

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Narrative Writing – Grammar and punctuation focus</p> <p><i>On a Sudden Hill by Linda Sarah</i></p>	<p>Narrative Writing – Grammar and punctuation focus</p> <p><i>Where the Wild Things Are by Maurice Sendak</i></p>	<p>Narrative and Informational Writing – Grammar and punctuation focus</p> <p><i>Our Tower by Joseph Coelho</i></p>	<p>Narrative and Informational Writing – Grammar and punctuation focus</p> <p><i>The Lighthouse Keepers Lunch by David Armitage</i></p>	<p>To entertain Narrative – Retell a Story</p> <p><i>Giraffes Can't Dance by Giles Andreae</i></p>	<p>To inform Fact File</p> <p><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"> What is living? What is not living? Compare living and non-living items. Name the parts of the human body that we can see 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>Weather</p> <ul style="list-style-type: none"> Identify hot and cold places Observe and know about the changes in the seasons Name the seasons and know about the type of weather in each season 	<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>Planets</p> <ul style="list-style-type: none"> Identify up to 5 different planets Know we live on earth and know what the sun and moon are and how they give us day and night
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 Identifying IT and how its responsible use improves our world in school and beyond. 		<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. 	

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.

	<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 use observational drawing and experimental mark-making together to make art. • 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 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>Gymnastics</p>	<p>Ball Skills Developing effective dribbling skills and understanding importance of accuracy when kicking (passing) a ball.</p> <p>Dance Developing the ability to respond to a stimulus (Zoo animals) using a range of different, controlled</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</p>

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

	Exploring movements and balances on big and small body parts and in wide, narrow and curled ways on the floor and apparatus.		movements , showing character expression . Will create a small sequence.		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. 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. Health & Wellbeing The unit of work will introduce pupils to agility, balance and co-ordination, understanding what they mean and why they are important.	
	Relationships		Living in the wider world		Health and Wellbeing	
PSHE	<ul style="list-style-type: none"> Families and Friendships Safe Relationships Respecting ourselves and others 		<ul style="list-style-type: none"> Belonging to a community Media literacy and digital resilience Money and work 		<ul style="list-style-type: none"> Physical health and Mental wellbeing Growing and changing Keeping safe 	
	RE	Is everybody special? to explore how and why people choose to belong to groups and religions	Should we celebrate Harvest or Christmas? : to explore and compare reasons for celebrating Harvest and Christmas	How should people care for the world to explore religious views of creation and ecology	Should everyone follow Jesus? to explore the reasons why people follow Jesus, with reference to the Easter story	Are some stories more important than others? to explore some Old Testament stories and find out what can be learned from them
Syllabus Questions addressed: Does it feel special to belong? Who do I believe I am?		Syllabus Questions addressed: Are religious celebrations important to people? Is God important to everyone?	Syllabus Questions addressed: Does the world belong to God? Should people take care of the world?	Syllabus Questions addressed: What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?	Syllabus Questions addressed: What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?	Syllabus Questions addressed: Does it feel special to belong? Who do I believe I am?