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|  | **Autumn 1**  **7 weeks** | | | **Autumn 2**  **7 weeks** | | | **Spring 1**  **6 weeks** | | | **Spring 2**  **6 weeks** | | | **Summer 1**  **5 weeks** | | | **Summer 2**  **7 weeks** | | |
| **Skills for Success** | **Resilience** | | | **Self Belief** | | | **Responsibility** | | | **Understanding Yourself** | | | **Co-operation** | | | **Risk Taking** | | |
| **Visits and Visitors** | **Walk to Morrisons** | | |  | | |  | | |  | | |  | | |  | | |
| **Garden Days** | Outdoor Maths  Gardening – activities that build resilience and teamwork | | | Bird feeders  Twig Christmas decorations | | | Scavenger hunt – natural materials  Outdoor science experiments | | | Canal Walk – signs of spring  Potting sunflower seeds | | | Navigation activities  Rock painting | | | Making summer flowers from household materials (i.e. egg boxes, plastic bottles) | | |
| **English** | It’s my Birthday  Oi Frog! | | | Knock Knock – Open the Door  How to catch Santa | | | The Three Little Pigs  Little Red Riding Hood – A Nosy Cow Fairytale | | | I love Bugs  Outdoor Wonderland | | | Augustus and his smile  The Tiny Seed | | | Sally and the Limpet  Hidden World Ocean | | |
| **Reading** | Decoding and reading with fluency | | | Decoding and reading with fluency skills specific non-fiction texts | | | Decoding and reading with fluency and inference | | | Making predictions and comprehension | | | Language for effect and reading with fluency | | | Note taking, themes and conventions and understanding vocabulary and dictionary use | | |
| **Talk Through Stories** | Aliens love underpants | Burglar Bill | Can’t you sleep little bear? | Five Minutes Peace | Farmer Duck | I’m in charge | Mog the forgetful cat | Owl babies | Perfectly Norman | Supertato | The Giant Jam Sandwick | The Lion Inside | The Rainbow Fish | The Squirrels who Squabbled | The Wonky Donkey | Zog | Where the Wild things are | The Slightly Annoying Elephant |
| **Mathematics** | Counting within 100  Caparisons of quantities and part whole relationships  Numbers 10 to 100 place value  Calculations within 20 | | | Numbers 0-5  Additive structures  Fluently add and subtract within 10  Addition and subtraction of 2 digit numbers  Review and assess gaps in learning  Introduction to multiplication | | | Numbers 0-10  Numbers 0-20  Introduction to multiplication  Introduction to division structures | | | Addition and subtraction facts within 10  Recognise 2D and 3D shapes  Introduction to division structures  Review and assess gaps in learning  Shape  Addition and subtraction of 2 digit numbers | | | Unitising and coin recognition  Time  Addition and subtraction of 2 digit numbers  Money  Fractions  Time  Review and assess gaps in learning | | | Position and Direction  Position and direction  Multiplication and division  Sense of measure capacity, volume and mass  Review and assess gaps in learning | | |
| **Mastering Number** | |  | | --- | | Explore the composition of numbers within 10, and the position of these numbers in the linear number system | | | | |  | | --- | | Explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols) | | | | |  | | --- | | Explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to ‘number stories’ | | | | |  | | --- | | Consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system. | | | | |  | | --- | | Use knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. | | | | |  | | --- | | Use knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. | | | |
| **Science** | Human Body | | | Animals | | | Uses of everyday materials | | | Living things and their habitats  (identify and name a variety of habitats, including microhabitats)  Minibeasts | | | Plants | | | Materials | | |
| **Scientific Enquiry** | How do different parts of the body help us sense the world around us? | | |  | | | Which material is best for making a hat that keeps you dry in the rain? | | | What kind of animals live in different habitats? | | | What different types of plants and trees grow in our local area? | | | Which material is most suitable to make a waterproof cover for a book? | | |
| **Computing**  **and Online Safety** | Computing systems and networks – IT around us  Safe-Image and Identity | | | Creating media – Digital Painting  Online Relationships and Online Reputation | | | Programming – Moving a robot  Online Bullying | | | Data and information – Group data  Managing Online Information | | | Creating media – Digital writing  Health, Well-being and lifestyle | | | Programming – Programming animations  Privacy and Security and Copyright and Ownership | | |
| **History** |  | | | **Time Period:** 1605 – Stuarts period **Event:** Gunpowder Plot **Person:** Guy Fawkes | | |  | | |  | | | **Time Period:** 2008 - Beijing **Event:** Olympics  **Person:** Olympian – Usian Bolt | | | **Time Period:** The Elizabethan Era 1577 - 1588 **Event:** The Spanish Armada **Person:** Sir Francis Drake | | |
| **Geography** | Changes around me – weather, temperature, our environment, clothes, outdoor activities etc. | | |  | | | Map Skills - Navigation using simple compass directions. | | | Our environment. Natural and man made | | |  | | | Knowledge: I know key physical features in each country and know that each country has its own traditions.  Skill: For each country, I can use a map to identify –  - capital city  - largest mountain  - longest river  - population | | |
| **Music** | Charanga:  Hey You! | | | Charanga:  Rhythm in the Way We Walk and Banana Rap | | | Charanga:  In the Groove | | | Charanga:  Round and Round | | | Charanga:  Your Imagination | | | Charanga:  Reflect, Rewind and Replay | | |
| **Art** |  | | |  | | | Drawing | | | Painting | | |  | | | Collage | | |
| **Design Technology** | Fruit and Veg kebabs – Food preparation | | | Moving mechanisms Sliders Christmas Cards | | |  | | |  | | | Free standing sculptures | | |  | | |
| **Personal Social Health Education** | Being safe  Health and Wellbeing | | | Caring and relationships  Anti bullying  Mental Wellbeing | | | Health and Prevention  Internet Safety  Relationships  Drugs | | | Family  Friendships  Money  Drugs | | | Relationships  Health and Fitness  Money | | | First aid  Moving up day | | |
| **Religious Education** | Who is Jewish and how do they live? (Part I) | | | What does it mean to belong to a faith or belief community? | | | What do Christians believe God is like? | | | Who is Jewish and how do they live? (Part II) | | | Who do Christians say made the world? | | | How should we care for the world and for others, and why does it matter? | | |
| **Physical Education** | Real PE Unit 1 – personal skills  PE skill – fundamental movement skills used in a context of a game  hop  skip  run  side step  backward | | | Real PE Unit 2 – social skills  PE skill – fundamental movement skills used in a context as part of a team  Hand and eye coordination throwing and catching as part of an invasion game | | | Real PE Unit 3 – cognitive skills  PE skill – fundamental movement skills used in a context as part of a team  Hand and eye coordination using a basket ball/football as part of an invasion game | | | Real PE Unit 4 - creative skills  PE skill – fundamental movement skills used in a context as part of a team  Hand and eye coordination using a tennis racket with a partner | | | Real PE Unit 5 – applying physical skills  PE skill – fundamental movement skills used in a context as part of a team  Hand and eye coordination as part of a striking and fielding game | | | Real PE Unit 6 – health and fitness  PE skill – fundamental movement skills used in a running, jumping and throwing context.  Children to improve performance in a sprint, run, throw and jump event. | | |