



	AUTUMN		SPRING		SUMMER	
Topic	<i>Me and my family</i>	<i>Toys</i>	<i>Animals</i>	<i>Exploring - from Earth to Space!</i>	<i>Plants</i>	<i>Africa, amazing Africa!</i>
	<i>Care for creation How can we help care for God's creation?</i>	<i>Preferential option for the poor How do we look after others?</i>	<i>Solidarity and Peace How do we help create peace?</i>	<i>Community and Participation How can we help others during Lent?</i>	<i>The dignity of workers - how do we respect those who work?</i>	<i>Human Dignity How do we treat others with dignity?</i>
RE	<p>Family Prior learning: God knows and loves me and each one by name. This Topic: learning outcomes Know and understand: • The love and care shown in the family – Explore • God's love and care for every family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Belonging Prior learning: Baptism: a welcome to God's family This Topic: learning outcomes Know and understand: • About belonging to different groups – Explore • That Baptism is an invitation to belong to God's family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>SOLIDARITY – We all need each other. One big human family.</p>	<p>Hinduism Khrishna and Ganesh Raksha Bandan</p> <p>Promoting peace –respect and understanding of different faiths.</p> <p>Advent/ Waiting Prior learning: Baptism: a welcome to God's family This Topic: learning outcomes Know and understand: • About belonging to different groups – Explore • That Baptism is an invitation to belong to God's family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Special People People in the parish family Prior learning: how the parish family celebrates This Topic: learning outcomes Know and understand: • That there are special people in our lives who are there to help – Explore • That on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Eucharist - Special meals Prior learning: the joy of gathering together to celebrate at Mass This Topic: learning outcomes Know and understand: • Families and groups share special meals – Explore • Mass as Jesus' special meal – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Islam The Prophet Muhammed Promoting peace –respect and understanding of different faiths. Lent - a time for change Prior learning: Lent: a time to grow more like Jesus and look forward to Easter This Topic: learning outcomes Know and understand: • That we change and grow – Explore • Lent; a time to change in preparation for the celebration of Easter – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Preferential option for the poor Helping others during lent.</p>	<p>Pentecost Holidays and Holy days Prior learning: Pentecost; the celebration of the Good News of Jesus This Topic: learning outcomes Know and understand: • Holidays as days to be happy – Explore • Pentecost; a holy day – the feast of the Holy Spirit – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Reconciliation Being sorry / Making choices Prior learning: Jesus had good friends This topic learning outcomes: Know and understand: • We have choice – sometimes we choose well, and sometimes wrongly – Explore • God helps us to choose well and to be sorry. God forgives us – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Judaism Abraham and Moses Promoting peace –respect and understanding of different faiths.</p> <p>Neighbours share God's world. Prior learning: God gave us this wonderful world This Topic: learning outcomes Know and understand: • Neighbours all around – Explore • Everyone is our neighbour and is loved by God – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>



English	<p>Whole school project - (2 weeks) Coming to England</p> <p>HFL Unit Plenty of love to go around- (2 weeks) <u>Type of writing produced: Labels and captions (simple non-chronological report)</u></p> <p>HFL Unit Farmer Duck- (3 weeks) stories with predictable phrasing <u>Type of writing: Instructions and then a recount</u></p> <p>Distributive justice – how are we sharing the world’s resources?</p>	<p>HFL Unit where’s my teddy? (2 weeks) <u>Type of writing produced: Recount</u></p> <p>HFL unit The jolly Christmas postman (2weeks). <u>Type of writing produced: card and a letter</u></p> <p>Human dignity – all created by God. We are all special because God made us.</p>	<p>HFL Unit Non-fiction: Bats(2 weeks) <u>Type of writing produced: Non-chronological report.</u></p> <p>HFL Unit Poetry- vocabulary development -one silver speck (1 week) <u>Type of writing produced: poem</u></p> <p>HFL unit - how to wash a woolly mammoth (2 weeks) <u>Type of writing produced: Instructions</u></p>	<p>HFL Unit Mr Postmouse (2 Weeks) <u>Type of writing produced: Letter</u></p> <p>HfL unit The last Noo Noo (2 weeks) <u>Type of writing produced: Narrative.</u></p>	<p>HFL Unit Voices in the park <u>Type of writing produced: Recount (2 weeks)</u></p> <p>HfL unit - free verse (purple poetry) <u>Type of writing produced: Poem (2 weeks)</u></p> <p>HFL Unit FEP 2: Gruffalo crumble. (2 Weeks) <u>Type of writing produced: Instructions.</u></p> <p>Stewardship: Caring for God’s creation.</p>	<p>HFL unit Little Red and the hungry lion (2 weeks) <u>Type of writing produced: narrative</u></p> <p>Bringing the rain to Kapiti plain</p>
Phonics/ Spelling	Phase 3/4 review + Phase 5 GPCs	Phase 5 graphemes	Phase 5 graphemes	Phase 5 graphemes	Review Phase 5 GPCs for phonics screening check	Phase 5 graphemes
Maths	<p>Geometry -positional language, ordinal numbers.</p> <p>Numbers to ten- finding patterns in numbers.</p> <p>Comparison and counting.</p> <p>Numbers and regrouping the whole.</p> <p>Numbers to ten- Equality and balance.</p>	<p>Numbers to 20. Estimating – 1 more and 1 less.</p> <p>Numbers to 20- doubling and halving. Numbers to 20- odd and even numbers.</p> <p>Geometry and names of properties of 2D shape and 3D shapes.</p>	<p>Measures- the language of comparing length, height, mass and speed.</p> <p>Sequencing events- days of the week and the months of the year.</p> <p>Numbers to twenty-adding using ‘think 10’. Equality and balance, Part and whole unknown in addition.</p> <p>Numbers to twenty-language and problem solving (part or whole unknown).</p>	<p>Comparison- the difference- more, fewer and statistics.</p> <p>Measures- coins combination for 20p,ordering and comparing.</p> <p>Counting in 2s,5 and 10s.</p> <p>Measures- non-standard measures and introducing simple standards measures.</p>	<p>Multiplication-equal and unequal groups and remainders.</p> <p>Multiplication- repeated addition and arrays.</p> <p>Multiplication- problem solving.</p> <p>Multiplication-scaling and counting in 2- 24.</p> <p>Division and sharing- grouping and solving problems.</p> <p>Time telling- o’clock and half past.</p> <p>Fraction- equal and un Division and sharing- grouping and solving problems.</p> <p>Time telling- o’clock and half past.</p> <p>Fraction- equal and un equal parts of shapes. Fractions – continuous quantities – capacity.equal parts of shapes. Fractions – continuous quantities – capacity.</p>	<p>Numbers to 20- Place value and digits, making ten and some more.</p> <p>Place value-estimation, ordering and comparison.</p> <p>Division and sharing- grouping and solving problems.</p> <p>Time telling- o’clock and half past.</p> <p>Fraction- equal and un Division and sharing- grouping and solving problems.</p> <p>Time telling- o’clock and half past.</p> <p>Fraction- equal and un equal parts of shapes. Fractions – continuous quantities – capacity.equal parts of shapes. Fractions – continuous quantities – capacity.</p>
Science	<p>Senses</p> <p>To name body parts</p> <p>Name and draw the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Materials</p> <p>To identify and name every day materials.</p> <p>To compare and group together every day materials based on their physical properties</p>	<p>Animals</p> <p>Identify and name a variety of common animals - (fish, amphibians, reptiles, birds and mammals)</p>	<p>Seasons - throughout the year</p> <p>Observe change across the seasons.</p> <p>Describe weather associated with the season</p>	<p>Plants</p> <p>To identify and describe a variety of common wild and garden plants.</p> <p>Identify and describe the basic structure of a variety of</p>	<p>Seasons - throughout the year</p> <p>Observe change across the seasons</p> <p>Describe weather associated with the season</p>



	<p>Make close observations of parts of the body Measure parts of the body Look for patterns - do people with big hands have big feet? Investigate senses Which part of my body is good for feeling, which is not? Which foods/flavours can I identify? Which smells can I match?</p>	<p>To describe the properties of every day materials.</p>	<p>Identify carnivores, herbivores and omnivores Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals including pets) Stewardship – looking after the planet for future generation. Climate change – how habitats are being destroyed and animals adapt</p>	<p>Stewardship – all living things are connected and we must use God’s gifts responsibly.</p>	<p>common flowering plants, including trees. Stewardship – all living things are connected and we must use God’s gifts responsibly.</p>	<p>Stewardship – looking after the planet for future generation. Human dignity – all created by God. Respect for all living things</p>
Outdoor Learning	<p>Seasons - throughout the year Observe change across the seasons Describe weather associated with the season Outdoor learning-use our sense’s outdoors- smell, sight etc on a sensory walk Maths - positional language and turn</p>	<p>Materials- outdoor learning- to identify natural materials- test for water proof outdoors in the forest garden. Search for 2D shapes in the forest garden. Make shapes using natural materials.</p>	<p>Make an animal habitat in forest school using natural materials. Observe any bug and insects in the forest garden- pond etc Make a bug hotel for the school. Outdoor learning - measure in the forest garden - find natural objects .</p>	<p>Find your stickman- (stick) Make wind instrument to measure the wind.</p>	<p>Observe and identify flowers /plants/trees-go to the field /forest garden Plant beans</p>	<p>Observe the changes of seasons- use checklist. Outdoor learning- role play the story in the forest garden-</p>
Geography			<p>Animals and their habitats Name and locate the world’s seven continents and five oceans Use world maps, atlases and globes to identify countries, continents and oceans Use simple fieldwork and observational skills.</p>		<p>Our local area. Identify the significant features (landmarks) of their local area and consider viewpoints in relation to this Compare journeys and landscapes and understand near/far, often/ rarely Learn about maps, map-making and symbols.</p>	<p>People and their communities Name and locate the world’s seven continents Learn about the human and physical geography of a small area in several non-European countries - British coast, the Amazon, Timbuktu in Mali and 3 different cities - New York, Beijing and Sydney Read images, maps, atlases and globes Ask and answer questions Use basic geographical vocabulary.</p>



<p>History</p>	<p>Our Family History</p> <p>Know where the people and events they study fit within a chronological framework</p> <p>Identify similarities and differences between ways of life in different periods</p> <p>Use a wide vocabulary of everyday historical terms</p> <p>Ask and answer questions, choosing parts of sources to show that they know and understand key features</p> <p>Identify different ways in which it is represented.</p> <p>SOLIDARITY – We all need each other. One big human family.</p>	<p>Toys in the past</p> <p>Develop an awareness of toys from the past, using common words and phrases relating to the passing of time</p> <p>Understand some of the ways in which we find out about the past (oral sources and museum displays)</p> <p>Identify similarities and differences between toys</p>		<p>Famous Explorers</p> <p>Know where the people they study fit within a chronological framework</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Understand some of the ways in which we find out about the past</p> <p>Identify different ways in which it is represented</p> <p>Ask and answer questions, choosing and using sources to show that they know and understand the key features of events</p> <p>Use parts of sources to show that they know and understand key features of events</p> <p>Use common words and phrases relating to the passing of time.</p>		
<p>Computing</p>	<p>Online Safety</p> <p>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons.</p> <p>Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</p>	<p>Grouping and Sorting</p> <p>Children are able to sort, collate, edit and store simple digital content</p> <p>Pictograms</p> <p>Children are able to sort, collate, edit and store simple digital content</p>	<p>Lego Builders</p> <p>Children can work out what is wrong with a simple algorithm when the steps are out of order and can write their own simple algorithm.</p> <p>Maze Explorers</p> <p>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program</p>	<p>Animated Story Books</p> <p>Children are able to sort, collate, edit and store simple digital content and retrieve their work and follow simple instructions to access online resources.</p>	<p>Coding</p> <p>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</p>	<p>Spreadsheets</p> <p>Children are able to sort, collate, edit and store simple digital content</p> <p>Technology outside school</p> <p>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</p>



Music	Practise singing hymns for welcome assembly.	Christmas rehearsal – songs and play. Year 1 and 2		Easter songs rehearsal	Class Mass songs.	Practice for end of year hymns.
Art/DT	<p>Art: Introduce a range of tools which can produce marks on a variety of backgrounds</p> <p>To begin to produce simple observational drawings of objects.</p> <p>Use parts of a pencil to create different mark making effects</p> <p>Artist: Paul Klee</p>	<p>DT - Stable structure</p> <p>Design and make a garage for toy cars.</p> <p>To design and plan a stable structure.</p> <p>To explore a range of materials and make decisions based on the end product.</p> <p>To follow a design plan and make a product.</p>	<p>Art: To be able to mix primary colours to make secondary colours. To use a colour wheel to identify the colours to mix</p> <p>To be able to apply the paint using different applicators.</p> <p>Artist: Franz Marc.</p>	<p>DT -Moving Rockets</p> <p>To be able to create a sliding mechanism and a wheel mechanism.</p> <p>To be able to use levers and pivots to create a moving mechanism</p>	<p>DT- How to make a fruit salad.</p> <p>To find out how to handle and prepare a variety of fruits and vegetables.</p> <p>To be able to make and evaluate a food product based on a design.</p>	<p>Art: To begin to develop simple 3D representations using a range of sources (animal).</p> <p>Individual model making opportunities using plasticine, dough, reclaimed materials, plastic coated wire, clay, wood, papier mache etc</p> <p>Artist: Josh Gluckstein</p>
PE	Games- ball skills.	Gymnastics	Dance	Invasion games	Team building Athletics	Striking and fielding
PSHE	We're all stars	Living long, living strong	Daring to be different	Joining in and joining up	We're all stars	Living long, living strong
RSE	<p>Religious understanding/my body – my health</p> <p>Let the children come</p> <p>I am unique</p> <p>Girls and boys</p> <p>Clean and healthy</p>	<p>Emotional well being</p> <p>Feelings, likes and dislikes</p> <p>Feelings inside out</p> <p>Super Susie gets angry</p>	<p>Life cycles</p> <p>cycle of life</p>	<p>Religious understanding/ personal relationships</p> <p>God loves you</p> <p>Special people</p> <p>Treat others well</p> <p>...and say sorry</p>	<p>Keeping safe</p> <p>Being safe</p> <p>Good secrets and bad secrets</p> <p>Physical contact</p> <p>Harmful substances</p> <p>Can you help?</p>	<p>Living in the wider world in one</p> <p>Who is my neighbour?</p> <p>The communities we live in.</p>