

	Term 1 Superheroes	Term 2 Colours (7 weeks)	Term 3 Homes and Houses (6 weeks)	Term 4 Paws, Claws and Whiskers (6 weeks)	Term 5 The Enchanted Forest (5 weeks)	Term 6 Dinosaurs (7 weeks)
Possible Trip/curriculum enrichment	Superhero day	Diwali Party	Bus Trip to Tetbury	Cotswold Wildlife Park	Forest School Party	Dino Dig (Hook) Natural History Museum- Oxford
Phonics <i>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</i>	Phase 2 Y1- review phase 3. Start phase 4 <u>See end document for more detailed plan</u>	Phase 2 Phase 5	Phase 3 Phase 5	Phase 3 Phase 5	Phase 4 Phase 5	Review, assess, recap Review, assess, recap
English Texts	<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
<u>Narrative</u>	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 (2 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'
<u>Non-Fiction</u>	Lists, labels and captions (1 week) Outcome: to write a shopping list of fruit to make fruit kababs. Y1- captions to match pictures from key text	Create a fact file (2 weeks) Outcome: to write a fact file about the gun powder plot. To include headings and simple, correctly punctuated sentences.	Lists (1 week) Outcome: write a list of building materials (link SPAG spelling rule -s -es)	Recount (2 weeks) Outcome: write a recount about trip to safari park	Instructions, lists and labels (3 weeks. CC science) Outcome: to write a set of instructions for planting a bean. Lists and labels- list of flowers and plants. Label parts of a flower, plants and trees.	Information texts (3 weeks) Outcome: Create an information book on different dinosaurs

Poetry	Vocab building- ongoing Outcome: shape poetry of food.	Structure (1 week) Explore vocabulary related to Diwali Outcome: write an across stick poem	Vocab Building (1 week) Read and perform free verse poems.	Structure (1 week) -rhyming couplets Outcome: to write a poem about jungle animals containing rhyming couplets, Stem poems		Poetry appreciation (1 week) Personal responses to poetry. Recite familiar poems by heart.																																								
SPAG	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.																																														
Maths	<table border="1"> <tr> <th>Year One</th> <th>Reception</th> </tr> <tr> <td>Place Value to 10</td> <td>Numbers to 5</td> </tr> <tr> <td>Addition and Subtraction (within 10)</td> <td>Addition and Subtraction (Sorting and within 5)</td> </tr> </table>	Year One	Reception	Place Value to 10	Numbers to 5	Addition and Subtraction (within 10)	Addition and Subtraction (Sorting and within 5)	<table border="1"> <tr> <th>Shape</th> <th>Shape</th> </tr> <tr> <td>Place Value to 20</td> <td>Place Value - one more/less</td> </tr> <tr> <td>Consolidate</td> <td>Consolidate</td> </tr> </table>	Shape	Shape	Place Value to 20	Place Value - one more/less	Consolidate	Consolidate	<table border="1"> <tr> <th>Time</th> <th>Time</th> </tr> <tr> <td>Addition and Subtraction (within 20)</td> <td>Addition and subtraction - number bonds to 5 - move to place value</td> </tr> <tr> <td>Position and Direction</td> <td>Position and Direction</td> </tr> </table>	Time	Time	Addition and Subtraction (within 20)	Addition and subtraction - number bonds to 5 - move to place value	Position and Direction	Position and Direction	<table border="1"> <tr> <th>Place Value (within 50) Multiples 2,5,10</th> <th>Place value - 6-10</th> </tr> <tr> <td>Measurement - Length and Height</td> <td>Measurement - Length and Height</td> </tr> <tr> <td>Consolidate</td> <td>Teen numbers</td> </tr> </table>	Place Value (within 50) Multiples 2,5,10	Place value - 6-10	Measurement - Length and Height	Measurement - Length and Height	Consolidate	Teen numbers	<table border="1"> <tr> <th>Number - multiplication and division (reinforce 2, 5 and 10)</th> <th>Exploring Patterns</th> </tr> <tr> <td>Fractions</td> <td>Addition and subtraction</td> </tr> <tr> <td></td> <td>Doubling, halving, patterns</td> </tr> </table>	Number - multiplication and division (reinforce 2, 5 and 10)	Exploring Patterns	Fractions	Addition and subtraction		Doubling, halving, patterns	<table border="1"> <tr> <th>Money (addition and subtraction)</th> <th>Money</th> </tr> <tr> <td>Place Value (100)</td> <td>Place Value (to 20)</td> </tr> <tr> <td>Weight</td> <td>Weight</td> </tr> <tr> <td>Volume</td> <td>Volume</td> </tr> <tr> <td>Consolidate</td> <td>Consolidate</td> </tr> </table>	Money (addition and subtraction)	Money	Place Value (100)	Place Value (to 20)	Weight	Weight	Volume	Volume	Consolidate	Consolidate
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Science Ongoing Sc1/4.1a observe changes across the 4 seasons (F school and take one tree photos) Sc1/4.1b observe and describe weather associated with the seasons and how day length varies. (class weather chart) Sc1-	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 Sc1/3.1a distinguish between an object and the material from which it is made Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock		Sc1/3.1a distinguish between an object and the material from which it is made Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc1/3.1c describe the simple physical properties of a variety of everyday materials Sc1/3.1d compare and group together a variety of everyday materials on the basis of their	Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores Sc1/2.2c describe and compare the structure of a variety of common animals	Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants,	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)																																								

	Sc1/3.1c describe the simple physical properties of a variety of everyday materials Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties Sci1.3- performing simple tests Healthy food, freezing and melting.		simple physical properties Sci1.3- performing simple tests	(fish, amphibians, reptiles, birds and mammals including pets)	including trees	
History	Changes within living memory How have we changed- look at our baby photos. Compare childhood to that of their grandparent (interview their grandparents)					Study the life of a historical figure- Mary Anning
Geography Ongoing Identify seasonal/daily weather patterns in the UK.	Name the countries in the UK		Use basic geographical vocab to refer to local and familiar features in own locality.	Place Knowledge. Human and physical geography of a small UK a contrasting non-euro country.		Draw conclusions from the weather chart about seasonal and daily weather patterns. (Teach alongside science)
PE	Multisports	Gymnastics	Dance	Ball Skills	Running and jumping	Tennis Skills
RE	Being Special: where do we belong?	F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas ?	What times/stories are special and why?	F3 SALVATION: Why do Christians put a cross in an Easter garden?	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	What places are special and why?
PSHCE	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	How to look after people Mindfulness Discussing feelings	Living in the wider world- citizenship and British Values
DT Ongoing- use a range of tools to complete practical tasks.	Understand where food comes from use the basic principles of a healthy and varied diet to prepare dishes		Build structures and explore how it could be made stronger. Evaluate. (pigs house)		Design purposeful, functional, appealing products for themselves and other users based on design criteria.	
Art	Use drawing and painting to share ideas, experiences and imagination. Design own superhero outfit Self-portrait based on	Develop techniques of colour, pattern texture, shape and form. Create own Rangoli patterns	Still life sketching, charcoal/water colour- houses in the village.	Use drawing and painting to share ideas, experiences and imagination.	Develop techniques of colour, pattern texture, shape and form.	Use a range of materials creatively. Design and decorate own dinosaur island.

	Lichtenstein's work, recreated using shadows and cotton buds.					
Computing		Create simple programs Use Beebots to pick up Christmas parcels				Use technology purposefully to create/store and retrieve digital content. Link with looking up information and images for information texts.
Music		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 African music	play instruments musically Add instruments to traditional tales stories and songs	
Forest School Ongoing Sc1/4.1a observe changes across the 4 seasons	Use the 4 compass directions and simple vocab. (geography) Counting objects Leaf addition Comparing quantities	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.	Fairy wands Woodland crown Hedgehog house Fairy garden	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.

Phonics Yearly Overview - 2019/2020

	Year One		Reception		
1	qu, ch, sh	oh, their (said)		read (spell)	
2	th, ng, ar	people, Mr, Mrs (so)	s, a, t, p	I	
3	ear, air	looked (have)	i, n, m, d	no, go	
4	Revisit all	called (like)	g, o, c, k	the	
5	oi, oy	asked (some/come)	ck, e, u, r	to, into	
6	ph	(were/there)	h, b, f/ff, l/ll, ss	went	
7	wh	water, where	Revisit	and	
8	er, ir, ur	who, again	Revisit		
1	ai, ay, a-e	thought	j, v, w, x	he, she (the, to)	
2		through	y, z/zz, qu	we, me, be	
3		ee, ea, e-e, ey, y	work (little)	ch, sh	was (no, go)
4			mouse	th, ng	my
5	igh, ie, i-e, y, i	many	or, ee	you	
6		laughed	ch, sh, ng, th, or, ee	they	
7		Christmas	Christmas		
1	Revisit	Revisit	Revisit	Revisit	
2	Revisit	Revisit	Revisit	Revisit	
3	oa, oe, o-e, ow	different	igh, oa	all	
4		Any (one)	oo, ar	are, her	
5	ou, ow	eyes	ai, ow	said (he, she etc)	
6	or, aw, au, ure	friends	ur, er	so (he, she etc)	

1	or, aw, au, ure	once (do)	oi, ear	have
2	oo, ue, ew, u-e	please	Revisit (Split digraphs for more able)	like (was)
3		because		some, come
4	air/ear	(when, what)		were (you)
5	Adjacent consonants - bl etc (Alongside revisiting all graphemes)	(out, because)		there, when
6		(could, would etc)		little (they)
1	As above	(oh, their)		Split digraphs
2	or, aw, au, ure	(Mr, Mrs)	CVCC	out (are)
3	oo, ue, ew, u-e	(people)	CCVC	what
4	'un' prefix	(looked)	CCVC/CVCC	(my)
5	Polysyllabic words	(called)	Harder CCVC/CVCC	(her)
1	c in cent	(asked)	Polysyllabic words	Revisit
2	g in giant	'nk' spellings	Adjacent consonants (bl etc) - whilst going over all	
3	i in find / o in cold	'tch' spellings		
4	ie in field / ch in chef	(have, live, give)		
5	ea in bread / a in what	Revisit	Split digraphs	
6	Revisit	Revisit	Split digraphs	
7				