



"A Love of Learning and a Thirst for Knowledge"

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Texts</b>	Power of Reading: Fiction - Beegu  Poetry - Out and About a First Book of Poems Leaf Thief Pumpkin Soup Pattan's Pumpkin	Power of Reading: Fiction - Emperor's Egg  : Winter Sleep	Power of Reading: Fiction- The Robot and the Bluebird  Rabbit and Bear	Power of Reading: Fiction - The Adventures of Egg Box Dragon  Three Little Pigs	Power of Reading: Fiction- The Bee who spoke  The Growing Story Oliver's Vegetables Jack and The Beanstalk The Tiny Seed	Power of Reading: The Secret Sky Garden  There's a Tiger in the Garden
<b>Writing Opportunities</b>	<p><b><u>RWI Purple Get Writing opportunities</u></b></p> <ul style="list-style-type: none"> <li>Hold a sentence</li> <li>Editing/Proofreading</li> <li>Creating character speech bubbles and thought bubbles.</li> <li>Create simple "wanted" posters based on characters and themes</li> <li>Write simple narratives and descriptions</li> <li>Create simple lists</li> </ul>	<p><b><u>RWI Pink Get Writing opportunities</u></b></p> <ul style="list-style-type: none"> <li>Hold a sentence</li> <li>Editing/Proofreading</li> <li>Creating character speech bubbles and thought bubbles.</li> <li>Create "wanted" posters based on characters and themes</li> <li>Writing invitations</li> <li>Writing letters</li> <li>Writing simple captions for pictures.</li> </ul>	<p><b><u>RWI Orange Get Writing opportunities</u></b></p> <ul style="list-style-type: none"> <li>Hold a sentence</li> <li>Editing/Proofreading</li> <li>Write descriptions</li> <li>Writing speech/thought bubbles for characters</li> <li>Creating detailed wanted posters</li> <li>Writing letters in more detail</li> </ul>	<p><b><u>RWI Yellow Get Writing opportunities</u></b></p> <ul style="list-style-type: none"> <li>Hold a sentence</li> <li>Editing/Proofreading</li> <li>Write descriptions</li> <li>Writing speech/thought bubbles for characters</li> <li>Creating detailed wanted posters</li> <li>Writing letters in more detail</li> <li>Write simple recipes</li> <li>Compose letters and diary entries</li> <li>Guided activities to build sentences</li> <li>Picture-based writing using descriptive language</li> </ul>	<p><b><u>RWI Yellow Get Writing opportunities</u></b></p> <ul style="list-style-type: none"> <li>Hold a sentence</li> <li>Editing/Proofreading</li> <li>Write descriptions</li> <li>Writing speech/thought bubbles for characters</li> <li>Creating detailed wanted posters</li> <li>Writing letters in more detail</li> <li>Write simple recipes</li> <li>Compose letters and diary entries</li> <li>Guided activities to build sentences</li> <li>Picture-based writing using descriptive language</li> </ul>	<p><b><u>RWI Blue Get Writing opportunities</u></b></p> <ul style="list-style-type: none"> <li>Hold a sentence</li> <li>Editing/Proofreading</li> <li>More complex writing opportunities</li> <li>Specific tasks to correct grammatical errors in sentences</li> <li>Write descriptions</li> <li>Writing speech/thought bubbles for characters</li> <li>Creating detailed wanted posters</li> <li>Writing letters in more detail</li> <li>Write simple recipes</li> <li>Compose letters and diary entries</li> <li>Guided activities to build sentences</li> <li>Picture-based writing using descriptive language</li> </ul>
<b>SPAG focus</b>	<p><b><u>Grammar and Punctuation</u></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'</p> <p><b><u>Spelling</u></b> RWI Spelling patterns &amp; sounds Letter Join Phase 5 phonics revision (if needed) Common Exception Words (CEWs) e.g. the, said, was, you, they Regular plural suffix -s / -es Prefix un-</p>		<p><b><u>Grammar and Punctuation</u></b> Proper Names and the Personal Pronoun 'I' Singular and Plural Introducing exclamation marks Adding endings Sequencing Sentences and using 'And' Using the prefix 'un'</p> <p><b><u>Spelling</u></b> RWI Spelling patterns &amp; sounds Letter Join -ing, -ed, -er, -est (where no change to root word) Words ending in: -ff, -ll, -ss, -zz -nk Vowel digraph spellings:</p>		<p><b><u>Grammar and Punctuation</u></b> 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</p> <p><b><u>Spelling</u></b> RWI Spelling patterns &amp; sounds Letter Join Words with: tch ve (have, give, live)</p>	

	Simple compound words (football, playground) Days of the week (capital letters focus)	ai, ee, igh, oa, oo, ar, or, ur, ow, oi, air, ear Continue Common Exception Words	Adding -s / -es / -ing / -ed / -er / -est Alternative phonemes: ph (phone) wh (wheel) Continued Common Exception Words Simple dictated sentences (applying spelling + capital letters + full stops)			
<b>Handwriting and Transcription</b>	Letter Families (Printed then Introducing Pre-cursive) Curly caterpillar family: c, a, o, d, g, q, e, s, f Long ladder family: l, i, t, u, y, j One-armed robot family: r, n, m, h, b, p, k Start and finish letters in the correct place. Form lower-case letters correctly. Begin to introduce simple lead-in strokes (pre-cursive entry strokes).  Dictation (RWI)	Consistent size and orientation Letters sitting correctly on the line Ascenders and descenders correctly formed Clear spacing between words  Practise all lower-case letters with correct orientation Introduce capital letters (correct size and positioning) Begin simple diagonal and horizontal joins (if ready) Dictation (RWI)	Increased fluency and speed (without losing accuracy) Secure letter formation from memory Consistent pre-cursive style Begin regular joining (if school policy introduces joins in Year 1) Diagonal joins to letters without ascenders (if ready) Horizontal joins (if ready)  Dictation (RWI)			
<b>Maths</b>	Previous Reception experiences and counting within 100  <u>Active Learn</u> Unit 1: Numbers to 10 Unit 2: Part-Whole within 10 Unit 3: Addition within 10	<u>Active Learn</u> Unit 4: Subtraction within 10 Unit 5: 2D and 3D shapes	<u>Active Learn</u> Unit 6: Numbers to 20 Unit 7: Addition and Subtraction within 20 Unit 8: Numbers to 50  Revisit counting within 100	Measurement <u>Active Learn</u> Unit 9: Introducing length and height Unit 10: Introducing mass and capacity	<u>Active Learn</u> Unit 11: Multiplication and division Unit 12: Fractions Unit 13: Position and direction  Revisit counting within 100	<u>Active Learn</u> Unit 14: Numbers to 100 Unit 15: Money Unit 16: 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>	Animals including humans <ul style="list-style-type: none"> <li>Learn names and locations of main body parts including simple functions.</li> </ul>	Materials 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.  <b>Revisit Seasons - Spring/Summer</b>	Plants <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.

<p><b>RE</b></p>	<p>1.10 What does it mean to belong to a faith community?</p> <p>Make comparisons with belonging to non religious faith communities.</p> <p>Children will explore the positive and grounding feeling of belonging.</p> <p><u>Characters:</u> Theo - Theologian Sophie - Philosopher Livvy - Human and Social Scientist</p>	<p>1.1 What do Christians believe God is like?</p> <p>(UC – God)</p> <p><u>Characters:</u> Theo - Theologian Sophie - Philosopher Livvy - Human and Social Scientist</p>	<p>1.7 Who is Jewish and how do they live? (part 1)</p> <p>(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.</p> <p><u>Characters:</u> Theo - Theologian Sophie - Philosopher Livvy - Human and Social Scientist</p>	<p>1.7 Who is Jewish and how do they live? (part 2)</p> <p>(God/Torah/the people) Vine Lesson-What can we learn about kindness to animals from the story of Rebecca at the Well?</p> <p>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.</p> <p>Visit Synagogue</p> <p><u>Characters:</u> Theo - Theologian Sophie - Philosopher Livvy - Human and Social Scientist</p>	<p>1.2 Who do Christians say made the world?</p> <p>(UC – Creation)</p> <p>Vine lesson-Who was St Philip Neri and what can we learn from him about kindness to animals?</p> <p>Children will appreciate the wonders of planet Earth.</p> <p><u>Characters:</u> Theo - Theologian Sophie - Philosopher Livvy - Human and Social Scientist</p>	<p>1.9 How should we care for the world and for others, and why does it matter?</p> <p>Humanist story- the starfish thrower</p> <p>Children will consider the impact they have on the wider world and why it is important for everyone to care.</p> <p><u>Characters:</u> Theo - Theologian Sophie - Philosopher Livvy - Human and Social Scientist</p>
<p><b>History</b></p>	<p><b>Should we celebrate Bonfire Night? Events that changed history beyond living memory</b></p> <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- the layout of the Houses of Parliament</li> </ul>		<p><b>Would you rather play with toys from 100 years ago or today?</b></p> <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>			<p><b>Did Florence Nightingale, Mary Seacole and Edith Cavell change hospitals for the better?</b></p> <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>
<p><b>Geography</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>What is like to live in Shanghai? 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>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>	

		<b>Outside observations and fieldwork</b>				
<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></p> <p>How can we make friends and get along?</p> <ul style="list-style-type: none"> <li>• Friendships</li> <li>• Feelings</li> <li>• Kind/unkind behaviours</li> <li>• Communicate</li> </ul> <p><b>Additional unit - Consent</b></p> <ul style="list-style-type: none"> <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> </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> </ul> <ul style="list-style-type: none"> <li>• CHILDREN IN NEED Nov 15<sup>th</sup> November</li> <li>• ANTI-BULLYING WEEK 11TH-1TH NOV.</li> <li>• ROAD SAFETY WEEK 17<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> <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></p> <p><b>What groups do we belong to?</b></p> <ul style="list-style-type: none"> <li>• Groups</li> <li>• Community</li> <li>• <b>Maths link: What is money and what forms does it come in?</b></li> <li>• Money</li> <li>• Spending</li> </ul> <p><b>Additional unit - PANTS (5-7)</b></p> <ul style="list-style-type: none"> <li>• Children's Mental Health Week 3rd-9th Feb</li> <li>• SAFER INTERNET DAY 11th 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> <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> </ul> <p><b>Additional unit - Families</b></p> <ul style="list-style-type: none"> <li>• FAIRTRADE FORTNIGHT (3rd-6th March)</li> <li>• Spending decisions, Global neighbours, Help and support</li> <li>• <b>Science – Animals including humans Human body parts</b></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> <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>How can hygiene routines help stop the spread of germs?</p> <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Germs</li> </ul> <p><b>Additional unit - Health Education KS1, Lesson 1 and 2</b></p> <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> <ul style="list-style-type: none"> <li>• Young/old</li> <li>• Changes</li> <li>• Grow</li> <li>• Needs</li> </ul> <p><b>Additional unit - Keeping Safe at Home</b></p> <p><b>Additional unit - Embracing Change</b></p> <ul style="list-style-type: none"> <li>• Child Safety Week 3rd-9th June</li> <li>• HEALTHY EATING WEEK 10th-14th June</li> </ul>
<p><b>Music</b></p> <p>Children to be given opportunities to be mindful and in the moment and to express themselves creatively with music</p>	<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> Vaughan Williams - Lark Ascending (BBC Ten Pieces)</p> <p><b>Harvest festival in church</b></p>	<p><b>Christmas Performance and Preparation</b></p> <p>Children will sing and perform Christmas and carol songs from memory with the understanding that the choruses are repeated. Perform to a crowd with an awareness of the need to look at their audience. Follow instructions for when to sing, perform and move.. To work collaboratively with others in a performance as a large ensemble. To improvise simple rhythmic and melodic accompaniments to songs</p> <p><b>St Nicholas' Church Christingle Service</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>Easter Service in Church</b></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>
<p><b>Art and DT</b></p>	<p>Art: Exploring colour Formal Elements</p> <p>Primary and secondary colours Colour mixing/collage</p>	<p>DT: Design, make and evaluate story finger puppets for a show to our peers <i>Textiles</i></p>	<p>Art/DT: Exploring Pattern Willow Tree focus</p> <p>Repeating pattern on silk</p>	<p>Art - Sculpture Anthony Gormley Clay sculptures</p>	<p>DT: Design, make and evaluate a bridge for the Billy Goats Gruff. <i>Structures</i></p>	<p>DT - Design, make and evaluate a fruit kebab for parents at sports day. <i>Food</i></p>

	Artists: Kandinsky and Mondrian Explore line	DT: Design, make and evaluate Christmas cards for our families. <i>mechanism slider</i>				
<b>PE</b>	<p>Fundamentals Can I develop my fundamental skills?</p> <ul style="list-style-type: none"> <li>• Fast</li> <li>• Slow</li> <li>• Direction</li> </ul> <p>Target Games What are target games?</p> <ul style="list-style-type: none"> <li>• Target</li> <li>• Aim</li> <li>• Direction</li> </ul>	<p>Yoga What is Yoga?</p> <ul style="list-style-type: none"> <li>• Feel</li> <li>• Breathe</li> <li>• Listen</li> </ul> <p>Invasion What are invasion games?</p> <ul style="list-style-type: none"> <li>• Defender</li> <li>• Attacker</li> <li>• Points</li> </ul>	<p>Dance What is Dance?</p> <ul style="list-style-type: none"> <li>• Slow</li> <li>• Fast</li> <li>• Pose</li> </ul> <p>Football What are ball skills?</p> <ul style="list-style-type: none"> <li>• Far</li> <li>• Aim</li> <li>• Direction</li> </ul> <p>Children will learn mindfulness skills and spend time putting these into practice.</p>	<p>Gymnastics What is Gymnastics?</p> <ul style="list-style-type: none"> <li>• Jump</li> <li>• Roll</li> <li>• Action</li> </ul> <p>Team building How can I be part of a team?</p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Communication</li> <li>• Plan</li> </ul>	<p>Fitness What is Fitness?</p> <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Heart</li> <li>• Lungs</li> </ul> <p>Net and Wall What are net games?</p> <ul style="list-style-type: none"> <li>• Net</li> <li>• Underarm</li> <li>• Ready Position</li> </ul> <p>Children will 'look in' and understand how important our fitness is, both physically and mentally.</p>	<p>Athletics What is athletics?</p> <ul style="list-style-type: none"> <li>• Aim</li> <li>• Bend</li> <li>• Travel</li> </ul> <p>Striking and fielding What is Striking and Fielding?</p> <ul style="list-style-type: none"> <li>• Hit</li> <li>• Throw</li> <li>• Catch</li> </ul>