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Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn 1 ***Tales from our Land*** ***(using The Geography of our school Chris Trevor Planning)***	**Autumn 2** ***Remember, Remember*** *(using Historical association planning)*	**Spring 1** ***Flight*** (using adapted prospectus plan)	***Spring 2*** ***Poles Apart*** (using adapted prospectus plan and Chris Trevor Planning)	**Summer 1** ***Explorers*** Using Chris Trevor Planning	**Summer 2** ***Save our Seas!*** (using adapted prospectus plan and Chris Trevor Planning)
Enrichment Experiences	Local area walk to map and identify significant buildings and features. Tatton Park-Fairy tale workshop					
British Values and SMSC	Thankfulness	Trust	Perseverance	Justice	Service	Truth & Truthfulness
English	**Goldilocks** **The Naughty Bus**	**I want my hat back** **Billy and the Beast** **Send for a superhero**	**Sidney Stella and the Moon** **Beegu**	**Lost and Found** **Yetti and The Bird**	**The Magic Bed:** **Stanley's stick**	**Leo the Octopus:** **Duffy/Somebody swallowed Stanley**
Spelling, Grammar and Punctuation	*Grammar and Punctuation* • Can I leave spaces between words? • Can I join words and joining sentences using 'and'? • Can I punctuate some sentences using a capital letter and a full stop, question mark or exclamation mark? • Can I use capital letters for the names of people, places, days of the week and the personal pronoun I? • Can I use the grammatical terminology in English NC Appendix 2 and discuss my writing? *Handwriting* • Can I sit correctly at a table, holding a pencil comfortably and correctly? • Can I begin to form lower-case letters in the correct direction, starting and finishing in the right place? • Can I form capital letters? • Can I understand which letters belong to which handwriting families (*i.e. letters that are formed in similar ways*) and practise these? • Can I form digits 0-9 *(correcting reversals)?* *Spelling* • Can I spell: words containing each of the 40+ phonemes already taught? • Can I spell: most common exception words (35 out of 45)? • Can I spell: the days of the week? • Can I name the letters of the alphabet in order? • Can I use letter names to distinguish between alternative spellings of the sound? • Can I use the spelling rule for adding -s or –es as the plural marker for nouns and the third person singular marker for verbs? • Can I use the prefix –un to change the meaning of verbs and adjectives? • Can I use –ing, -ed, -er and –est where no change is needed in spelling the root words *(helping, helped etc.)?* • Can I apply simple spelling rules and guidelines? – NC Appendix 1 • Can I write from memory simple sentences dictated by the teacher that include words using the GPCs and CEWs taught so far?					

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Maths	Number: Place Value (within 10) *(wks 1 to 4)* Number: Addition and Subtraction (within 10) *(wks 5 to 9)*	Number: Addition and Subtraction (within 10) *(wks 5 to 9)* Geometry: Shape *(wk 10)* Number: Place Value (within 20) (*wk 10)*	Consolidation *(wk 1)* Number: Addition and Subtraction (within 20) *(wks 2 to 4)* Number: Place Value (within 50) (*wks 5 to 7)*	Number: Place Value (within 50) (*wks 5 to 7)* Measurement: Length and Height (*wks 8 to 9)* Measurement: Weight and Volume (*wks 10 to 11)* Consolidation) *(wk 12)*	Consolidation) *(wk 1)* Number: Multiplication and Division *(wks 2 to 4)* Number: Fractions (*wks 5 to 6)* Geometry: Position and Direction *(wk 7)*	Number: Place Value (within 100) (*wks 8 to 9)* Measurement: Money (*wk 10)* Measurement: Time (*wks 11 to 12)*
	Place Value (within 10) *Can I count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number?* *Can I count, read and write numbers to 10 in numerals? Can I count in multiples of twos, fives and tens?* *Can I identify one more or less than a given number?* *Can I identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least?* ***Addition & Subtraction (within 10)*** *Can I understand and use the mathematical symbols +, - and = in a number sentence?*	***Addition & Subtraction (within 10)*** *Can I understand and use the mathematical symbols +, - and = in a number sentence?* ***Geometry: Shape*** *Can I recognise and name common 2-D shapes e.g. rectangles, squares, circles and triangles? Can I recognise and name some 3-D shapes e.g. cuboids and cubes, pyramids and spheres?* ***Place Value (within 20)*** *Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number?* *Can I count, read and write numbers to 20 in numerals? Can I count in multiples of twos, fives and tens?* *Can I identify one more or less than a given number?* *Can I identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least?* *Can I read and write numbers from 1 to 20 in numerals and words?*	***Addition & Subtraction (within 20)*** *Can I represent and use number bonds and related subtraction facts within 20?* *Can I add and subtract one-digit and two-digit numbers to 20, including zero?* *Can I solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. 7 = ☐ – 9?* ***Place Value (within 50)*** *Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number?* *Can I count, read and write numbers to 100 in numerals? Can I count in multiples of twos, fives and tens?* *Can I identify one more or less than a given number?* *Can I identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least?* *Can I read and write numbers from 1 to 20 in numerals and words?*	***Place Value (within 50)*** *Can I count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number?* *Can I count, read and write numbers to 100 in numerals? Can I count in multiples of twos, fives and tens?* *Can I identify one more or less than a given number?* *Can I identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least?* *Can I read and write numbers from 1 to 20 in numerals and words?* ***Measurement: Length and Height*** *Can I measure and begin to record the following: lengths and heights?* *Can I compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]?* ***Measurement: Weight and Volume*** *Can I measure and begin to record the following: mass/weight, capacity?* *Can I compare, describe and solve practical problems for: mass/weight [e.g. heavy/light, heavier than, lighter than], capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]?*	***Multiplication & Division*** *Can I solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with support?* ***Fractions*** *Can I understand that a half is one of two equal parts, and can I find half of a shape or a set of objects by sharing the shape or set into two equal parts?* *Can I understand that a quarter is one of four equal parts, and can I find quarter of a shape or a set of objects by sharing the shape or set into four equal parts?* ***Geometry: Position and Direction*** *Can I describe position, direction and movement, including whole, half, quarter and three-quarter turns?*	***Place Value (within 100)*** *Can I count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number?* *Can I count, read and write numbers to 100 in numerals? Can I count in multiples of twos, fives and tens?* *Can I identify one more or less than a given number?* *Can I identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least?* *Can I read and write numbers from 1 to 20 in numerals and words?* ***Measurement: Money*** *Can I recognise and know the value of different denominations of coins and notes?* ***Measurement: Time*** *Can I recognise and use language relating to dates, including days of the week, weeks, months and years?* *Can I tell the time to the hour and half past the hour and draw the hands on a clock face to show these times?* *Can I measure and begin to record time (hours, minutes, seconds)?* *Can I compare, describe and solve practical problems for: time [e.g. quicker, slower, earlier, later]?* *Can I sequence events in chronological order using the appropriate language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]?*

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Geography	Local Area – School and surrounding roads Key human features, including: town, village, factory, farm <u>Skills and Fieldwork</u> Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key,			Location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. <u>Skills and Fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.		Key physical features, including: beach, cliff, coast, sea, ocean Key human features, including: town, village, factory, farm <u>Skills and Fieldwork</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key,
	Identify seasonal and daily weather patterns in the United Kingdom. Key physical features, including: season and weather					
History	Changes within living memory	Significant historical events, people and places in own locality Looking at the Traditions of Bonfire night and the origins of the gunpowder plot. Looking at changes within living memory. Learning about the importance of Remembrance.	Significant historical events, people Research and present information based on the first ever flight. Learn about significant figures in the history of flight such as Sir Frank Whittle and The Wright Brothers.		Significant historical events, people and places in own locality Looking at famous explorers and their expeditions. Who was Ibn Batuuta? Learn about significant figures such as Christopher Columbus/Neil Armstrong and Amy Johnson.	

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<table>
<tr><td>Science</td><td colspan="2"><u>Everyday materials</u>
• 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.</td><td colspan="2"><u>Seasonal Changes</u>
• observe changes across the four seasons;
• observe and describe weather associated with the seasons and how day length varies.

<u>Plants</u>
• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;
• identify and describe the basic structure of a variety of common flowering plants, including trees.</td><td colspan="2"><u>Animals, including humans</u>
• 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);
• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</td></tr>
<tr><td></td><td colspan="6"><u>Working scientifically</u>
• Ask simple questions and recognise that they can be answered in different ways;
• Observe carefully, using simple equipment;
• Identifying and classifying
• Using their observations and ideas to suggest answers to their questions;
• Gathering and recording data to help in answering questions.</td></tr>
<tr><td>Art & Design

(Kapow)</td><td colspan="2">Sculpture and 3D – Paper play</td><td colspan="2">Drawing – Make your mark</td><td colspan="2">Painting and mixed media – Colour splash</td></tr>
<tr><td></td><td colspan="6">Arts Week – Craft and design – Woven wonders</td></tr>
<tr><td></td><td colspan="6">Pupils should be taught:
• to use a range of materials creatively to design and make products.
• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</td></tr>
<tr><td>Music

(Charanga)</td><td>Hey You!</td><td>Rhythm in the way we walk and banana rap</td><td>In the Groove</td><td>Round and Round</td><td>Your Imagination</td><td>Reflect, Rewind and Replay</td></tr>
<tr><td></td><td colspan="6">Pupils should be taught to:
• use their voices expressively and creatively by singing songs and speaking chants and rhymes.
• play tuned and untuned instruments musically.
• listen with concentration and understanding to a range of high-quality live and recorded music.
• experiment with, create, select and combine sounds using the inter-related dimensions of music.</td></tr>
<tr><td>D&T

(Kapow)</td><td>Food

Fruit and vegetables
Making porridge like Goldilocks, discussing healthy breakfast options.
Use natural materials to make a shelter/den. Used natural materials to make a sculpture in the style of Andy Goldsworthy.</td><td>Mechanisms

Making a moving story book

Use papier-mâché techniques to create and decorate their own hot air balloons. Use junk modelling to create their own rocket ships.</td><td>Structures

Constructing a windmill</td><td>Textiles

Puppets

Design and make a peg doll or a sock puppet.</td><td>Mechanisms

Wheels and axles

Design and create a role play area for a travel agent.</td><td>Overflow time to complete units

Children will recycle plastic waste to make a kite and a junk model sea creature. They will also design a reusable water bottle.</td></tr>
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	Find out how gingerbread men are made. Bake and decorate gingerbread men. Create a silhouette picture of a fairy tale castle.					
	When designing and making, pupils should be taught to: *Design* • *design purposeful, functional, appealing products for themselves and other users based on design criteria.* • *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.* *Make* • *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].* • *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.* *Evaluate* • *explore and evaluate a range of existing products.* • *evaluate their ideas and products against design criteria.* *Technical knowledge* • *build structures, exploring how they can be made stronger, stiffer and more stable.* • *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.* *Cooking and Nutrition* • *use the basic principles of a healthy and varied diet to prepare dishes.* • *understand where food comes from.*					
RE	BELIEVING Who is Christian and what do they believe?	EXPRESSING What makes some places sacred?	EXPRESSING How and why do we celebrate special and sacred times?	LIVING What does it mean to belong to a faith community?		
Computing	**Computing systems and networks – Technology around us** To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text	**Creating media – Digital painting** To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture	**Programming A – Moving a robot** To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program	**Data and information – Grouping data** To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	**Creating media – Digital writing** To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose	**Programming B – Introduction to animation** To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project

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	To create rules for using technology responsibly	To compare painting a picture on a computer and on paper	To find more than one solution to a problem		To compare typing on a computer to writing on paper	To use my algorithm to create a program
	Pupils should be taught to: • *understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions .* • *create and debug simple programs.* • *use logical reasoning to predict the behaviour of simple programs.* • *use technology purposefully to create, organise, store, manipulate and retrieve digital content .* • *recognise common uses of information technology beyond school.* • *use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.*					
PE	Attack, Defend and Shoot Unit 1 Dance	Attack, Defend and Shoot Unit 2 Gymnastics	Send and Return Unit 1 Dance	Send and Return Unit 2 Gymnastics	Hit Catch Run	Run Jump Throw
	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. *Pupils should be taught to:* • *master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities* • *participate in team games, developing simple tactics for attacking and defending* • *perform dances using simple movement patterns.*					

PSHE & RSE	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online

Spanish (Language Angels)	Greetings (E)	Numbers & Colours (E)	Shapes (E)