

	<b>Term 1 Superheroes</b>	<b>Term 2 Colours (7 weeks)</b>	<b>Term 3 Homes and Houses (6 weeks)</b>	<b>Term 4 Paws, Claws and Whiskers (6 weeks)</b>	<b>Term 5 The Enchanted Forest (5 weeks)</b>	<b>Term 6 Dinosaurs (7 weeks)</b>
<b>Possible Trip/curriculum enrichment</b>	Superhero day	Diwali Party	Bus Trip to Tetbury	Cotswold Wildlife Park	Forest School Party	Dino Dig (Hook)  Natural History Museum- Oxford
<b>Phonics</b>  Following Letters and sounds SOL, using JP actions and songs and RWI handwriting ditties. Children to progress onto using 'leaders and feeders' when can form all letters accurately	Phase 2  Y1- review phase 3. Start phase 4	Phase 2  Phase 5	Phase 3  Phase 5	Phase 3  Phase 5	Phase 4  Phase 5	Review, assess, recap  Review, assess, recap
<b>English</b>  <b>Texts</b>	<u>Main text:</u> Supertato	<u>Main Text:</u> Christmas Story  <u>Supporting texts:</u> Factual Texts on The Gun Powder Plot and Diwali	<u>Main Text</u> The Three Little Pigs	<u>Main Text</u> The Lion Inside  <u>Supporting texts</u> African poetry, animal poetry	<u>Main Text</u> Little Red Riding Hood	<u>Main Text</u> Information texts based on dinosaurs
<b>Narrative</b>	Stories with predictable phrasing (3 weeks)  Outcome: To sequence and write beginning. Middle and end sentences.  Character descriptions	(2 weeks)  Outcome: Write sentences/ a series of sentences to retell a story. Focusing on beginning, middle and end based on the Christmas story	Traditional Tales (3 weeks)  Outcome: To write a retelling of a traditional tale (3 little pigs) by using a series of sentences containing adjectives.	Writing from an alternative view point (3 weeks)  [Lion inside- from the Lion's view point]	Traditional Tales (3 weeks)  Outcome: To write an innovated retelling of a traditional tale.	Diary entries (2 weeks)  Outcome: to write a diary entry based on 'Andy's dinosaur adventures'

<p><b><u>Non-Fiction</u></b></p>	<p>Lists, labels and captions (1 week)</p> <p>Outcome: to write a shopping list of fruit to make fruit kababs.</p> <p>Y1- captions to match pictures from key text</p>	<p>Create a fact file (2 weeks)</p> <p>Outcome: to write a fact file about the gun powder plot.</p> <p>To include headings and simple, correctly punctuated sentences.</p>	<p>Lists (1 week)</p> <p>Outcome: write a list of building materials (link SPAG spelling rule –s –es)</p>	<p>Recount (2 weeks)</p> <p>Outcome: write a recount about trip to safari park</p>	<p>Instructions (2 weeks)</p> <p>Outcome: to write a set of instructions for making cakes for grandma</p>	<p>Information texts (3 weeks)</p> <p>Outcome: Create an information book on different dinosaurs</p>
<p><b><u>Poetry</u></b></p>	<p>Vocab building- ongoing</p> <p>Outcome: shape poetry of food.</p>	<p>Structure (1 week)</p> <p>Explore vocabulary related to Diwali</p> <p>Outcome: write an across stick poem</p>	<p>Vocab Building (1 week)</p> <p>Read and perform free verse poems.</p>	<p>Structure (1 week)</p> <p>-rhyming couplets</p> <p>Outcome: to write a poem about jungle animals containing rhyming couplets, Stem poems</p>		<p>Poetry appreciation (1 week)</p> <p>Personal responses to poetry. Recite familiar poems by heart.</p>
<p><b>SPAG</b></p>	<p>How words combine to make a sentence</p> <p>Capital letters (start of sentence and people’s names), finger spaces, full stops.</p>	<p>Capital letters (start of sentence people’s names AND places, days of the week and I), finger spaces, full stops.</p>	<p>Use adjectives to describe.</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>Using the prefix –un</p> <p>Introduce exclamation marks</p> <p>using –ing, –ed where no change is needed in the spelling of root words</p>	<p>Joining words and clauses with the word and.</p> <p>using –er and –est where no change is needed in the spelling of root words</p>	<p>Joining clauses and sentences using conjunctions</p> <p>And, but, or, because</p>
<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>						
<p><b>Maths</b></p>	<p><b><u>Numbers and the number system (NNS) ( 12 lessons)</u></b></p> <p>Ma1/2.1e read and write numbers from 1 to 20 in numerals and words.</p>	<p><b><u>Number: Addition and Subtraction within 10 (4 weeks)</u></b></p>	<p><b><u>Number: addition and subtraction within 20 (4 weeks)</u></b></p> <p>Ma1/2.2a read, write and</p>	<p><b><u>Number: Place value (within 50) (Multiples of 2,5 and 10 included) 2 weeks</u></b></p>	<p><b><u>Number: multiplication and division (Reinforce multiples of 2,5 and 10 to be included)</u></b></p>	<p><b><u>Geometry: Position and direction (1 week)</u></b></p> <p>Ma1/3.3a describe position, directions and movements,</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><u>Visualising and constructing (shape) (12 lessons)</u></b></p> <p>Ma1/3.2a recognise and name common 2-D and for example, rectangles (including squares), circles and triangles]</p>	<p>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><u>Geometry: shape (1 week)</u></b></p> <p>Ma1/3.2a 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p> <p><b><u>Number: Place Value within 20 (2 weeks)</u></b></p> <p><b><u>Consolidation/Assessment- 1 week</u></b></p>	<p>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><u>Number: Place value (within 50) (Multiples of 2,5 and 10 included) (2 weeks)</u></b></p>	<p><b><u>Measurement: Length and Height (2 weeks)</u></b></p> <p>Ma1/3.1a compare, describe and solve practical problems for:</p> <p>Ma1/3.1b measure and begin to record the following:</p> <p>i. lengths and heights</p> <p><b><u>Measurement: weight and volume (1 week)</u></b></p> <p>Ma1/3.1a compare, describe and solve practical problems for:</p> <p>Ma1/3.1b measure and begin to record the following:</p> <p>Weight and volume</p> <p><b><u>Consolidation/Assessment- 1 week</u></b></p>	<p><b><u>(3 weeks)</u></b></p> <p>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><u>Exploring fractions (2 weeks)</u></b></p> <p>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>including whole, half, quarter and three-quarter turns.</p> <p><b><u>Number: Place value (within 100) (Multiples of 2,5 and 10 included) (2 weeks)</u></b></p> <p><b><u>Measurement: Money (1 week)</u></b></p> <p><b><u>Measurement: Time (2 weeks)</u></b></p> <p><b><u>Consolidation/Assessment- 1 week</u></b></p>
<p><b>Science</b></p> <p><b>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</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</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</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>Sc1/2.1a 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</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>

<p>weather chart)</p> <p>Sc1-</p>	<p>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>Sci1.3- performing simple tests</p> <p>Healthy food, freezing and melting.</p>		<p>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>Sci1.3- performing simple tests</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>structure of a variety of common flowering plants, including trees</p>	
<p><b>History</b></p>	<p><b>Understand Chronology:</b></p> <p>Changed within living memory</p> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<p>Guy Fawkes</p>		<p>David Livingstone</p>		<p><b>Build an overview of world history:</b></p> <p>Study the life of a historical figure- Mary Anning</p> <ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>
<p><b>Geography</b></p> <p>Ongoing</p> <p>Identify seasonal/daily</p>	<p><b>Investigate Places</b></p> <p>Name the countries in the UK</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United</li> </ul>		<p><b>Communicate geographically</b></p> <p><b>+</b></p> <p><b>Investigate Places+</b></p> <p><b>Communicate geographically</b></p>	<p><b>Investigate patterns</b></p> <p>Place Knowledge.</p> <p>Human and physical geography of a small UK a</p>		<p><b>Investigate patterns</b></p> <p>Draw conclusions from the weather chart about seasonal and daily weather patterns.</p>

weather patterns in the UK.	Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		Use basic geographical vocab to refer to local and familiar features in own locality. • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Identify land use around the school.	contrasting non-euro country. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.		(Teach alongside science) • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
<b>PE</b>	Multisports	Gymnastics	Dance	Ball Skills	Running and jumping	Tennis Skills
<b>RE</b>	Unit 1.1 why do Christians believe god is like? Unit 1.2 who do Christians say made the world	Unit 1.3 why does Christmas matter to Christians?	Unit 1.4 what is the good news Jesus brings?	Unit 1.5 why does Easter matter to Christians?	Unit 1.6 who is Muslim and how do they live? Unit 1.7 who is Jewish and how do they live? 1.8 what makes some places sacred to believers?	Unit 1.9 how should we care for others and the world and why does it matter? Unit 1.10 what does it mean to belong to a faith community?
<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
<b>DT</b> Ongoing- use a range of tools to complete practical tasks.	<b>Food:</b> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.		<b>Materials:</b> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing,		<b>Construction;</b> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	

			hinges or combining materials to strengthen).			
<b>Art</b>	Use <b>drawing and painting</b> to share ideas, experiences and imagination.  Design own superhero outfit  Self-portrait based on <b>Lichtenstein's</b> work, recreated using shadows and cotton buds.	Develop techniques of colour, pattern texture, shape and form.  Clay pots- <b>Barbara Hepworth</b>  <b>Jasper Johns</b>  -colour	<b>Digital photography</b>  <b>Andreas Gurksy-</b> photographer on buildings	Use <b>drawing and painting</b> to share ideas, experiences and imagination.  Tigers- <b>Henri Rousseau</b>	Develop techniques of colour, pattern texture, shape and form.  Forest School- create a group <b>collage</b> using natural materials. Artist- <b>Andy Goldsworthy</b>	Use a range of materials creatively.  Inspired by the work of <b>Max Ernst</b> , pupils learn the technique ' <b>frottage</b> ' (taking rubbings from uneven surfaces)
<b>Computing</b>		<b>To code</b> Motion, looks, sound Using scratch jr Use Beebots to pick up Christmas parcels		<b>To connect- internet safety</b> • Participate in class social media accounts. • Understand online risks and the age rules for sites	<b>To collect</b> • Use simple databases to record information in areas across the curriculum.	<b>To communicate</b> • Use a range of applications and devices in order to communicate ideas, work and messages.
<b>Music</b>	Charanga: Hey You	Charanga: Rhythm in the way we walk and the Banana Rap  Learning and performing songs in the Christmas show.	Charanga: In the groove	Charanga: Round and round	Charanga Your imagination	Charanga: Reflect rewind and replay
<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.	Watch Bear grills on NF and then design and make a trap for a wolf. Using tool area to cut sticks etc to correct length.  Group collage.	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.*