p>Understanding money comes from different sources</p> <p>Sun Safety</p>
<p><b>RE</b></p>	<p><b>Easter</b></p> <p>Respond to religious experiences</p> <p>Study the main stories of Christianity.</p>	<p><b>Religious Art and music</b></p> <p>Stillness/Quietness – serenity room?</p> <p>Familiar stories, poems, music, drama</p>	<p><b>Special Celebrations and occasions (birthdays etc)</b></p> <p>Rituals</p> <p>Feelings</p> <p>Reflect on feelings</p>
<p><b>PE</b></p>	<p><b>Moving stories (dance sequence to a story) – seed growing</b></p> <p>Perform dances using simple movement patterns.</p>	<p><b>Out and about - Outdoor and adventurous</b></p> <p>Recognising equipment, small and large equipment.</p> <p>Understanding equipment safety.</p>	<p><b>Games – Beach games</b></p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Working with a partner or small group</p> <p>(cover in topic) - Swimming and water safety</p>



Topic	Term 1				Term 2			Term 3						
	Emersion Weeks	Me, Myself and I	Festivals & Celebrations:		Once upon a time	HO, HO, HO		Around the World in 30 days						
			Autumn & Harvest	Halloween		Winter	Christmas and nativity	UK	China	India	Mexico	France	America	
Weeks	1, 2	3, 4, 5, 6	7	8	1, 2, 3, 4	5	6, 7	1	2	3	4	5	6	
<b>Communication and languages</b> (Writing, Reading, Communication)		W – Recounts - Present information R – Listen to range of texts C – Engage in meaningful discussion	W - Write labels. - Write lists R - Learn some poems by heart. C - Listen to and learn a wide range of subject specific vocabulary.		R - Listen to traditional tales. W - Write stories and plays that use the language of fairy tales and traditional tales. -write stories with imaginary settings C - Through reading identify vocabulary that enriches and enlivens stories.			W - Write non-chronological reports. R - Become familiar with a wide range of texts of different lengths. C - Engage in meaningful discussions in all areas of the curriculum.						
<b>Maths</b>		Count and calculate in a range of practical contexts.	Explore the properties of shapes.		Use language to describe position, direction and movement.			Use and apply mathematics in everyday activities and across the curriculum.						
<b>Understanding the World:</b> History /Geography		History – Recounts events from relevant past  Familiar stories about own past			History - Stories of people and events in the past			History - Taking part in past events.						
		Geography – Familiar places	Geography - Environmental awareness (features and looking after)		Geography - Plans, maps, routes, (symbols on maps)			Geography - Compare and contrast a small area of the United Kingdom and that of a non-European country.						
<b>Technologies:</b> Science / DT / computing		Science – (Animals and humans) Identify, classify and observe. Look at growth, basic needs, exercise, food and hygiene. Body parts and actions			Science - Materials Identify Name Describe Classify Compare properties and changes. Look at the practical uses of everyday materials.			Science – Sound - Look at sources. Changes in sources of sound						
		DT – use basic principles of healthy and varied diet to prepare dishes			DT - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.			DT - Understand where food comes from						
		Computing – Touch screen and control device			Computing - Using resources to make choices e.g. CD and preferred song.			Computer - ICT to find and use information						

<b>The Arts:</b> Art (Music / Drama)		Art – Uses experiences and ideas as the inspirations for artwork	Art - Materials	Art - Explore a variety of techniques.
<b>Health &amp; Well-being:</b> PSHE		Feelings, needs and preferences Relationships Interactions/turn taking/relationships/rules	Concern for others Consideration for people and things	Interactions/turn taking/relationships/rules Feelings, needs, preferences
<b>RE</b>		<b>Myself, my family and my religion</b> Special to them  Relationships  (Harvest – RE)	<b>Special Books and Stories</b>  Familiar stories, poems, music, drama Study at least one other religion, (Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism). – Diwali (week 6/7)  (Christmas – RE)	<b>Journeys</b>  Study at least one other religion, (Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism).
<b>PE</b>		<b>Gym – Busy bodies</b>  Changes to body when active. Single action (linking movements together/sequences) variety of movements.	<b>Games - Sharing together</b>  Understanding equipment safety. Recognising equipment, small and large equipment. (link to positional language - maths)	<b>Strictly fun dancing</b>  Perform dances using simple movement patterns.

Topic	Term 4			Term 5	Term 6		
	Sing a Rainbow			It's a Bugs Life	Trains, Planes & Automobiles		
	Weather	Colour	Spring		Trains	Planes	Cars
Weeks	1, 2	3, 4	5	1, 2, 3, 4, 5, 6	1, 2	3, 4	5, 6
<b>Communication and languages</b> (Writing, Reading, Communication)	W - Write poems that use pattern, rhyme and description. R - Discuss books. Build up a repertoire of poems to recite. C - Debate issues and formulate well-constructed points			W – write narrative diaries – today I found.... R - Use the class and school libraries. C - Listen to and tell stores often so as to internalise the structure.	W – write stories set in places people have been R – builds up a repertoire of poems to recite C - Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.		
Maths	M - Handle data in practical contexts			M - Use language to describe position, direction and movement. Use and apply in practical contexts a range of measures, including time	Add and subtract using mental and formal written methods in practical contexts. Multiply and divide using mental and formal written methods in practical contexts		
<b>Understanding the World:</b> History /Geography	History Recount events			History Recognise themselves and others from the recent past (photos of children on bug hunts)	History Stories of people and events in the past Identifying historical artefacts		
	Geography Sort and classify objects Explore weather and climate in the United Kingdom and around the world			Geography Use basic geographical vocabulary to refer to and describe key physical and human features of locations.	Geography Use world maps, atlases, globes and aerial photographs. Use simple compass directions. Use fieldwork and observational skills Plans, maps, routes, (symbols on maps)		

<b>Technologies:</b> Science / DT / computing	Science <b>Physics</b> - Earth and space - Observe seasonal changes <b>Biology</b> – Plants - Observe and describe growth and conditions for growth	Science <b>Habitats</b> - Look at the suitability of environments and at food chains.	Science <b>Chemistry</b> – Materials Identify Name Describe Classify Compare properties and changes. Look at the practical uses of everyday materials. <b>Physics</b> – Forces: Describe basic movements. Changes in sources of movement Push and pull
	DT <b>Design</b> - Design purposeful, functional, appealing products for themselves and other users based on design criteria. <b>Make</b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	DT Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products	DT Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products
	Computing Moving a mouse, Keyboard Skills, Touch screen, Control a device Organise, store, manipulate and retrieve data in a range of digital formats Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.	Computing Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. (beebots)	Computing Use logical reasoning to predict the behaviour of simple programs Touch screen, Control a device
<b>The Arts:</b> Art (Music / Drama)	Art Colour form line and tone Learning about the work of a range of artists	Art Share ideas using drawing, painting and sculpture	Art Tools Explore a variety of techniques
<b>Health &amp; Well-being:</b> PSHE	Looking after the environment	Looking after the environment Consideration for people and things	Road Safety
<b>RE</b>	<b>Easter</b>  Respond to religious experiences Study the main stories of Christianity.	<b>Special people</b>  Simple facts about religion and important people	<b>Special places and religious buildings</b>  Religious artefacts, symbols and places
<b>PE</b>	<b>Net and Ball games</b>  Participate in team games, developing simple tactics for attacking and defending Gym, dance, games, multi skills	<b>Moving stories (dance sequence to a story)</b>  Single action (linking movements together/sequences) variety of movements. Recognising equipment, small and large equipment	<b>We all go travelling (over, under, along, through)</b>  Working with a partner or small group Changes to body when active.