

These themes are only an	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
outline. They may be adapted at different points in the year to reflect children's interests.	Into the Woods	Toys	Amazing Animals - Pets - Polar Animals	Castles	Superheroes	Seaside
Key texts	The Gruffalo Little Red Riding Hood	Traction Man Fun Things to Make and Do Old Bear	Writing Project - Here We Are Lost Words poetry Non fiction Amazing Animals	In the Castle Zog	Supertato A Super Power Like Mine	Seaside Fun (poem) Flotsam Snail and the Whale
School events • Theme days • Charity days • Community events	Roald Dahl day Harvest festival Black History month	Remembrance Day Children in Need Anti- Bullying Week FoH disco Enterprise week Christingles Christmas production	Sports relief Mother's day Feeling Good Week Internet safety Day Pancake race	World Book day Science Week	Walk to School Week Summer fair World Earth Day	Sports Day School trip Father's Day
Festivals	Rosh Hashanah Yom Kippur Sukkot All Saints Day	Diwali Hannukah Christmas St Andrew's Day	Epiphany Ash Wednesday/Shrove Tuesday St David's Day Chinese New Year St Patrick's Day	Holi Palm Sunday Passover Easter Start of Ramadan St Georges Day	Eid Shavuot	Summer Solstice



• Jigsaw	Being Me in My World I feel special and safe in my class.	<b>Celebrating Difference</b> I can identify similarities between people in my	<b>Dreams and Goals</b> I can set simple goals.	Healthy Me I understand the	<b>Relationships</b> I can identify the	<b>Changing Me</b> I am starting to understand
Health Education • Jigsaw	class.					I am starting to understand
• Jigsaw		hetween neonle in my				
5	T know that T halana to mu	berween people in my	I can set a goal and work	difference between being	members of my family and	the life cycles of humans
	I know that I belong to my	class.	out how to achieve it.	healthy and unhealthy, and	understand that there are	and animals.
	class.	I can tell you what bullying	I understand how to work	know some ways to keep	lots of different types of	I can tell you some things
	I know how to make my	is.	well with a partner.	myself healthy.	families.	that have changed about me
	class a safe place for	I know some people I could		I know how to make healthy	I can identify what being a	and somethings that have
	everybody to learn.	talk to if I was feeling	challenge and understand	lifestyle choices.	good friend means to me.	stayed the same.
	I recognise how it feels to	unhappy or being bullied.	that this might stretch	I know how to keep myself	I know appropriate	I can tell you how my body
	be proud of an achievement.	I know how to make new	my learning.	clean and healthy and	physical ways to greet my	has changed since a baby.
	I recognise the range of	friends.	I can identify obstacles	understand how germs	friends and know which	I can identify the parts of a
	feelings when I face certain	I can tell you some ways I	that which make it more	cause illness/diseases.	ways I prepare.	body that make boys
	consequences.	am different from my	difficult to achieve my	I know that all household	I know who can help me in	different to girls and can
		friends	new challenge and can	products including,	my school community.	use the correct names for
			work out how to overcome	medicines can be harmful if	I can recognise my	these: penis, testicles,
			them.	not used properly.	qualities as a person and a	vagina, vulva, and anus.
			I can tell you how I felt	I understand that	friend.	I can tell you about changes
			when I succeeded in a new	medicines can help me if I	I can tell you why I	that have happened in my
			challenge and how I	feel poorly and I know how	appreciate someone who is	life.
			celebrated it.	to use them safely.	special to me.	
				I know how to keep safe		
				when crossing the road and		
				about people who can help		
				to keep me safe.		
				I can tell you why I think		
				my body is amazing and can		
				identify some ways to keep		
				it safe and healthy.		
				· · · · · · · · · · · · · · · · · · ·		
English	Reading - word reading	Reading - word reading	Reading - word reading	Reading - word reading	Reading - word reading	Reading - word reading
Crighan	apply phonic knowledge and	read common exception	read words containing	read books aloud,	read words with	read books aloud, accurately,
	skills as the route to	words, noting unusual	taught GPCs and -s, -es, -	accurately, that are	contractions [for example,	that are consistent with
	decode words	correspondences between	ing, -ed, -er and -est	consistent with their	I'm, I'll, we'll], and	their developing phonic
	respond speedily with the	spelling and sound and	endings	developing phonic knowledge	understand that the	knowledge and that do not
	correct sound to graphemes	where these occur in the	read other words of more	and that do not require	apostrophe represents	require them to use other
	(letters or groups of	word	than one syllable that	them to use other	the omitted letter(s)	strategies to work out words
	letters) for all 40+	read other words of more	contain taught GPCs	strategies to work out	Reading - comprehension	
	phonemes, including, where	than one syllable that	Reading - comprehension	words		Reading - comprehension
			- · ·			
	applicable, alternative	contain taught GPCs	learning to appreciate	la de la companya de	and the second secon	



read books aloud. recite some by heart reread these books to build read accurately by blending sounds in unfamiliar words accurately, that are recognising and joining in up their fluency and checking that the text being encouraged to link containing GPCs that have consistent with their with predictable phrases confidence in word reading makes sense to them as what they read or hear to been taught developing phonic participate in discussion Reading - comprehension they read, and correcting their own experiences. Reading - comprehension knowledge and that do not about what is read to learning to appreciate explain clearly their inaccurate reading. becoming very familiar with require them to use other them, taking turns and rhymes discussing the significance understanding of what is key stories, fairy stories strategies to work out listening to what others discussing word meanings, of the title and events read to them. and traditional tales. words linking new meanings to sav making inferences on the Writing - transcription retelling them and Reading - comprehension Writing - transcription those already known basis of what is being add prefixes and suffixes: considering their particular listening to and discussing naming the letters of the being encouraged to link said and done. using -ing, -ed, -er and -est characteristics a wide range of poems. alphabet in order what they read or hear to predicting what might where no change is needed in recognising and joining in stories and non-fiction at write from memory simple their own experiences the spelling of root words happen on the basis of with predictable phrases a level beyond that at sentences dictated by the drawing on what they what has been read so [for example, helping, Writing - transcription which they can read teacher that include already know or on far. helped, helper, eating, Spell words containing each independently words using the GPCs and background information and Writing - transcription quicker, quickest] of the 40+ phonemes discussing word meanings, common exception words vocabulary provided by the Handwriting add prefixes and suffixes: taught so far teacher already taught linking new meanings to using the spelling rule for understand which letters name the letters of the those already known Handwriting Writing - transcription adding -s or -es as the belong to which handwriting alphabet: Writing - transcription begin to form lower-case spell the days of the week plural marker for nouns 'families' (ie letters that are write from memory simple Spell common exception letters in the correct using letter names to and the third person formed in similar ways) and sentences dictated by the words direction, starting and distinguish between singular marker for verbs. to practise these teacher that include words write from memory simple finishing in the right place alternative spellings of the using the prefix un-Writing - composition using the GPCs and common sentences dictated by the Writing - composition same sound read their writing aloud, apply simple spelling rules exception words taught so teacher that include words sequencing sentences to Handwriting clearly enough to be heard far using the GPCs and form short narratives and guidance, as listed in understand which letters by their peers and the Handwriting common exception words Writing- grammar, English appendix 1 teacher belong to which sit correctly at a table, taught so far Handwriting punctuation and spelling handwriting 'families' (ie Writing- grammar, holding a pencil comfortably Handwriting 'joining words and joining form capital letters letters that are formed in punctuation and spelling and correctly begin to form lower-case clauses using 'and' form digits 0-9 similar ways) and to use the grammatical Writing - composition letters in the correct using a capital letter for Writing - composition practise these terminology in English the personal pronoun 'I re-reading what they have write sentences by saying direction, starting and Writing - composition English appendix 2 in written to check that it out loud what they are finishing in the right place discuss what they have discussing their writing going to write about form diaits 0-9 makes sense written with the teacher Writing- grammar, Writing- grammar, Writing - composition or other pupils punctuation and spelling write sentences by punctuation and spelling leaving spaces between composing a sentence using a capital letter for Writing- grammar, words orally before writing it names of people, places, the punctuation and spelling days of the week, and the Writing-grammar, punctuation and spelling personal pronoun 'I



		beginning to punctuate			learning the grammar for	
		sentences using a capital			year 1 in <u>English appendix</u>	
		letter and a full stop			<u>2</u>	
Phonics	review Phase 3 GPCs ai ee	/ur/ ir bird /igh/ ie pie	ee/ y funny /e/ ea head	/ur/ or word /oo/ u oul	ay play a-e shake ea each e	/ai/ eigh aigh ey ea eight
<ul> <li>Little Wandle</li> </ul>	igh oa oo ar or ur oo ow oi	/oo/ /yoo/ ue blue rescue	/w/ wh wheel /oa/ oe ou	awful would /air/ are share	he	straight grey break /n/ kn
	ear	/уоо/ и	toe shoulder	/or/ au aur oor al author		gn knee gnaw /m/ mb thumb
	air er /z/ s -es	Unicorn		dinosaur floor walk		/ear/ ere eer here deer
			any many again		ie pie i-e time o go o-e	
	words with two or more	their people oh your		once laugh	home	busy beautiful pretty hour
	digraphs e.g. queen thicker		/igh/ y fly /oa/ ow snow			
		/oa/ o go /igh/ i tiger /ai/	/j/ g giant /f/ ph phone	/ch/ tch match /ch/ ture	ue blue rescue ew chew	/zh/ su si treasure vision /j/
	Phase 4 CVCC CCVC CCVCC	a paper /ee/ e		adventure /ar/ al half* /ar/	new u-e rude cute aw claw	dge bridge /i/ y crystal /j/
	CCCVC Phase 4 with long		who whole where two	a father*		ge large
	vowels	he Mr Mrs Ms ask*			ea head ir bird ou cloud oy	
			/l/ le al apple metal /s/ c	because eye	toy	move improve parents shoe
	Phase 5 /ai/ ay play /ow/ ou	/ai/ a-e shake /igh/ i-e	ice /v/ ve give			
	cloud /oi/ oy toy /ee/ ea	time /oa/ o-e home /oo/		/or/ a water Schwa in	i tiger a paper ow snow u	/sh/ ti ssi si ci potion
	each	/yoo/ u-e rude cute	school call different	longer words: different /o/	unicorn	mission mansion delicious
	review longer words			a want /air/ ear ere bear		
		could would should our	/u/ o-e o ou some mother	there	ph phone wh wheel ie	/or/ augh our oar ore
	Phases 2-4: the put* pull*		young /z/ se cheese /s/		shield g giant	daughter pour oar more
	full* push* to into I no go	/ee/ e-e these /oo/ /yoo/	se ce mouse fence /ee/ ey	/ur/ ear learn /r/ wr wrist		review
	of he she we me be was you	ew chew new /ee/ ie shield	donkey	/s/ st sc whistle science		
	they all are my by sure pure	/or/ aw claw house mouse		Schwa at the end of words:		review
	said have like so do some		thought through friend	actor		
	come love were there little	water want	work			
	one when out what says			/c/ ch school /sh/ ch chef		
	here today	Grow the code: /igh/ ie i	Grow the code: /oo/ u ew	/z/ /s/ ce se ze freeze		
		i-e /ai/ ay a a-e /oa/ oa o	ue u-e ui ou oo fruit soup			
		o-e /ee/ e ie e-e ea /oo/	/ee/ ea e e-e ie ey y ee			
		/yoo/ ew u-e u ue	/s/ c se ce ss /z/ se s zz			
			/oa/ ow oe ou o-e o oa			
Handwriting	Iwriting Teach one lower case letter and its capital per week		Teach one lower case lette	r and its capital per week	Revision-tocus on specific le	etters class need to practise.
Little Wandle	curly caterpillar family		long ladder family			
			lItujy			
	zig-zag monster family		one-armed robot family			
L	ZVWX		rbnhmkp			



	Pupils use the language of	Pupils memorise and reason	Pupils identify and	Pupils solve one-step	Multiplication and Division	Fractions - Equal or Unequal
Maths	position, direction and	with number bonds to 10	represent numbers using	problems that involve	Pupils Solve one-step	Parts of Shapes
<ul> <li>Essential</li> </ul>	motion, including: left and	and 20 in several forms	objects and pictorial	addition and subtraction,	problems involving	Pupils continue to, find
Maths	right, top, middle and	(for example, 9 + 7 = 16;	representations including	using concrete objects and	multiplication and division,	halves and quarters by
Manis	bottom, on top of, in front	16 - 7 = 9; 7 = 16 - 9).	the number line, They use	pictorial representations,	by calculating the answer	sharing into equal groups and
	of, above, between, around,	They should realise the	these representations to	and missing number	using concrete objects,	apply this to shapes.
	near, close and far, up and	effect of adding or	help them add and	problems such as 7 = [] - 9.	pictorial representations	When finding halves and
	down, forwards and	subtracting zero. This	subtract one-digit and	They read, write and	and arrays with the	quarters of shapes, pupils
	backwards, inside and	establishes addition and	two-digit numbers to 20,	interpret mathematical	support of the teacher.	will reinforce their
	outside.	subtraction as related	including zero,	statements involving	- Equal or Unequal Groups	understanding of fractions
	Name and recognise ordinal	operations.	They use the language of:	addition (+), subtraction (-)	and Remainders	being equal parts of a whole.
	numbers	Pupils handle common 2-D	equal to, more than, less	and equals (=) signs	pupils will develop their	Pupils will explore a range of
	They make connections	and 3-D shapes, naming	than (fewer), most, least	And represent and use	understanding of	2-D shapes to identify equal
	between arrays, number	these and related	They measure, compare,	number bonds and related	equivalence and equal value	and unequal parts.
	patterns up to 10.	everyday objects fluently.	describe and begin to	subtraction facts within 20.	that underpins the concept	Pupils will find fractions of
	given a number, identify one	They recognise these	record lengths and	Pupils add and subtract one-	of doubling and halving and	shapes. They will find one
	more and one less up to 10	shapes in different	heights and mass and	digit and two-digit numbers	apply this to fractions.	half or one quarter when the
	They practise counting as	orientations and sizes, and	weight and solve practical	to 20, including zero	-Repeated Addition and	shapes are made up of
	reciting numbers and	know that rectangles,	problems for these, as	identify and represent	Arrays (number of groups	multiple identical shapes.
	counting as enumerating	triangles, cuboids and	well as time.	numbers using objects and	and size of group)	marripie raerried shapes.
	objects up to 10	pyramids are not always	They practise counting	pictorial representations	Pupils will build upon the	Fractions - Of Continuous
	read, write and interpret	similar to each other.	and ordering using ordinal	including the number line,	skill of skip counting from	Quantities Including
	mathematical statements	Pupils should be taught to:	numbers.	They use the language of:	and link this to repeated	Capacity
	involving addition (+),	recognise and name	They sequence events in	equal to, more than, less	addition. This is then	Pupils will use fractions to
	subtraction (-) and equals	common 2-D and 3-D	chronological order using	than (fewer), most, least	linked to multiplication	describe continuous
	(=) signs	shapes, including:	language (for example,	Pupils are taught to	using the array as a visual	quantities such as measures,
	They discuss and solve	2-D shapes [for example,	before and after, today,	recognise and know the	representation. The	including capacity, length
	problems in familiar	rectangles (including	yesterday) and recognise	value of different	language of 'equal groups'	and turns.
	practical contexts, including	squares), circles and	and use language relating	denominations of coins and	from previous learning will	Pupils compare, share and
	using quantities and part or	triangles]	to dates,	notes pupils link the value of	be used.	measure capacities using
	whole unknown	3-D shapes [for example,	They read, write and	the coins to a proportional	tion.	1/4, 1/2 and whole as
		cuboids (including cubes),	interpret mathematical	model such as Cuisenaire	- Problem Solving	benchmarks.
		pyramids and spheres]	statements involving	rods. This helps pupils	(identifying the number of	Numbers to Twenty -
		They practise counting as	addition (+), subtraction (-	order and compare the	groups and size of the	
		reciting numbers and	) and equals (=) signs.	value of coins and find	group).Pupils apply their	The main concepts revisited
		counting as enumerating	They represent and use	combinations of coins for	learning about repeated	are: magnitude: equality and
		objects, to develop their	number bonds and related	equivalent values.	addition and multiplication.	inequality; calculation
		recognition of patterns in	subtraction facts within	Pupils count, read and write	Pupils must understand,	strategies for addition and
		the number system (for	20 and use the language	numbers to 100 in numerals;	when using skip counting to	subtraction; unpicking
		example, odd and even	of: equal to, more than,	count in multiples of twos,	total the dots or cubes in	worded problems.



numbers), including varied	less than (fewer), most,	fives and tens and recognise	an array, that the last	Pupils are introduced to
and frequent practice	least.	and know the value of	number counted	inequality. The < and >
through increasingly	Pupils solve one-step	different denominations of	represents the total	symbols are explained.
complex questions.	problems that involve	coins and notes.	number in the group.	
Pupils begin to recognise	addition and subtraction,	They practise counting as	Pupils are provided with an	Numbers to One Hundred -
place value in numbers	using concrete objects	reciting numbers and	opportunity to apply their	Place Value and Digits,
beyond 20 by reading,	and pictorial	counting as enumerating	strategies for multiplying	Making Tens and Some More
writing, counting and	representations, and	objects, and counting in	to weights and mass. Pupils	Place Value - Estimation,
comparing numbers	missing number problems	twos, fives and tens from	will be expected to use the	Ordering and Comparison
supported by objects and	such as 7 = 🛛 - 9.	different multiples to	language of 'heavier than',	
pictorial representations.	Pupils memorise and	develop their recognition of	'lighter than' and 'equal to'.	Pupils will think about
	reason with number bonds	patterns in the number	- Scaling and Counting in	patterns and the properties
	to 10 and 20 in several	system (for example, odd	2s to 24. The language of	of numbers as they get
	forms (for example, 9 + 7	and even numbers),	'groups of' and 'lots of' will	bigger up to and just over
	= 16; 16 - 7 = 9; 7 = 16 -		continue to be used in the	100. Pupils will use the
	9). They should realise		context of scaling. Pupils	language of 'tens and some
	the effect of adding or		will need to be secure with	more' to make the link with
	subtracting zero. This		the concept of doubling as	the language of 'ten and
	establishes addition and		the total of two equal	some more' for the numbers
	subtraction as related		groups.	they know between 10 and
	operations.		Pupils will continue to build	20.
			their language of	Pupils will rehearse counting
			multiplication by using the	up to 100 in units of 1, 2, 5
			phrase 'twice as' in different contexts.	and 10Pupils will be
				provided with opportunities
			Division - Sharing and Grouping Problems.	to represent numbers in several different ways,
				including using beadstrings,
			The language of 'sharing equally between' and 'each'	base-10 equipment and coins.
			will be used to talk about	Familiar part whole models
			division. This will then be	will be used to explore the
			developed into using the	regrouping of 2-digit
			language of 'equal groups'	numbers into tens and ones.
			when progressing to the	numbers into tens and ones.
			more efficient method of	
			grouping to divide. This	
			builds directly upon	
			learning about	
			multiplication.	
			Time	



					Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times <b>Fractions</b> -Sharing Into Equal Groups Pupils are introduced to 1/2 as one of two equal parts of a whole and 1/4 as one of four equal parts of a whole, ensuring that pupils understand that the bottom number (the denominator) is how many equal parts the whole is split into and the top number (the numerator) is how many of the parts you have.	
Science • Hamilton • Twinkl	Plants- What's growing in our gardens? *make observations of plants, including flowers and vegetables they have planted *identify the leaf, root, stem and flower of a plant *identify the trunk, branch, roots and leaves of a tree *identify and name some common wild and garden plants, including deciduous and evergreen trees Working Scientifically * asking simple questions and recognising that they can be answered in different ways	Everyday Materials-Let's Build *distinguish between an object and the material from which it is made * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *describe the simple physical properties of a variety of everyday materials * *compare and group together a variety of everyday materials on the basis of their simple physical properties	Animals including humans-Our Pets * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Working Scientifically * asking simple questions and recognising that they	Everyday Materials- Marvellous Materials * distinguish between an object and the material from which it is made * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties * identify some man made materials	Animals including humans- Ourselves * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Working Scientifically * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying	Seasonal changes- Wonderful Weather * observe changes across the four seasons. * observe and describe weather associated with the seasons and how day length varies. Working scientifically * asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment. * performing simple tests. *identifying and classifying *using their observations and ideas to suggest answers to questions.



lessons)lessons)Stories (5 lessons)Sorting (2 lessons)(3 lessons)To understand what instructions and the 2Create a comber epresented in the 2Create a story tool.To introduce e-books and the 2Create a story tool.Sorting (2 lessons)(3 lessons)To understand what instructions and the understand the for cirteria• Purple MashTo log in safely. recomb familiar with the Purple Mash to find resources.To contribute to a class pictogram.To add animation to a story.Sorting (2 lessons)To sunderstand the for cirteriaTo understand the for cirteria• Purple MashOn log on thow to search Purple Mash to find resources.To use a pictogram to record the results of an experiment.To add sound to a story, including voice recording and music the children to work on a more complex story, including adding backgrounds and to start to add pictures and text to work.To locate 2Calculate in Purple Mash.To locate 2Calculate in program lookTo share e-books on a class displayTo start to add pictures and print.To deata intro spreadsheet cells.To share e-books on a class displayTo scale shore to start to add pictures and print.To understand what a complex story, including adding backgrounds and class displayTo scale and class display to start to add pictures and print.To understand the to begin to understand what actions and print.• Do understand the colos to add clipart to and print.To locate 2Calculate image to add clipart to colls to add clipart to to add clipart to to add addigrant theTo scale how the order to add st							
<ul> <li>* performing simple tests vising their observations to suggest answers to uservations * gathering and recording data to help in answersing questions * gathering and recording data to help in answersing * gathering and recording data to help</li></ul>		* observing closely, using	Working Scientifically	can be answered in		* using their observations	
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<ul> <li>Purple Mash</li> <li>Purple M</li></ul>		* performing simple tests	and recognising that they	* observing closely, using	* asking simple questions	answers to questions	
<ul> <li>Purple Mash</li> <li>Purple M</li></ul>		*identifying and classifying	can be answered in	simple equipment	and recognising that they	* gathering and recording	
InstructionsInstructionsSimple equipmentClassifying <thclas< th=""><th></th><th>*using their observations</th><th>different ways</th><th>* performing simple tests</th><th>can be answered in</th><th>data to help in answering</th><th></th></thclas<>		*using their observations	different ways	* performing simple tests	can be answered in	data to help in answering	
<ul> <li>Purple Mash</li> <li>Vinit 1:1 Online softy ( Jestions)</li> <li>Vinit 1:1 Online softy ( Jestions)</li> <li>Unit 1:3 Pictograms (3) Jestions</li> <li>Unit 1:3 Pictograms (3) To lag in safety, To lag in safety</li></ul>		and ideas	<ul> <li>observing closely, using</li> </ul>	* identifying and	different ways	questions.	
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	Unit 1:9 Technology outside the school (2 lessons) To walk around the local community and find examples of where technology is used. To record examples of technology outside school.	To use 2Calculate control tools: lock, move cell, speak and count.			allowance for bank holidays	
History	Can give a plausible explanation about what an object was used for in the past. Can answer questions using a range of artefacts/photographs provided. Can spot old and new things in a picture.	Can put three objects in chronological order. Uses words like new, old, a long time ago. Can understand that some objects belong to the past. Can begin to identify the main differences between old and new objects. Can answer questions using a range of artefacts/photographs provided. Can spot old and new things in a picture.		Can answer questions using a range of artefacts/photographs provided. Can spot old and new things in a picture. Can find out more about a famous person from the past. Can give a plausible explanation about what an object was used for in the past.	Can appreciate that some famous people have helped our lives be better today. Can spot old and new things in a picture. Can find out more about a famous person from the past.	Can answer questions using a range of artefacts/photographs provided. Can spot old and new things in a picture.
Geography	Study aerial photographs of the school and label it Observe and record information about the local area Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? Observe and record information about the local area e.g. how many shops there are near the school,	Use maps and a globe to locate the UK and it's four countries.	Identify the equator Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. Use both maps and globes to identify the coldest places in the world - The North and South pole, related to their study of the Arctic.		Use maps and a globe to locate the UK and other countries studied. -Identify the 4 countries of the UK Draw and label pictures to show how places are different Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.	Understand that both a map and a globe show the same thing -Use simple compass directions (North, South, East and West) to describe the location of features on a map. Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather.



	-Take or use photos of interesting things in the local area and explain what the photos show. -On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. -Look at a simple map of the local area and identify the things they know and have seen.		Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t- shirts.			Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.
Art and Design - -	Nave seen.         Self portraits         - Observe patterns         - Observe anatomy (faces etc)         -Name all the colours         - Apply colour with a range of tools         - Look at the work of Andy Warhol, Kehinde Wiley and Frida Kahlo         -Know about the work of a range of artists, craft makers and designers.         House and homes         - observational sketches of buildings         -Explore impress/printing techniques using polystyrene and inks	Christmas crafts- Enterprise week - Apply decoration such as beads, buttons, feathers - Gather and sort the materials needed to make a collage then cut, tear paper and card to make it.	Colour mixing for habitat landscapes -Name all the colours - Apply colour with a range of tools - Colour mixing - Observe and draw landscapes Van Gogh and Monet Know about the work of a range of artists, craft makers and designers Positive Affirmation Posters Create and use dyes i.e. onion skins, tea, coffee	Making clay castles -Use materials to make known objects for a purpose - Use modelling media develop skills link pinching, rolling and coiling. - Make simple joins - Awareness of natural and manmade forms Photograph their piece of artwork. Can hold and use a camera to select and capture with clear intention. Mothers day cards - Apply decoration such as beads, buttons, feathers Making a shield - weaving - Use fabric to create 3D structures	Look at the work of Jean Michel Basquiat (could then colour a background in his style and draw/paint a superhero or superhero logo over it) Printing superhero logo Create patterns - Develop impress images - Relief printing - Awareness and discussion of pattern - Repeating patterns - Symmetry Design Logo digitally - Open and use an art program, selecting simple tools to make lunes, shapes and pour colours.	Observational drawings of a shell - Extend the variety of drawing tools. - Explore different textures Collage Sort materials into different qualities Look at a range of famous seaside artists (See Powerpoint), including the work of JM Turner, Katsushika Hokusai, Ivan Aivazovsky, Berthe Marisot, Alfred Wallace, Grace Albee, Henri-Edmond Cross. Then focus on Hokusai, looking in particular at 'The Great Wave off' and do a seaside painting based on this



Design and	Healthy eating	Making a game		Healthy eating	Making a mask	Making a lighthouse
Technology	Know that all food comes	Generate ideas by drawing		Talk about the processes	Describe what their	Model ideas by exploring
rechnology	from plants and animals	on their own experiences.		involved in baking and	products are for.	materials, components and
	Food has to be farmed,	Say how their products		cooking, and the changes	Select from a range of	construction kits.
	grown (elsewhere) or	will work.		they see, using all 5 senses	materials according to	Explore how to make
	caught.	Start to choose their tools		Know how to name and sort	characteristics.	freestanding structures
		and equipment, explaining		foods into 5 groups in The	Make simple judgements	stronger, stiffer and more
		their choices.		Eat Well plate	about their products and	stable.
		Compare their product			designs and suggest how	Explore different ways to
		with the design: How does			they could be improved.	join materials
		their finished product			Describe where (their)	To know the correct
		compare to their plan?			products might be used.	technical vocabulary for the
		Evaluate what they like /				project they are working on.
		dislike about existing				Assemble, join and combine
		products.				materials.
Music	Active Music - Rhythm and	Songs for Christmas	Active Music - Pitch	Listening and Responding	Active Music - Singing	Ocarina workshops
Active music	Pulse	performance	Listen to sounds in the	Develop pupils' shared	Games	Active Music -
	Walk, move or clap a steady	Practise vocal warm-ups	local school environment,	knowledge and	Explore percussion sounds	Instrumental
digital	beat with others, changing	Improve posture	comparing high and low	understanding of the	to enhance storytelling,	Create musical sound
	the speed of the beat as		sounds.	stories, origins, traditions,	e.g. ascending xylophone	effects and short sequences
	the tempo of the music	Sing simple songs, chants	Sing familiar songs in both	history and social context	notes to suggest Jack	of sounds in response to
	changes.	and rhymes (e.g. Boom	low and high voices and	of the music they are	climbing the beanstalk,	stimuli, e.g. a rainstorm or a
	Respond to the pulse in	Chicka Boom) from	talk about the difference	listening to, singing and	quiet sounds created on a	train journey. Combine to
	recorded/live music	memory, singing	in sound.	playing.)	rainstick/shakers to depict	make a story, choosing and
	through movement and	collectively and at the	Follow pictures and	Listen to a range of live and	a shower, regular strong	playing classroom
	dance	same pitch, responding to	symbols to guide singing	recorded music	beats played on a drum to	instruments (e.g. rainmaker)
	Perform short copycat	simple visual directions	and playing, e.g. 4 dots = 4	Use basic musical	replicate menacing	or sound-makers (e.g.
	rhythm patterns accurately,	(e.g. stop, start, loud,	taps on the drum.	terminology to describe	footsteps.	rustling leaves).
	led by the teacher.	quiet) and counting in.	Use body percussion, (e.g.	what they can hear	Develop breathing	Understand the difference
	Perform short repeating	Begin with simple songs	clapping, tapping, walking)	e.g. beat, tempo, dynamics,	techniques	between creating a rhythm
	rhythm patterns (ostinati)	with a very small range,	and classroom percussion	pitch	Explore dynamics	pattern and a pitch pattern.
	while keeping in time with a	mi-so (e.g. Hello, How are	(shakers, sticks and	When listening to a piece of		Invent, retain and recall
	steady beat.	You), and then slightly	blocks, etc.), playing	music, begin to identify		rhythm and pitch patterns
	Perform word-pattern	wider (e.g. Bounce High,	repeated rhythm patterns	instrument groups e.g.		and perform these for
	chants (e.g. ca-ter-pil-lar	Bounce Low). Include	(ostinati) and short,	piano, strings, brass,		others, taking turns.
	crawl, fish and chips);	pentatonic songs (e.g. Dr	pitched patterns on tuned	percussion		Recognise how graphic
	create, retain and perform	Knickerbocker).	instruments (e.g.	create memorable		notation can represent
	their own rhythm patterns.	Sing a wide range of call	glockenspiels or chime	experiences through		created sounds. Explore and
		and response songs to	bars) to maintain a steady	performing in class		invent own symbols, for
		control vocal pitch and to	beat.			example



Religious Education • Hertfordshire Agreed Syllabus of Religious Education	What should we be thankful for Children explore what they are thankful for, to whom they are thankful and how they show this. How does Harvest Festival help Christians to show thanks to God? How does Sukkot help Jews to show thanks to God? Compare similarities and differences with how religions show thankfulness and how children do Gratitude-are there some things that we all should be thankful for?	match the pitch they hear with accuracy. Why is light such an important symbol? How do we feel in the dark? In the light? Why is light important? What happens at Divali? What happens at Divali? What happens at Hannukah? How do Christians use light to celebrate Advent and Christmas? Why is light used in these celebrations? *Learn about and perform The Nativity (Christianity) *Attend Christingle and The Christmas Journey (Christianity)	What makes some people important to us. Who has authority over me. Who is a Rabbi and why is he (or she) important in Judaism. Who is a vicar, and what does she or he do? Why do we need leaders?	Why is the cross such an important symbol of Christianity. What do I know about the cross? Where have you seen it before? What Christian symbols am I aware of related to Easter? What happens during Easter week? *Ash Wednesday and Palm Sunday (Christianity) *Good Friday and Easter Sunday (Christianity)	Why should we care for the world What do I do to look after animals and nature and why? What does the Bible say about people caring for Creation. What does Prophet Muhammad say about how we should treat animals. •What can we do to look after animals and the world. Why should we do this?	Improvise simple vocal chants, using question and answer phrases. play something new improve the performance discover something new, consciously or subconsciously, about playing, music or themselves How do we know what is right and wrong Where do we get our ideas of right and wrong from? Why are the Ten Commandments important to Jews and Christians? What does the Bible say about the importance of love? Are there any rules that you think everyone should follow/obey?
Physical Education • Complete PE	Multi skills Develop the children's agility and coordination. Throw and catch a variety of objects such as bean bags, balls and quoits displaying a degree of competency, in isolation and in varied environments.	Dance Using the topic 'Toys' as a stimulus perform dances using simple movement patterns. Repeat and perform sequences of movements to peers. Act on constructive advice from peers and adults to	<b>Gymnastics/HRE</b> Develop balance, agility and co-ordination, and begin to apply these in a range of activities. Use a range of apparatus to work at different levels of challenge.	Football/ Dance Develop the skills to keep the ball close and under control. Develop the skills to pass a ball and shoot effectively. Use the fundamentals of movement to achieve success in competitive	Athletics/Striking and fielding Develop the fundamentals of sprinting, throwing and jumping to achieve success in competitive environments. Develop children's ability to:	Sports Day prep Uses fundamentals of movement to achieve success in competitive environments, individually and as a team. Practice the events that will be run at Sports day e.g. bean bag race, egg and spoon race etc.



Practice making changes o	f improve individual	Show an awareness of how	environments, individually	roll/move a ball with	With guidance participate
direction, level & speed.	performance.	the body	and as a team.	accuracy	displaying respect, fair play
Develop the fundamentals	Use the fundamentals of	functions/changes during	With guidance participate	analyse performance.	and working well with others.
of movement jogging,	movement to achieve	exercise. Develop	displaying respect, fair play	catch/stop the ball with	
sprinting, jumping and	success individually.	children's ability to	and working well with	accuracy	
hopping.		exercise at different	others	strike the ball with some	
		intensities	Using simple movement	consistency.	
			patterns learn to dance the	With guidance participate	
			waltz in isolation and also	displaying respect, fair	
			with a partner.	play and working well with	
				others	