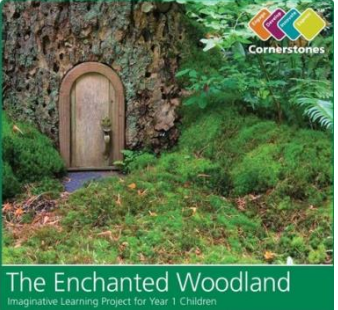




Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b></p> <p>All literary genres are taught using a wide range of quality texts.</p>	<p>The Fox and the Star</p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>List, labels and captions</li> <li>Letter writing</li> <li>Character descriptions</li> <li>List Poetry</li> </ul>	<p>Leaf</p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>Predictions</li> <li>Non-chronological report</li> <li>Letter writing</li> <li>Narrative</li> </ul>	<p>Beegu</p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>Instructions</li> <li>Letter writing</li> <li>Writing in Role</li> <li>Free Verse Poetry</li> </ul>	<p>The Lonely Beast</p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>Newspaper Article</li> <li>Diary entry</li> <li>Character Description</li> <li>Persuasive writing</li> </ul>	<p>Lila and the Secret of Rain</p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>Retelling</li> <li>Narratives</li> <li>Writing in Role</li> <li>Instructions</li> </ul>	<p>One Day on Our Blue Planet</p>  <p>Writing:</p> <ul style="list-style-type: none"> <li>Non-Chronological Report</li> <li>Free Verse Poetry</li> <li>Setting Descriptions</li> <li>Letter Writing</li> </ul>
<b>Phonics</b>	Phase 3 and 4 (Review)		Phase 5			
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Capital Letters for the start of sentences</li> <li>Full stops</li> <li>Finger spaces</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Capital letter for the pronoun I</li> <li>Verbs</li> <li>Nouns/ Pronouns</li> <li>Sequencing Sentences</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letters for Names</li> <li>Joining sentences using and</li> <li>Prefixes: un</li> </ul>	<ul style="list-style-type: none"> <li>Capital Letters for the Days of the Week</li> <li>Suffixes: -s and -es for plurals</li> </ul>	<ul style="list-style-type: none"> <li>Question marks</li> <li>Exclamation Marks</li> <li>Suffixes: -ing, -ed, -er and -est</li> </ul>	<ul style="list-style-type: none"> <li>Demarcating sentences using capital letters, full stops, exclamation and question marks</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Counting across 50</li> </ul>	<ul style="list-style-type: none"> <li>Addition within 10</li> <li>Subtraction within 10</li> </ul>	<ul style="list-style-type: none"> <li>Addition within 15</li> </ul>	<ul style="list-style-type: none"> <li>Addition within 20</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication</li> <li>Division</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Money</li> <li>Fractions</li> </ul>

	<ul style="list-style-type: none"> <li>Counting, reading and writing numbers to 50</li> <li>Place value</li> <li>One more one less</li> </ul>	<ul style="list-style-type: none"> <li>2D shapes</li> <li>3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction within 15</li> <li>Measurement</li> <li>Read and write numbers from 1-20 in numerals and words</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction within 20</li> <li>Counting across 100</li> <li>Counting, reading and writing numbers to 100</li> </ul>	<ul style="list-style-type: none"> <li>Missing number problems</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Position and Direction</li> </ul>
<b>Religion</b>	<p>Families (4 Weeks) Big Question: Why do we have a family and who is my family?</p> <p>Belonging (4 Weeks) Big Question: What does it mean to belong?</p>	<p>Judaism (2 Weeks)</p> <p>Waiting (4 Weeks) Big Question: Is waiting always difficult?</p>	<p>Special People (4 Weeks) Big Question: What makes a person special?</p> <p>Meals (4 Weeks) Big Question: What makes some meals special?</p>	<p>Change (4 weeks) Big Question: How and why do things change?</p>	<p>Holidays and Holydays (4 Weeks) Big Question: Do we need holidays and holydays?</p> <p>Being Sorry (4 Weeks) Big Question: Why should we be sorry?</p>	<p>Sikhism (1 week)</p> <p>Neighbours (4 Weeks) Big Question: Who is my neighbour?</p>
<b>Science</b>	Animals (Parts of Animals)	Identifying Materials	Comparing Materials	Plants	Changing Seasons	Animals (Types of Animals)
<b>Music</b>	<p>Sing Loud!</p> <ul style="list-style-type: none"> <li>To use their voices expressively and creatively by signing songs</li> </ul>		<p>What Can You Hear?</p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality music</li> <li>Review and evaluate a range of music</li> </ul>		<p>African Beats</p> <ul style="list-style-type: none"> <li>Play instruments musically</li> <li>Experiment with, create, select and combine sounds</li> </ul>	
<b>PE</b>	<p>Locomotion (Running)</p> <p>Ball Skills</p>	<p>Attack vs Defence</p> <p>Locomotion (Jumping)</p>	<p>Ball Skills</p> <p>Dance</p>	<p>Gymnastics</p> <p>Locomotion (Running)</p>	<p>Ball Skills</p> <p>Gymnastics</p>	<p>Attack vs Defence</p> <p>Ball Skills</p>
<b>PSHE</b>	All About Me	Friends and Feeling Special	Things I Can Do	Feelings and Feeling Safe	Keeping Safe	Personal Safety Network

Computing	E-Safety	Computer Skills, Spreadsheets	Grouping and Sorting, Pictograms	Lego Builders, Maze Explorers	Coding
<b>Cornerstones Topic</b>  <b>History/Geography</b>	<p data-bbox="504 295 795 327"><b>Enchanted Woodland</b></p> 		<p data-bbox="1153 295 1467 327"><b>Bright Lights, Big City</b></p> 		<p data-bbox="1668 295 2027 327"><b>Paws, Claws and Whiskers</b></p> 
	<p data-bbox="504 686 638 718"><b>Geography</b></p> <ul data-bbox="504 726 952 829" style="list-style-type: none"> <li>• use basic <i>Geographical</i> vocabulary</li> <li>• use directional language to describe location and features on a map</li> </ul> <p data-bbox="504 877 593 909"><b>History</b></p> <ul data-bbox="504 917 1008 981" style="list-style-type: none"> <li>• Changes within Living Memory and events beyond living memory (Toys)</li> </ul>		<p data-bbox="1052 646 1176 678"><b>Geography</b></p> <ul data-bbox="1052 686 1534 981" style="list-style-type: none"> <li>• use simple compass directions</li> <li>• use world maps, atlases and globes to identify the UK and its countries and capital cities</li> <li>• use basic <i>Geographical</i> vocabulary</li> <li>• use aerial photographs to recognise landmarks and basic human and physical features</li> </ul> <p data-bbox="1052 1037 1153 1069"><b>History</b></p> <ul data-bbox="1052 1077 1545 1372" style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally e.g. The Great Fire of London</li> <li>• Significant historical events, people and places in our own locality e.g. Samuel Pepys and Sir Christopher Wren</li> <li>• Significant individuals in the past who have contributed to national and</li> </ul>		<p data-bbox="1601 694 1724 726"><b>Geography</b></p> <ul data-bbox="1601 734 2094 1069" style="list-style-type: none"> <li>• Human and physical similarities and differences between an area of the U.K. and a contrasting non-European country</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot areas in the world (Africa)</li> <li>• use world maps, atlases and globes to identify continents</li> </ul> <p data-bbox="1601 1117 1702 1149"><b>History</b></p> <ul data-bbox="1601 1157 2094 1380" style="list-style-type: none"> <li>• Changes within Living Memory and events beyond living memory (Travel and Transport)</li> <li>• Significant individuals from History e.g. George Stephenson and the Wright brothers</li> </ul>

<p><b>Art and Design Technology</b></p>	<ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share ideas, experiences and imagination</li> <li>• To use a range of materials creatively design and make products</li> <li>• To study the work of artists and make links to their own work (Andy Goldsworthy)</li>   <li>• To explore an existing product</li> <li>• To design a purposeful, functional, appealing product based on a design criteria</li> <li>• To select from and use a range of tools and equipment to perform practical tasks</li> <li>• To evaluate their ideas and products against a design criteria</li> <li>• To explore and use mechanisms in their products</li> </ul>	<p>international achievements e.g. Elizabeth I and Queen Victoria</p> <ul style="list-style-type: none"> <li>• To use drawing, painting and sculpture to develop and share ideas, experiences and imagination</li> <li>• To study the work of artists and make links to their own work (Van Gogh and Monet)</li>   <li>• To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>• To build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• To use drawing, painting and sculpture to develop and share ideas, experiences and imagination</li>   <li>• To use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• To understand where food comes from</li> </ul>
<p><b>Educational Visits</b></p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>