

	<b>Term 1 BLAST OFF! To Earth and Beyond (7 weeks)</b>	<b>Term 2 Let's Celebrate (Diwali and Christmas) (7 weeks)</b>	<b>Term 3 On The Farm (6 weeks)</b>	<b>Term 4 Spring into Action (6 weeks)</b>	<b>Term 5 Under the Sea (5 weeks)</b>	<b>Term 6 The Lighthouse Keeper's Lunch (7 weeks)</b>
<b>Possible Trip/curriculum enrichment</b>	<b>Explorer Dome Wednesday 12<sup>th</sup> September</b>	<b>Diwali experience in class (Resources from Cheltenham Museum. Pick up Thursday 25<sup>th</sup> October) Christmas experience at Gloucester Cathedral (Wednesday 28<sup>th</sup> November)</b>	<b>Visit from farmer with tractor (Will) Monday 7<sup>th</sup> Jan</b>	<b>Living Eggs Caterpillar-butterfly Monday 25<sup>th</sup> Feb-TBC  Cotswold Farm Park Wednesday 20<sup>th</sup> March</b>	<b>'Pet' fish to join the class</b>	<b>Western Super mare Aquarium and Lifeboat station Wednesday 12<sup>th</sup> June (TBC)</b>
<b>Phonics</b>	Flying with phonics week 1-6  Y1- review phase 3. Start phase 4	Flying with week 6-11  Phase 5	Flying with phonics week 11-16  Phase 5	Flying with phonics week 16-20  Phase 5	Flying with phonics week 20-24  Phase 5	Review, assess, recap  Review, assess, recap
<b>English  Texts</b>	<u>Main text:</u> What a wonderful world, The way back home and The Man on the Moon.  <u>Supporting texts:</u> Whatever next, The marvellous man map, Aliens love underpants.	<u>Main Text:</u> Amma, tell me about Diwali The Elves and the Shoemaker.  <u>Supporting texts:</u> The story of Rama and Sita, Let's celebrate Diwali, Ganesh's Sweet Tooth 5 days of Diwali The Christmas Story The Jolly Christmas Postman	<u>Main Text</u> The Three Billy Goats Gruff, Farmer Duck  <u>Supporting texts</u> Little Red Hen, Rosie's Walk, non-fiction books about farm animals and machinery	<u>Main Text</u> Jack and the Beanstalk, Enormous turnip  <u>Supporting texts</u> Chicken Licken, The Vey ungrly Caterpillar, Tadpoles Promise.	<u>Main Text</u> Storm Whale  <u>Supporting texts</u> The rainbow fish, Dolphin boy, fact books on sea creatures	<u>Main Text</u> The Lighthouse Keepers Lunch  <u>Supporting texts</u> Katie Morag, Secrets of the seashore, Billy's bucket
<b>Narrative</b>	Stories with predictable phrasing (3 weeks)  Outcome: To write simple sentences using patterned language, words and phrases taken from familiar stories. Literacy shed	Fairy Tales (2 weeks)  Outcome: Write sentences/ a series of sentences to retell a traditional tale. Focusing on beginning, middle and end.	Traditional Tales (3 weeks)  Outcome: To write a retelling of a traditional tale by using a series of sentences containing adjectives.	Traditional Tales (3 weeks)  Outcome: To write a innovated retelling of a traditional tale.	Writing from an alternative view point (2 weeks)  Outcome: To retell a story from Noi's or the whale's point of view.	Write a diary entry (3 weeks)  Outcome: to write a diary entry from the point of view of Mr Grinling. To use conjunctions and adjectives.
<b>Non-Fiction</b>	Labels and lists. (1 week)  Outcome: to write a list of clothes take to space. Label a space rocket.	Create a Diwali fact file (2 weeks)  Outcome: to write a fact file about the Diwali festival. To include headings and simple, correctly punctuated sentences.	Lists (1 week)  Outcome: write a list of farm animals (link SPAG spelling rule -s -es)	Instructions (2 weeks)  Outcome: Following a practical experience write up the instructions for planting and caring for a beanstalk.	Information texts (3 weeks)  Outcome: Create an information book on sea creatures. Including a cover page (title, author) a contents page and the use of headings.	Labels, lists and captions (1 week) Outcome: Design and label a healthy sandwich. Write a shopping list of ingredients.  Instructions (1 week)  Outcome: Write instructions to make Mr Grinling a healthy sandwich
<b>Poetry</b>	Vocab building- ongoing	Structure (1 week)  Look at the festival of Diwali.	Vocab Building (1 week)  Read and perform free verse	Structure (1 week)  -rhyming couplets	Vocab Building (1 week)  Read, write and perform free	Poetry appreciation (1 week)  Personal responses to poetry.

	Outcome: Read free verse poems.	What happens? What is celebrated? Etc. Then, using <b>poetry template</b> create a poem to reflect what Diwali is about. Outcome: write an across stick poem	poems.	Outcome: to write a poem about farm animals containing rhyming couplets	verse poems.	Recite familiar poems by heart.
<b>SPAG</b>	How words combine to make a sentence  Capital letters (start of sentence and people's names), finger spaces, full stops.	Capital letters (start of sentence people's names AND places, days of the week and I), finger spaces, full stops.	Use adjectives to describe.  using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Using the prefix -un  Introduce exclamation marks  using -ing, -ed where no change is needed in the spelling of root words	Joining words and clauses with the word and.  using -er and -est where no change is needed in the spelling of root words	Joining clauses and sentences using conjunctions  And, but, or, because
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					
<b>Maths</b>	<p><b>Numbers and the number system (NN\$) (12 lessons)</b> Ma1/2.1e read and write numbers from 1 to 20 in numerals and words.</p> <p>Ma1/2.1b count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Ma1/2.1d 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</p> <p><b>Visualising and constructing (shape) (12 lessons)</b> Ma1/3.2a recognise and name common 2-D and 3-D shapes for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p>	<p><b>Calculating: Addition and Subtraction I (12 lessons)</b>  Ma1/2.1c given a number, identify one more and one less</p> <p>Ma1/2.1a count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Ma1/2.2b represent and use number bonds and related subtraction facts within 20</p> <p><b>Exploring time (12 lessons)</b> Ma1/3.1d sequence events in chronological order using language</p> <p>Ma1/3.1e recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Ma1/3.1f tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Ma1/3.1b measure and begin to record time (hours, minutes, seconds)</p> <p><b>Assess and enrich</b></p>	<p><b>Calculation: addition and subtraction II (12 lessons)</b> Ma1/2.2a read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Ma1/2.2c add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>Ma1/2.3a solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p> <p><b>Explaining money (8 lessons)</b> Ma1/3.1c recognise and know the value of different denominations of coins and notes</p> <p><b>Measuring Space (4 lessons)</b> Ma1/3.1a compare, describe and solve practical problems for:</p> <p>i. lengths and heights [for example, long/short, longer/shorter, tall/short, double/hal]</p> <p>ii. mass / weight</p> <p>iii. capacity and volume</p> <p>iv. time</p>	<p><b>Measuring Space (6 lessons)</b>  Ma1/3.1b measure and begin to record the following:</p> <p>i. lengths and heights ii. mass/weight iii. capacity and volume</p> <p><b>Exploring fractions (8 lessons)</b> Ma1/2.4a recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>Ma1/2.4b recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</p> <p><b>Mathematical movement (8 lessons)</b> Ma1/3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.</p> <p><b>Preventing the gap/going deeper</b></p>	<p><b>Calculation: multiplication and division (12 lessons)</b> Ma1/2.3a 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</p> <p><b>NN\$- going deeper (12 lessons)</b></p> <ul style="list-style-type: none"> <li>read and write numbers from 1 to 20 in numerals and <b>words</b>.</li> <li>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 count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> </ul>	<p><b>Calculation: Addition and subtraction I, going deeper (10 lessons)</b></p> <ul style="list-style-type: none"> <li>given a number, identify one more and one less</li> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number represent and use number bonds and related subtraction facts within 20</li> </ul> <p><b>Calculation: Addition and subtraction II, going deeper (10 lessons)</b></p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul> <p><b>Assess/enrich/prevent the gap</b></p>

<p><b>Science Ongoing</b></p> <p>Sc1/4.1a observe changes across the 4 seasons (F school and take one tree photos)</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies. (class weather chart)</p>	<p>Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Sc1/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p>Sci.3- performing simple tests</p>	<p>Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Sc1/1.5 using observations and ideas to suggest answers to questions</p> <p>Sc1/1.6 gathering and recording data to help in answering questions</p>	<p>Look at and draw conclusions from the ongoing activities (4.1a and 4.1b) take one tree display and the class weather chart photos. (link with Geography)</p>
<b>History</b>			<p>Changes within living memory</p> <p>Compare modern day farm machinery to past machinery</p>			<p>Study the life of a historical figure- Grace Darling.</p>
<p><b>Geography Ongoing</b></p> <p>Identify seasonal/daily weather patterns in the UK.</p>	Name the countries in the UK			<p>Use basic geographical vocab to refer to local and familiar features in own locality.</p> <p>Place Knowledge. Human and physical geography of a small UK a contrasting non-euro country.</p>		<p>Draw conclusions from the weather chart about seasonal and daily weather patterns. (Teach alongside science)</p>
<b>PE</b>	Multisports	Gymnastics	Dance	Ball Skills	Running and jumping	Tennis Skills
<b>RE</b>	Why is God special to Christians?	Why is Christmas special to Christians?	Which places are special and why?	Why is Easter special?	Being special, where do we belong?	Which stories are special and why?
<b>PSHCE</b>	Understanding personal change and responsibility- All about me	Health and well-being- Keeping safe, People who help us	Relationships- Friends and Family	Living in the wider world- internet safety Media influence	Living in the wider world- financial capability Social issues	Living in the wider world- citizenship and British Values
<p><b>DT Ongoing-</b> use a range of tools to complete practical tasks.</p>	<p>Build structures and explore how it could be made stronger. Evaluate.</p> <p>Rocket building</p>			<p>Understand where food comes from</p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p>		<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Box model boat challenge</p>
<b>Art</b>	<p>Use drawing and painting to share ideas, experiences and imagination.</p> <p>Self-portraits, planets, their homes, box medelling/ papier Mache</p>	<p>Develop techniques of colour, pattern texture, shape and form.</p> <p>Create own Rangoli patterns</p>		<p>Use drawing and painting to share ideas, experiences and imagination.</p> <p>Still life sketching and watercolour painting</p>	<p>Develop techniques of colour, pattern texture, shape and form.</p> <p>Water Art</p>	<p>Use a range of materials creatively.</p> <p>Design and decorate own lighthouse.</p>
<b>Computing</b>		<p>Create simple programs</p> <p>Use Beebots to pick up parcels</p>			<p>Use technology purposefully to create/store and retrieve digital content.</p>	

		from the Jolly Christmas Postman			Link with looking up information and images for information texts.	
<b>Music</b>		Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Learning and performing songs in the Christmas show.		play instruments musically	play instruments musically	
<b>Forest School</b> Ongoing Sc1/4.1a observe changes across the 4 seasons	Use the 4 compass directions and simple vocab. (geography) Introduce through The marvellous man map  2D shapes	Use tools safely and correctly Order and measure sticks Use taught knots  Create a class Christmas tree	Shelter Building. Different types of dens. Lean-to and tipis.  Link maths- measuring and sawing sticks to a given length. Ordering sticks and leaves.	Willow model making and weaving  Develop techniques of colour, pattern texture, shape and form. (Art link) Spring inspired art.	Whittling sticks and fire making	Knots and frames

### **Ongoing activities**

- Weather chart including sunrise and set over the year.
- Planting and taking care of flowers, fruit and veg
- Opportunities to use art and design areas freely, with an adult to ask leading questions and guide progression, to enable them to show evidence of art and DT objectives

*Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*

*DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics and DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable.*