



	Term 1	Term 2		Term 3	Term 4	Term 5	Term 6
	Good to be me	Once upon a time	Ho Ho Ho	Food Glorious food	Up, Up and away	Creepy Crawlies	Seaside
Communication and languages (Reading, Writing and communication)	Labels Personal profile – passport W – (Non fiction) Presenting in formation R – Using class and school library.	Listen to and tell stories Pantomimes Story maps W- (Narrative) -Write stories with imaginary settings Write stories that mimic significant authors R -Use of class and school libraries Listen to a range of texts.	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.	Recipes Shopping lists Labels W – (Non Fiction) Write lists Instruction writing Write labels Write instructions	W - (Non Fiction) Non chronological reports Present information Write glossaries Lists, labels and captions R - Using school and class libraries –(non-fiction)	Poetry and descriptions W –(Narrative) Write nonsense and humorous poems and limericks R – Listen to a range of texts Learn some poems by heart	Lists, diaries, postcard writing, labelling and captions. W (Narrative) – Write narrative diaries Write recounts. R -Learn some poems by heart
	Generic - Reading - Listen to a range of texts/ discuss books/ Use the class and school libraries/Listen to short novels over time/Become familiar with a wide range of texts of different lengths.						
Maths Generic Using and applying in every day activities. Repeat key concepts in many practical ways to secure information	Sorting- eyes/hair Counting body parts Count and calculate in a range of practical contexts. Handle data in practical contexts.	Size Measure Add and subtract using mental and formal written methods in practical contexts. Use and apply in practical contexts a range of measures, including time.	Use language to describe position, direction and movement.	Weight Measurement Multiply and divide using mental and formal written methods in practical contexts. Count and calculate in a range of practical contexts. Handle data in practical contexts.	Directions Language to describe position and movement	Counting Shapes/Data Explore the properties of shapes. Count and calculate in a range of practical contexts. Handle data in practical contexts. Multiply and divide using mental and formal written methods in practical contexts. Add and subtract using mental and formal written methods in practical contexts.	Money Patterns Multiply and divide using mental and formal written methods in practical contexts. Add and subtract using mental and formal written methods in practical contexts. Explore numbers and place value up to at least 100

<p>Understanding the World: History /Geography</p>	<p><i>Personal time lines</i> <i>Comparison of self at different stages.</i> H - recognising self and others in recent past. Recount events- Today/yesterday. H – Familiar stories about own past G- Where I live Familiar places and people.</p>	<p><i>Geographical language</i> <i>Story maps</i> G -Plans maps and routes Maps and compass directions Use basic geographical vocab to refer to and describe key physical and human features of locations</p>	<p><i>History - Stories of people and events in the past</i> Geography - Plans, maps, routes, (symbols on maps)</p>	<p><i>Other countries foods</i> G – Compare and contrast a small area of UK to that of a non- European country (China) Use world maps, atlases, globes and aerial photographs</p>	<p><i>Contrasting localities</i> <i>School/forest.</i> <i>Maps</i> <i>Directions/beebots</i> G Fieldwork and observational skills Physical/natural, human/man made features.</p>	<p><i>Field work/sorting</i> <i>Butterflies/ wormery ant farm.</i> G - Sort and classify objects. G - Fieldwork and observational skills</p>	<p><i>Locations and comparisons</i> G -Physical/natural, human/man made features. Investigating the world’s continents and oceans. H – Sorting objects/now and then.</p>
<p>Technologies: Science / DT / computing <i>Generic</i> <i>S – Working scientifically</i></p>	<p><i>Naming body parts</i> Biology - Animals and humans – body parts and actions/look at growth, basic needs, exercise, food and hygiene <i>Senses</i> Biology - body parts basic needs, food <i>Making choices (Food)</i> DT Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p><i>Identify and classify materials</i> Chemistry – materials – identify, name, describe, classify, compare and look at all uses of everyday materials. <i>Building houses</i> <i>Making gingerbread men etc</i> DT- Design/Make Evaluate <i>Technical knowledge</i> DT - build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p><i>Science - Materials</i> Identify Name Describe Classify Compare properties and changes. Look at the practical uses of everyday materials. DT - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Computing - Using resources to make choices e.g. CD and preferred song.</p>	<p><i>Growing food</i> Biology – Plants – observe and describe growth and conditions for growth <i>Healthy foods</i> DT - Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from Packaging DT- Design/Make Evaluate</p>	<p><i>Forces, motions and friction</i> Physics – forces – describe basic movement/changes in sources of movement/push and pull. <i>Make kites, balloon rockets</i> Technical knowledge DT - build structures , exploring how they can be made stronger, stiffer and more stable.</p>	<p><i>Habitats</i> Biology – all living things/investigate differences Habitats – look at suitability of environments and at food chains. <i>Make a bug house/hotel</i> <i>Technical knowledge</i> DT –Design/Make Evaluate Build structures , exploring how they can be made stronger, stiffer and more stable.</p>	<p><i>Electricity – Light and Dark ie, lighthouse</i> Physics – look at appliances and circuits/sources of electricity <i>Make a light house</i> <i>Puppets</i> <i>Sandwiches.</i> DT- Design/Make Evaluate. Use the basic principles of a healthy and varied diet to prepare dishes.</p>

<p>The Arts: Art / Music / Drama</p>	<p><i>Self- portraits/ paint/clay.</i> <i>Body prints and art</i> Art – Share ideas using drawing, painting and sculpture</p>	<p><i>Cards and decorations (2nd half)</i> Art- Process of making 2d/3d</p>	<p><i>Art - Materials</i></p>	<p><i>Chinese new year.</i> Art-Use experiences and ideas as the inspiration for artwork.</p>	<p><i>Collage</i> Art- Process of making.</p>	<p><i>Making bugs/junk modelling.</i> Art - Process of making 3d.</p>	<p><i>Printing /patterns</i> Art -Colour, form, line and tone.</p>
<p>Health & Well-being: PSHE</p>	<p><i>Super Heros</i> Feelings , needs and preferences Relationships Interactions turn taking Routines</p>	<p><i>Anti - bullying week</i> <i>Stranger awareness.</i> Relationships Consideration for other people Appropriate behaviour</p>	<p>Concern for others Consideration for people and things</p>	<p><i>Healthy eating</i> <i>Sharing</i> <i>Keeping healthy</i> <i>Appropriate behaviour</i></p>	<p><i>Making choices</i> Feelings , needs and preferences Responding to consequences.</p>	<p><i>Looking after ourselves/others/animals/ Bugs.</i> <i>Enterprise</i> Looking after the environment Concern for others Understanding money comes from different sources.</p>	<p><i>Safety</i> Sun safety</p>
<p>RE</p>	<p><i>Myself/my family/my religion</i> Special to me Relationships Study other religions interest to pupils</p>	<p><i>Divali</i> <i>Christmas</i> Study the main stories of Christianity. Study at least one other religion Familiar stories, poems, music, drama Study at least one other religion, (Christmas – RE)</p>		<p><i>Festivals and celebrations.</i> Rituals Respond to religious experiences Religious artefacts, symbols and places.</p>	<p><i>Parables</i> <i>Easter</i> Feelings Familiar stories poems music and drama. Study the main stories of Christianity</p>	<p><i>Noah’s ark</i> The Plagues Stories of Christianity <i>Care for animals</i> Needs and respect</p>	<p><i>Journeys</i> Stories of Christianity Respond to religious experiences</p>
<p>PE Changes to body when active/ understanding equipment safety. Swimming Swimming and water safety</p>	<p><i>Gymnastics(Travel and Balancing)</i> Work with a partner or small group Single action (linking movements together/sequences) variety of movements Recognise equipment (large)</p>	<p><i>Dance</i> Perform dances using simple movement patterns.</p>	<p><i>Gymnastics (Curling , stretching and Rolling)</i> Single action (linking movements together/sequences) variety of movements</p>	<p><i>Ball skills/games</i> Recognise equipment (small) Participate in team games, developing simple tactics for attacking and defending.</p>	<p><i>Country dancing</i> Perform dances using simple movement patterns</p>	<p><i>Athletics(sport day)</i> Single actions Variety of movements Recognising small equipment</p>	



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	What's Different	Beam me up Scottie!	Ho Ho Ho	Through the key hole	Colour and Pattern	Go Green	Journeys
<p>Communication and languages (reading, writing, communication)</p>	<p><i>Fact files</i> W -Non fiction Non chronological reports</p>	<p>W - Narrative– Write stories with imaginary settings</p>	<p>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.</p>	<p><i>Stories</i> R – Listening to traditional tales W – Non- fiction Labels and captions W –(Narrative)Write stories and plays that use language of fairy tales and traditional tales.</p>	<p><i>Poetry</i> W –(Narrative) Write poems that use pattern, rhyme and description. R - Learn poems by heart. Build a repertoire of poems to recite.</p>	<p><i>Posters</i> <i>Information leaflets</i> W- Non Fiction Presenting information Labels and captions Communication – Debate issues and formulate well - constructed points.</p>	<p>W – (Narrative)- Writing stories of where they have been. Narrative diaries.</p>
<p>Generic - Reading - Listen to a range of texts/ discuss books/ Use the class and school libraries/Listen to short novels over time/Become familiar with a wide range of texts of different lengths.</p>							
<p>Maths Using and applying in every day activities. Repeat key concepts in many practical ways to secure information</p>	<p><i>Sorting differences</i> Use and apply in practical contexts a range of measures, including time. Handle data in practical contexts</p>	<p><i>Shape – 3d</i> Explore the properties of shapes Count and calculate in practical contexts</p>	<p>Use language to describe position, direction and movement.</p>	<p><i>Size – big and small</i> <i>Measure</i> Use and apply in practical contexts a range of measures, Count and calculate in practical contexts</p>	<p><i>Patterns, pictures, colour sequence</i> Explore numbers and place value up to at least 100</p>	<p><i>Sorting materials shapes etc</i> Explore the properties of shapes Use language to describe position direction and movement.</p>	<p><i>Money.</i> Add and subtract using mental and formal written methods in practical contexts.</p>
<p>Understanding the World: History /Geography</p>	<p><i>Map reading skills/directions</i> G – Locations/functions and roles. Plans, maps and routes</p>	<p><i>History of space exploration.</i> H- Taking part in past events Stories of people and events in the past</p>	<p><i>History - Stories of people and events in the past</i> Geography - Plans, maps, routes, (symbols on maps)</p>	<p><i>History of buildings eg mud huts, tents, brick buildings around the world.</i> <i>Great exhibition</i> <i>Crystal palace</i> <i>Queen's Coronation</i> <i>Westminster Abbey</i> <i>Gun powder plot –</i> <i>Houses of</i></p>	<p><i>Fashion through the years eg Victorians, neon, 60's</i> H - Sorting objects – now and then. Identifying historical artefacts.</p>	<p><i>Conservation of different areas of the world.</i> G – Environmental awareness (features and looking after) Explore weather and climate.</p>	<p><i>Famous travellers/explorers</i> H – Lives of significant individuals in Britain's past. Recount events - Today/yesterday.</p>

				<p>Parliament. H – Sorting objects now and then G – Familiar places and people, buildings and their uses. Significant Events in Britain’s past.</p>			
<p>Technologies: Science / DT / computing</p>	<p>Sounds quiet and loud high and low Physics: sound-look at sources and changes Body parts Biology- animals and humans- body parts and actions Making drums DT Design/make/evaluate</p>	<p>Dark and Light Physics – Light – look at sources and reflections/ changes in sources of light DT - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Computing - Using resources to make choices e.g. CD and preferred song.</p>		<p>Reversible and irreversible processes using different materials ie, clay,ice, choc Chemistry – materials – compare properties and changes.</p>	<p>Patterns and colours in nature Biology – Plants and animals – identify, classify and observe and describe Physics – earth and space- observe seasonal changes</p>	<p>Materials and their properties Chemistry – materials – identify, name, describe, classify, compare and look at all uses of everyday materials</p>	<p>Forces, motions and friction Physics – forces – describe basic movement/changes in sources of movement/push and pull Making buggies/rubber band cars DT – Explore the use of mechanisms, such as levers, sliders, wheels and axles, in their products.</p>
<p>The Arts: Art / Music / Drama Art – Tools/Materials – Explore a variety of techniques</p>	<p>Artists and portraits. Art-Use experiences and ideas as the inspiration for artwork. Learn about the work of a range of artists, artisans and designers.</p>	<p>Space art using music/sounds for inspiration. Making planets and rockets Art - Process of making 2d and 3d.</p>	<p>Art - Materials</p>	<p>Graffiti art/Banksy art 3d buildings /drawings Art - Process of making 2d and 3d. Learn about the work of a range of artists, artisans and designers</p>	<p>Exploration of colours. Using colours to make patterns. Art – Colour, form, line and tone</p>	<p>Monet/ Andy Goldsworthy Georgia O’Keith Art- Learn about the work of a range of artists, artisans and designers</p>	<p>Art from around the world.eg Aboriginal art. Art-Use experiences and ideas as the inspiration for artwork.</p>
<p>Health & Well-being: PSHE</p>	<p>Rules and interactions My special day People who help me Asking for help Routines Relationships Interactions turn taking</p>	<p>Personal Hygiene and environmental cleanliness. Routines Looking after the environment.</p>	<p>Concern for others Consideration for people and things</p>	<p>Safety around the home e.g electrical, kitchen, cleanliness. Rules Appropriate behaviour Routines (handwashing)</p>	<p>Making choices Preferences</p>	<p>Reduce/reuse/recycle Consideration for people and things. Looking after the environment</p>	<p>safety Road safety Moving on Relationships Interactions</p>

<p>RE</p>	<p><i>My Feelings</i> Feelings Reflection on feelings Stillness and quiet</p>	<p><i>Thinking of others</i> Relationships Simple facts about religion and important people.</p>	<p><i>Special Books and Stories</i> Familiar stories, poems, music, drama Study at least one other religion, (Christmas – RE)</p>	<p><i>Religious buildings</i> Religious artefacts, symbols and places.</p>	<p><i>Holi Easter</i> Study at least one other religion Main stories of Christianity</p>	<p><i>Giving thanks/caring</i> Needs and respect Stillness/quietness.</p>	<p><i>Pilgrimages</i> Respond to religious experiences Feelings</p>
<p>PE Changes to body when active/ understanding equipment safety. Swimming Swimming and water safety</p>	<p><i>Gymnastics(Travel and Balancing)</i> Work with a partner or small group Single action (linking movements together/sequences) variety of movements Recognise equipment (large)</p>	<p><i>Dance</i> Perform dances using simple movement patterns</p>	<p><i>Gymnastics (Curling , stretching and Rolling)</i> Single action (linking movements together/sequences) variety of movements</p>	<p><i>Ball skills/games</i> Recognise equipment (small) Participate in team games, developing simple tactics for attacking and defending.</p>	<p><i>Country dancing</i> Perform dances using simple movement patterns</p>	<p><i>Athletics (sports day)</i> Single actions Variety of movements Recognising small equipment.</p>	