



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	Fiction – Aaaaarghhh Spider!  Fiction- Leaf (Advocates for change) Children will consider the impacts of global warming on the animals of the Arctic  Poetry- Out and About a First Book of Poems	Fiction - Pattan's Pumpkin  Non-Fiction – Emperor's Egg  Fiction-The World Came to My Place Today	Fiction –The Storm Whale Children will be encouraged to empathise with a character who experiences loneliness and offer guidance  Non-fiction – Surprising Sharks Children will look at sharks from a different perspective, considering the harm that sharks often face from humans and what we do to combat this.  Fiction- Dougal's Deep-Sea Diary	Fiction – The Adventures of Egg Box Dragon (Advocates for change)  Fiction - Grendel A Cautionary Tale about chocolate Children will 'look in' to reflect on their experiences and share the things they love and their future wishes.	Fiction – Man On The Moon  Fiction (traditional tales)- The Gigantic Turnip and Snow White and the Seven Dart Frogs	Non-fiction - One Day on our Blue Planet... In the Savannah Children will 'look out' towards the wider world, finding out more about life in another part of the world.  Non-Fiction – Moth: An Evolution Story  Non-fiction with poetry- It Starts with a Seed Children will have time to appreciate the wider world around them and the journey a sycamore tree takes from a seed.  Word Detective Week
<b>SPAG focus/RWI</b>	Introducing Punctuation Introducing Sentences Sentence Structure Introducing Exclamation Marks Introducing Question Marks Proper Names and the Personal Pronoun 'I' Sequencing Sentences and Using 'and'		Proper Names and the Personal Pronoun 'I' Singular and Plural Introducing exclamation marks Adding endings Sequencing Sentences and Using 'And' Using the prefix 'un'		Sentence Punctuation The Purpose of Punctuation Syllables Compound Words Using the prefix 'un-' Plurals - adding '-s' or '-es' Suffixes '-ing', '-ed', '-er' and '-est' can be added to some words without changing the spelling	
<b>Maths</b>	Previous Reception experiences and counting within 100 Unit 1	Comparison of quantities and part-whole relationships Unit 2  Numbers 0 to 5 Unit 3	Recognise, compose, decompose and manipulate 2D and 3D shapes Unit 4  Numbers 0 to 10 Unit 5  Revisit counting within 100	Additive structures Unit 6  Addition and subtraction facts within 10 Unit 7  Measurement	Numbers 0 to 20 Unit 8  Unitising and coin recognition Unit 9  Revisit counting within 100	Unit 11 – 2 weeks Fractions  Position and direction Unit 10 – 1 week Time
<b>Times table focus</b>	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.					
	Count in 2s to 24 Count in 10s to 120		Count in 5s up to 60 link to 10s		Count fluently in multiples of 2, 5 and 10	
<b>Science</b>	<b>What is happening outside? Autumn/Winter</b> <ul style="list-style-type: none"> <li>Observe the apparent movement of the sun during the day</li> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>Learn names and locations of main body parts including simple functions.</li> </ul>		<b>Materials</b> Children to consider the impact on the planet of the different materials we choose and to be encouraged to think about these choices for themselves.  Revisit Seasons - Spring/Summer		<b>Plants</b> <ul style="list-style-type: none"> <li>What's growing outside?</li> <li>Identify and name wild and garden plants</li> <li>What is inside a flower?</li> <li>What is inside a tree?</li> <li>What lives in the garden?</li> </ul> (GG15 Advocates for Change)

						Children will have the opportunity to grow and care for their own plant
Seasonal Changes- revisited throughout the year						
<b>Computing</b>	Technology Around Us (1.1) Recognising technology in school and using it responsibly. Additional Unit - Thinkuknow Unit - Jessie and Friends Episode 2	Digital Painting (1.2) Choosing appropriate tools in a program to create art, and making comparisons with working nondigitally	Moving a Robot (1.3) Writing short algorithms and programs for floor robots, and predicting program outcomes	Grouping Data (1.4) Exploring object labels, then using them to sort and group objects by properties.	Digital Writing (1.5) Using a computer to create and format text, before comparing to writing non-digitally	Programming Animations (1.6) Designing and programming the movement of a character on screen to tell stories.
<b>RE</b>	1.10 What does it mean to belong to a faith community?  Make comparisons with belonging to non religious faith communities.  Children will explore the positive and grounding feeling of belonging.	1.1 What do Christians believe God is like?  (UC – God)	1.7 Who is Jewish and how do they live? (part 1)  (God/Torah/the people) Children will explore the importance of family in Judaism and reflect on the special time they spend with their own families.	1.7 Who is Jewish and how do they live? (part 2)  (God/Torah/the people) Vine Lesson-What can we learn about kindness to animals from the story of Rebecca at the Well?  Children will be given time to consider the messages given in the stories Rebecca at the well and David and Goliath, and give ways in which they help us to make better choices.  Visit Synagogue	1.2 Who do Christians say made the world?  (UC – Creation)  Vine lesson-Who was St Philip Neri and what can we learn from him about kindness to animals?  Children will appreciate the wonders of planet Earth.	1.9 How should we care for the world and for others, and why does it matter?  Humanist story- the starfish thrower  Children will consider the impact they have on the wider world and why it is important for everyone to care.
<b>History</b>	<b>Should we celebrate Bonfire Night? Events that changed history beyond living memory</b> <ul style="list-style-type: none"> <li>Gain an understanding of key features of the event.</li> <li>Retell the story of the Gunpowder plot through role play.</li> <li>Look at the clothing within the time period- compare it to modern day fashion.</li> <li>Ask/ answer questions about the event and compare life in 1605 with present day.</li> <li>Recognise why Guy Fawkes planned to blow up Parliament, and what happened as a result.</li> <li>Identify simple similarities/ differences between different ways of life at different times</li> <li>Consider the buildings involved and how they shaped the plan-</li> </ul>	•		<b>Would you rather play with toys from 100 years ago or today?</b> <ul style="list-style-type: none"> <li>Discuss their favourite toy using language related to the past.</li> <li>Ask questions about toys in the past.</li> <li>Make comparisons between toys in the past and present- to know that everyday objects have changed as new materials have been invented. Identify changes between teddy bears today and those from 100 years ago.</li> <li>Compare and contrast the lives of different individuals in the past.</li> <li>William Harburt (local toy inventor)</li> </ul>		<b>Did Florence Nightingale, Mary Seacole and Edith Cavell change hospitals for the better?</b> <ul style="list-style-type: none"> <li>Understand who Florence Nightingale Mary Seacole and Edith Cavell was and how they have drastically changed hospitals.</li> <li>Compare hospitals now to hospitals in the past.</li> </ul>

	the layout of the Houses of Parliament					
<b>Geography</b>		<p><b>What does our local area look like?</b></p> <p>Vocabulary for physical and human features. Fieldwork and observations. Practical map using objects for scale.</p> <p><b>VISIT- Local area walk and survey Valley Park</b></p>	<p><b>What is Chinese Culture?</b></p> <p>China on a world map Physical and human features. <b>Physical model</b> of Great wall of China <b>Practical play</b> - Compare Cultures with the UK -make deliberate choices.</p> <p><b>VISIT - Trip to china town and chinese restaurant</b></p>		<p><b>Is the weather the same around the world?</b></p> <p>Name and Locate 7 continents on a world map. Equator introduction Climate around the world Seasonal and daily weather patterns locally.</p> <p><b>Outside observations and fieldwork</b></p>	
<p><b>PSHCE with Relationships and Sex</b></p> <p>Throughout PSHE sessions children will look in at themselves considering their own ideas, opinions and thoughts on a range of topics and will look out towards others by showing respect for others opinions ideas and feelings.</p>	<p><b>Healthy and Happy Friendships</b> <b>Negotiating rules.</b> How can we make friends and get along?</p> <p><b>KAPOW Primary – Lesson 1: Wonderful Me</b></p> <ul style="list-style-type: none"> <li>• Friendships</li> <li>• Feelings</li> <li>• Kind/unkind behaviours</li> <li>• Communicate</li> <li>• NATIONAL RECYCLE WEEK</li> <li>• Macmillan coffee morning 30<sup>th</sup> September</li> <li>• Children will have the opportunity to take part in fundraising activities to help charity.</li> <li>• WORLD MENTAL HEALTH DAY Monday 10<sup>th</sup> October</li> <li>• Global Handwashing Day 15<sup>th</sup> October</li> </ul>	<p><b>Our Similarities and Differences</b> How can we recognise and celebrate similarities and differences?</p> <p>Children will 'look in' and identify their own strengths and interests then 'look out' to celebrate these in others.</p> <p><b>KAPOW Primary – Lesson 4: Meaning and Purpose</b></p> <ul style="list-style-type: none"> <li>• Special</li> <li>• Similarities and differences</li> <li>• Respect</li> <li>• Celebrate</li> <li>• Feelings and response</li> <li>• CHILDREN IN NEED Nov 18<sup>th</sup> November</li> <li>• FRIENDSHIP WEEK 14<sup>th</sup> -18<sup>th</sup> November</li> <li>• ROAD SAFETY WEEK 14<sup>th</sup>-20<sup>th</sup> November</li> </ul>	<p><b>Caring and Responsibility</b> Can we think about our special people and how do they keep us safe?</p> <p><b>KAPOW Primary – Lesson 3: Resilience</b></p> <ul style="list-style-type: none"> <li>• Responsibilities</li> <li>• Needs</li> </ul> <p><b>GG 14/15 – Life on land and below water</b> <b>What groups do we belong to?</b></p> <ul style="list-style-type: none"> <li>• Groups</li> <li>• Community</li> <li>• Maths link: What is money and what forms does it come in?</li> <li>• Money</li> <li>• Spending</li> <li>• Children's Mental Health Week 6<sup>th</sup>-12<sup>th</sup> Feb</li> <li>• SAFER INTERNET DAY (All fun and games?) 8<sup>th</sup> Feb</li> </ul>	<p><b>Families and Committed Relationships</b> What is a family and why are families important and special?</p> <p>Children will learn that families don't all look the same and celebrate diversity.</p> <p><b>KAPOW Primary – Lesson 2: People Around Me</b></p> <ul style="list-style-type: none"> <li>• Love</li> <li>• Care</li> <li>• Types</li> <li>• Family life</li> <li>• Differences</li> <li>• Safe</li> <li>• Worries</li> <li>• FAIRTRADE FORTNIGHT</li> <li>• Spending decisions, Global neighbours, Help and support</li> </ul>	<p><b>Healthy Body, Healthy Mind</b> How are our bodies amazing and what do we know about our own body?</p> <p>Children will 'look in' at being healthy, both physically and mentally.</p> <p><b>KAPOW Primary – Lesson 5: Healthy body, healthy brain</b></p> <ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• physical activity</li> <li>• sleep</li> <li>• wellbeing</li> <li>• sun protection</li> </ul> <p><b>How can hygiene routines help stop the spread of germs?</b></p> <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Germs</li> </ul> <p>National Sunscreen Day May 27<sup>th</sup></p>	<p><b>Coping with Change</b> How have we changed since we were born?</p> <p><b>KAPOW Primary – Lesson 6: Relaxation</b></p> <ul style="list-style-type: none"> <li>• Young/old</li> <li>• Changes</li> <li>• Grow</li> <li>• Needs</li> <li>• Child Safety Week</li> <li>• HEALTHY EATING WEEK</li> </ul>
<b>Music</b>	<p><b>Ourselves-</b> (Exploring sounds) Explore ways of using their voices expressively developing singing skill and performing actions to create an expressive story. (<a href="#">Cross curricular link- English</a>)</p> <p><b>Number-</b> (Beat) Developing a sense of steady beat through using movement, body percussion and instruments. (<a href="#">Cross curricular link- Maths</a>)</p> <p><b>Classical Musician Focus</b></p>	<p><b>Animals-</b> (Pitch) Develop an understanding of pitch through movement, voice and instruments. Identify contrasts of high and low pitch and create animal chant sounds and sequences. (<a href="#">Cross curricular link- PE/Science</a>)</p> <p><b>Weather-</b> (Exploring sounds) Use voices, movement and instruments to explore different ways that music can be used to describe the weather. (<a href="#">Cross curricular link- Geography</a>)</p> <p><b>Christmas Performance</b></p>	<p><b>Machines-</b> (Beat) Explore beat through movement, body percussion and instruments. Combine a steady beat with word rhythms and explore changes in tempo. (<a href="#">Cross curricular link- PSHE</a>)</p> <p><b>Seasons-</b> (Pitch) Develop further vocabulary and understanding of pitch movements. Explore pitch through singing, pitched percussion and listening games. (<a href="#">Cross curricular link- Science</a>)</p>	<p><b>Our School-</b> (Exploring sounds) Explore sounds found in school environment. Investigate ways to produce and record sounds using ICT to stimulate musical ideas related to geography. (<a href="#">Cross curricular link- Geography</a>)</p> <p><b>Pattern-</b> (Beat) Develop an understanding of metre (groupings of steady beat) through counting, body percussion and reading scores. (<a href="#">Cross curricular link- Maths</a>)</p>	<p><b>Story Time-</b> (Exploring sounds) Children learn how music can be used to tell a story. Identify contrasts of fast and slow, loud and quiet, leading to a performance. (<a href="#">Cross curricular link- English</a>)</p> <p><b>Our Bodies-</b> (Beat) Develop a sense of steady beat using body percussion. Respond to music and play rhythm patterns on body percussion. (<a href="#">Cross curricular link- Science</a>)</p>	<p><b>Travel-</b> (Performing) Develop performance skills and learn songs about travel and transport from around the world. (<a href="#">Cross curricular link- PE</a>)</p> <p><b>Water-</b> (Pitch) Use voices, movement and instruments to explore changes of pitch. Develop a performance with different vocal pitch shapes and tuned percussion. (<a href="#">Cross curricular link- Art and Design</a>)</p>

	Vaughan Williams - Lark Ascending (BBC Ten Pieces) Harvest festival in church	Christingle service in church				
<b>Art and DT</b>	<b>Art: Exploring colour Formal Elements</b> Primary and secondary colours Colour mixing/collage Artists: Kandinsky and Mondrian Explore line	Art: Modern female artist Yayoi Kusama - Painting pumpkins and printing with vegetables  DT - Making Christmas cards with slider mechanism	Art/DT: Exploring Chinese pattern  Repeating pattern on silk	<b>DT: Toys with moving mechanisms</b>  Explore making mechanisms. Design, make and evaluate own toy using a mechanism	DT: Textiles  Create a waterproof lunch box (link to Dougal Deep Sea Diver)	Art - Sculpture  Anthony Gormley  Clay sculptures
<b>PE</b>	Fundamentals Can I develop my fundamental skills? • Fast • Slow • Direction  Invasion What are invasion games? • Defender • Attacker • Points	Yoga What is Yoga? • Feel • Breathe • Listen  Ball skills What are ball skills? • Far • Aim • Direction	Dance What is Dance? • Slow • Fast • Pose  Sending and receiving Can I further develop my ball skills? • Sending • Receiving • Skills  Children will learn mindfulness skills and spend time putting these into practice.	Gymnastics What is Gymnastics? • Jump • Roll • Action  Team building How can I be part of a team? • Teamwork • Communication • Plan	Fitness What is Fitness? • Exercise • Heart • Lungs  Net and Wall What are net games? • Net • Underarm • Ready Position  Children will 'look in' and understand how important our fitness is, both physically and mentally.	Athletics What is athletics? • Aim • Bend • Travel  Striking and fielding What is Striking and Fielding? • Hit • Throw • Catch