


	Autumn		Spring		Summer	
	Autumn 1 5.9.23 - 20.10.23 6 weeks 4 days	Autumn 2 31.10.23-15.12.23 6 weeks 4 days	Spring 1 3.1.24- 16.2.24 7 weeks 3 days	Spring 2 26.2.24- 28.3.24 5 weeks	Summer 1 15.4.24 - 24.5.24 6 weeks	Summer 2 5.6.24- 24.7.24 7 weeks
<b>English</b> The Write Stuff	How to get your teacher ready for school by Jean Reagan or Where the wild things are EYFS unit Funnybones by Allan Ahlberg	Continued Funnybones by Allan Ahlberg Polar Express by Chris Van Allsburg	Toys and games by Sally Hewitt	Little Red Riding Hood by Lari Don, Celia Chauffrey	The Queens Hat by Steve Antony	Man on the moon by Simon Bartham The way back home by Oliver Jeffers
	Grammar	Grammar	Grammar	Grammar	Grammar	Grammar
<b>Reading</b>						
<b>Maths</b> White Rose Maths	Block 1 - Number - Place Value within 10 (5 weeks) Block 2 - Number - Addition and subtraction within 10 (Week 1/5)	Block 2 - Number - Addition and subtraction within 10 (Continued Weeks 2-5/5) Block 3 - Geometry - Shape (1 week) Consolidation	Block 1 - Number - Place value within 20 (3 weeks) Block 2 - Number - Addition and Subtraction within 20 (3 weeks)	Block 3 - Number - Place value within 50 (2 weeks) Block 4 - Measurement - Length and height (1.5 weeks) Block 5 - Measurement - Mass and volume (1.5 weeks)	Block 1 - Number - Multiplication and division (3 weeks) Block 2 - Number - Fractions (2 weeks) Block 3 - Geometry - Position and direction (1 week)	Block 4 - Number - Place value within 100 (2 weeks) Block 5 - Measurement - Money (1 week) Block 6 - Measurement - Time (2 weeks) Consolidation
<b>Science</b>	<b>Animals, including humans</b> Identify parts of the human body.  <b>Seasonal changes</b> Observe changes across the four seasons.  Observe and describe the seasons.	<b>Everyday materials</b> Distinguish between an object and the materials from which it is made.  Identify, name and describe the simple physical properties of a variety of everyday materials.	<b>Animals, including humans</b> Identify and name common animals.  Classify animals as carnivores, herbivores and omnivores.  <b>Seasonal changes</b>	<b>Animals, including humans</b> Describe and compare the structure of a variety of common animals.  <b>British Science week 8-17<sup>th</sup> March 2024 - 'Time' investigation</b>	<b>Plants</b> Identify and describe the basic structures of a variety of common flowering plants.  Identify and name common wild and garden plants.	<b>Everyday materials -</b> Distinguish between an object and the materials from which it is made.  Identify, name and describe the simple physical properties of a variety of everyday materials.

		Compare and group everyday materials.	Observe changes across the four seasons.  Observe and describe the seasons.		7 <sup>th</sup> May - 'Discovering Plants' RHS Bridgewater  <b>Seasonal changes</b> Observe changes across the four seasons.  Observe and describe the seasons.	Compare and group everyday materials.
	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions when prompted.</li> <li>• Suggest ways of answering a question.</li> <li>• Make relevant observations.</li> <li>• Conduct simple tests with support.</li> <li>• Use observations to suggest answers to questions.</li> <li>• Recognise findings.</li> <li>• Gather and record data.</li> <li>• With prompting, suggest how findings could be recorded.</li> </ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe the seasons.</li> </ul>					
<p><b>Geography</b></p> <p>Books to link</p> <p>Out and about by Shirley Hughes Here we are by Oliver Jeffers</p> <p>A walk in London by Salvatore Rubbino</p> <p>Dinosaurs day out by Nick Sharratt.</p>	<p><u>My Planet, My Community X6 sessions</u></p> <p><b>Human and Physical Geography</b> -Can use basic geographical vocabulary to identify and describe key physical e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.(here we are book)</p> <p><b>Following directions and maps</b> -Can follow directions: up, down, left, right, forwards and backwards. -Can use a simple plan to follow a route. e.g. A route around the school or local area or his/her route from home to</p>	<p><u>The world and traditions X4 sessions</u></p> <p><b>Locational Knowledge</b> -Can name and locate the four countries and capital cities of the UK.</p> <p><b>Map Making</b> Can draw around objects to make a plan. (Santa's workshop - mapping)</p> <p><b>Human and Physical Geography</b> -Can use basic geographical vocabulary to identify and describe key physical e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <i>(artic physical features x1 session)</i></p>	<p><u>Toys around the world (mini unit - retrieval X1 session)</u></p> <p><b>Human and Physical Geography</b> -Can use basic geographical vocabulary to identify and describe key physical e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		<p><u>UK and its capital city London (mini retrieval X3)</u></p> <p><b>Locational Knowledge</b> -Can name and locate the four countries and capital cities of the UK.</p> <p><b>Enquiry and Investigation</b> -Can ask questions about places studied at KS1.</p> <p><b>Human and Physical Geography</b> -Can use basic geographical vocabulary to identify and describe key physical e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><u>Local Area / pirates X5 sessions (NOTE bank hol)</u></p> <p><b>Enquiry and Investigation</b> -Can ask questions about places studied at KS1. - Can collect information about his/her local environment. e.g. Using tally charts.</p> <p><b>Locational Knowledge</b> -Can name and locate the four countries and capital cities of the UK.</p>

	school. (out and about book)					
<b>Human and Physical Geography</b> <ul style="list-style-type: none"> <li>Can identify seasonal and daily weather patterns in the UK.</li> </ul>						
<b>History</b>  <b>Books to link</b>  Quy Fawkes book  Why by Nixolai Popov  Lost in the toy museum by David Lucas  Dinosaurs day out by Nick Sharratt.  Man on the moon by Simon Bartram  The way back home by Oliver Jeffers	<u>Me and my life (mini unit - retrieval X1)</u> <b>Historical understanding</b> -Can use pictures and role play to tell stories from the past. Can place events and objects in chronological order	<u>Gunpowder Plot / Remembrance Day / Victorian Christmas (mini unit - retrieval X3)</u> <b>Historical enquiry</b> Can ask questions about the past. <b>Historical understanding</b> -Can use pictures and role play to tell stories from the past. <b>Periods in history</b> -Can discuss significant events and people in Britain within and beyond their living memory.	<u>Toys X6 sessions</u> <b>Historical enquiry</b> Can ask questions about the past. <b>Historical understanding</b> -Can use pictures and role play to tell stories from the past. -Can place events and objects in chronological order	<u>Dinosaurs X5 sessions</u> <b>Historical enquiry</b> Can ask questions about the past. <b>Historical understanding</b> Can place events and objects in chronological order		<u>Space Neil Armstrong (mini unit - retrieval X3)</u> <b>Historical enquiry</b> Can ask questions about the past. <b>Periods in history</b> - Can discuss some significant historical events, people and places in his/her own locality. -Can discuss significant events and people in Britain within and beyond their living memory. <b>Historical understanding</b> Can place events and objects in chronological order
R-E	1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times? <b>Christianity.</b>	1.1 Who is a Christian and what do they believe?	1.1 Who is a Christian and what do they believe?	1.5 What makes some places sacred?	1.5 What makes some places sacred?
<b>Religious Enquiry</b> <ul style="list-style-type: none"> <li>Ask questions about their own and others' religious experiences and beliefs.</li> <li>Respond sensitively to questions about their own and others' experiences and feelings.</li> <li>Recognise that some questions cause people to wonder and are difficult to answer.</li> </ul> <b>Religious Knowledge</b> <ul style="list-style-type: none"> <li>Use religious words and phrases to identify some features of religion.</li> <li>Retell religious stories and suggest possible meanings.</li> </ul>						

<b>Computing</b>	<b>E-safety</b> <b>Digital Literacy</b> -Use technology safely and respectfully. -Keep personal information private when using technology. -Know to ask for help if they feel unsure about any online content.	<b>Computational Thinking Unplugged</b> <b>Computer Science</b> -Understand that programmes execute by following precise and unambiguous instructions.	<b>Word processing</b> <b>Computer Science</b> -Understand that programmes execute by following precise and unambiguous instructions. <b>Digital Literacy</b> Use technology safely and respectfully.	<b>Programming; Astro Animation - scratch</b> <b>Computer Science</b> -Understand that programmes execute by following precise and unambiguous instructions. -Create simple programs	<b>Programming ; Bee Bot Fairy Tales</b> <b>Computer Science</b> -Understand that programmes execute by following precise and unambiguous instructions. -Create simple programs	<b>Browsing the World Wide Web</b> <b>Digital Literacy</b> -Use technology safely and respectfully. -Keep personal information private when using technology. -Know to ask for help if they feel unsure about any online content.
<b>Art</b>	<b>Portraits X4</b> <b>Drawing</b> -With coloured pencil, keep within the lines of a drawing.  <b>Independent artist X2</b> Show ideas / imagination and produce simple designs (Henri Rousseau) Jungle milestone 1- link to class identity 	<b>Exploration through paint mixing (mini unit - retrieval X3)</b> <b>Painting</b> Hold a brush correctly and use different types and sizes of brush.	<b>Sketching and creating X5</b> <b>Drawing</b> With wax crayon, control pressure  <b>Independent artist</b> Show ideas / imagination and produce simple designs. (Rob Biddulph)	<b>Inspiration in the environment X6</b> <b>Drawing</b> -With coloured pencil, keep within the lines of a drawing. <b>Painting</b> Hold a brush correctly and use different types of brush.  Use different brush types to make different marks  <b>Independent artist</b> Show ideas / imagination and produce simple designs. (Vincent Van Gogh - Flowers milestone 1 link to plants science)		
<b>Artists to cover:</b> Henri Rousseau, Rob Biddulph, Vincent Van Gogh						
<b>Independent Artist</b> <ul style="list-style-type: none"> <li>• Show ideas/imagination and produce simple designs.</li> <li>• Begin to recall all the equipment needed for an art session.</li> <li>• Help prepare and clear away art equipment.</li> </ul>						
<b>D/T</b>	<b>Food (Cooking and Nutrition)</b> <b>fruit kebabs</b> <b>(mini unit - retrieval X3)</b> Understand that food comes from plants and animals	<b>Textiles Christmas baubles X6 sessions</b> <b>Design</b> Tell someone about his/her design ideas <b>Evaluate</b> Say what they like and do not like about existing products. <b>Make</b> Decorate textiles, e.g buttons, beads, sequins, braids and ribbons.	<b>Mechanisms/ Mechanical Systems. Paper toys</b> <b>(mini unit - retrieval X3)</b> <b>Design</b> Tell someone about his/her design ideas <b>Evaluate</b> Say what they like and do not like about existing products. <b>Make</b> Use simple mechanisms in products			<b>Mechanisms/ Mechanical Systems Sliders and movers - moving pictures X6 sessions</b> <b>Design</b> Tell someone about his/her design ideas <b>Evaluate</b> Say what they like and do not like about existing products. <b>Make</b> Use simple mechanisms in products

<p><b>Music</b></p>	<p>Charanga -How can we make friends when we sing together ?</p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>*Use body to make sounds.</li> <li>*Make patterns with sounds.</li> <li>*Use short given patterns in composition.</li> </ul> <p><b>Listening and context</b></p> <ul style="list-style-type: none"> <li>*Identify a beat and join in.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Use; high voice, middle voice low voice.</li> </ul> <p>*Black History Month*</p> <p>Listen to a different song each day from an influential black music artist</p>	<p>Charanga - How does music tell us stories about the past?</p> <p>Christmas production</p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>*Use body to make sounds.</li> <li>*Make patterns with sounds.</li> <li>*Use short given patterns in composition.</li> </ul> <p><b>Listening and context</b></p> <ul style="list-style-type: none"> <li>*Identify a beat and join in.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Use; high voice, middle voice low voice.</li> </ul>	<p>Charanga - How does music make the world a better place?</p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>*Use body to make sounds.</li> <li>*Make patterns with sounds.</li> <li>*Use short given patterns in composition.</li> </ul> <p><b>Listening and context</b></p> <ul style="list-style-type: none"> <li>*Identify a beat and join in.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Use; high voice, middle voice low voice.</li> </ul>	<p>Charanga -How does music helped up understand our neighbours ?</p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>*Use body to make sounds.</li> <li>*Make patterns with sounds.</li> <li>*Use short given patterns in composition.</li> </ul> <p><b>Listening and context</b></p> <ul style="list-style-type: none"> <li>*Identify a beat and join in.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Use; high voice, middle voice low voice.</li> </ul>	<p>Charanga - What songs can we sing to help us through the day ?</p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>*Use body to make sounds.</li> <li>*Make patterns with sounds.</li> <li>*Use short given patterns in composition.</li> </ul> <p><b>Listening and context</b></p> <ul style="list-style-type: none"> <li>*Identify a beat and join in.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>*Use; high voice, middle voice low voice.</li> </ul>	<p>Charanga - How does music teach us about looking after our planet?</p>
<p><b>P-E</b></p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>-Perform simple rolls</li> <li>-Copy stretching movements for different parts of the body.</li> <li>-Balance using hands, knees, or seat</li> </ul> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>-Copy repeat poses</li> <li>-Develop balance and flexibility</li> <li>-explore mindfulness</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>-Perform simple rolls</li> <li>-Copy stretching movements for different parts of the body.</li> <li>-Balance using hands, knees, or seat</li> </ul> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>-Copy repeat poses</li> <li>-Develop balance and flexibility</li> <li>-explore mindfulness</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>-Perform simple rolls</li> <li>-Copy stretching movements for different parts of the body.</li> <li>-Balance using hands, knees, or seat</li> </ul> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>-Copy repeat poses</li> <li>-Develop balance and flexibility</li> <li>-explore mindfulness</li> </ul>	<p><b>Dance</b></p> <p>Copy short motif.</p> <p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>-Copy repeat poses</li> <li>-Develop balance and flexibility</li> <li>-explore mindfulness</li> </ul>	<p><b>Dance</b></p> <p>Copy short motif.</p> <p>DANCE COACH</p>	<p><b>Athletics</b></p> <p>Run 100m</p> <p>Jump; side to side, both feet together, one foot to the other.</p>
<p><b>P-E</b></p>	<p><b>Games</b></p> <p><u>Physical literacy basic skills</u></p>	<p><b>Games</b></p> <p><u>Physical literacy basic skills</u></p>	<p><b>Games</b></p> <p><u>Physical literacy basic skills</u></p>	<p><b>Games</b></p> <p><u>Physical literacy basic skills</u></p> <ul style="list-style-type: none"> <li>-Throw a ball underarm, overarm</li> </ul>	<p><b>Games</b></p> <p><u>Physical literacy basic skills</u></p>	

