

| | Term 1 Incredible Me! (7 weeks) | Term 2 Let's Celebrate (7 weeks) | Term 3 On The Farm (6 weeks) | Term 4 Spring into Action (6 weeks) | Term 5 Under the Sea (5 weeks) | Term 6 The Lighthouse Keeper's Lunch (7 weeks) |
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| Possible Trip/curriculum enrichment | Baby visit Grandma visit | Diwali experience in class Gloucester Cathedral Trip | Visit from farmer with tractor (Will) Living Eggs | Cotswold Farm Park | Art week with exhibition Caterpillar-butterfly Bristol Aquarium | Visit from RNLI |
| Phonics | Yr 1- phase 3 Rec – phase 2 | Yr 1 – phase 3 repeated with phase 4 Rec- phase 2 repeated | Year 1 – phase 5.1 Rec – phase 3 | Year 1 – phase 5.2 Rec – phase 3 repeated | Year 1 – phase 5.3 Rec – phase 4 | Review, assess, recap Review, assess, recap |
| English Texts | <u>Main text:</u> Funny Bones Poetry Text- Oi Dog | <u>Main Text:</u> The Christmas story | <u>Main Text</u> The Little Red Hen (bread making instructions) Hattie Peck | <u>Main Text</u> Jack and the Beanstalk | <u>Main Text</u> Storm Whale | <u>Main Text</u> The Lighthouse Keepers Lunch |
| <u>Narrative</u> | Stories with predictable phrasing (3 weeks) Outcome: sequence and retell the story with a focus on beginning, middle and end. Read and match simple captions and pictures. Write independent sentence to match a story picture using colourful semantics. | Sequenced Story (2 weeks) Outcome: Write sentences/ a series of sentences to retell a sequenced story. Focusing on beginning, middle and end. | Traditional Tales (2 weeks) Outcome: To write a retelling of a story by using a series of sentences using joining words. (imitate) | Traditional Tales (3 weeks) Outcome: To write a innovated retelling of a traditional tale. | (2 weeks) Outcome: To invent own story based on the story features in 'Storm Whale' | 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. |
| <u>Non-Fiction</u> | Labels and lists. (2 week) Outcome: to write a label, list, caption/simple sentence All about our family | Create a Diwali fact file (2 weeks) Outcome: To use a word mat to write a sentence using capital letters, finger spaces and full stops. | Instructions (2 week) Outcome: write a set of simple instructions for baking bread. | 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. Design a lunch menu. Write a shopping list of ingredients. |
| <u>Poetry</u> | Rhyming words, rhyming strings, word building, nonsense and real words. Outcome: Read words, match words, write words | Structure (1 week) Outcome: to learn and perform a Diwali/Bomb fire night poem. | Vocab Building (1 week) Read and perform animal poems | Structure (1 week) -rhyming couplets Outcome: to write a set of rhyming couplets | Vocab Building (1 week) Read, write and perform free verse poems. | Poetry appreciation (1 week) Personal responses to poetry. Recite familiar poems by heart. |

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| <p>SPAG</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>Maths</p> | <p>Place Value within 10 (4 weeks)</p> <p>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 (up to 10 multiples, starting at any oint)</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>Number: Addition and Subtraction within 10 (5 weeks)</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 (to 10 for readiness to progress from Y1)</p> <p>Geometry: shape (1 week)</p> <p>Ma1/3.2a recognise and name common 2-D and for example, rectangles (including squares), circles and triangles]</p> <p>Ma1/3.2a 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p> <p>Number: Place Value within 20 (2 weeks)</p> <p>Key Potential areas of missed learning due to school closures.</p> <p>Key Year 1 ready-to-progress key criteria</p> | | <p>Number: addition and subtraction within 20 (4 weeks)</p> <p>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 $7 = \square - 9$</p> <p>Number: Place value (within 50) (Multiples of 2,5 and 10 included) (3 weeks)</p> <p>Measurement: Length and Height (2 weeks)</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>Measurement: weight and volume (2 week)</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>Consolidation/Assessment- 1 week</p> | | <p>Number: multiplication and division (Reinforce multiples of 2,5 and 10 to be included) (4 weeks)</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>Number: fractions (2 weeks)</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>Geometry: Position and direction (1 week)</p> <p>Ma1/3.3a describe position, directions and movements, including whole, half, quarter and three-quarter turns.</p> <p>Number: Place value (within 100) (Multiples of 2,5 and 10 included) (2 weeks)</p> <p>Measurement: Money (1 week)</p> <p>Measurement: Time (2 weeks)</p> <p>Consolidation/Assessment- 1 week</p> | | |

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| <p>Science Ongoing</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>Sci1.3- 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> |
| <p>History</p> | <p>Understand Chronology:</p> <p>Changed within living memory</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. | | <p>Communicate historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? | | <p>Build an overview of world history:</p> <p>Study the life of a historical figure- Grace Darling</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. | |
| <p>Geography Ongoing</p> <ul style="list-style-type: none"> 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. | <p>Investigate Places</p> <p>Name the countries in the UK</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United 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. | | <p>Communicate geographically + Investigate Places+ Communicate geographically</p> <p>Use basic geographical vocab to refer to local and familiar features in own locality.</p> <ul style="list-style-type: none"> 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. | | <p>Investigate patterns</p> <p>Place Knowledge.</p> <p>Human and physical geography of a small UK a contrasting non-euro country.</p> <ul style="list-style-type: none"> 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. | |

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| PE | Fundamentals 6 weeks (Reception focus) | Dance: The Nutcracker (milestones) • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. | Multiskills KS1 6 weeks | Happy Healthy Heart KS1 6 weeks | Principles of Play (reception focus) 6 weeks | Mini golf |
| | | | | | (Milestones) Games: • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. | |
| RE | F1: Why is the word 'God' special to Christians? | F2: Why is Christmas special to Christians? | F3: Why is Easter special for Christians? | F4: Being special, where do we belong? | F5: Which places are special and why? | F6: Which stories are special and why? |
| PSHCE | (Relationship Ed) Understanding personal change and responsibility- All about me | (Relationship Ed) Health and well-being- Keeping safe, People who help us | (Relationship Ed) 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 |
| DT | Construction; • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. | | Food: • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. | | Materials: • 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, hinges or combining materials to strengthen). | |
| Art | Line drawing Pattern and texture, tones and colouring, lines portraits Modigliani | Print mono Marc Chagall | | Collage Sort and arrange materials Matisse The Snail | Painting brushwork and colour Van Gogh | Sculpture paper, lines and texture, shapes Ed Ruschal |
| Computing | To code: Sound: • Select sounds and control when they are heard, their duration and volume. Motion: • Control motion by specifying the number of steps to travel, direction and turn. Looks: • Add text strings, show and hide objects and change the features of an object. | | To connect- internet safety • Understand online risks and the age rules for sites | | To collect: • Use simple databases to record information in areas across the curriculum. | |
| Music | Charanga Rec-Me | Charanga Rec – My stories | Charanga Rec - everyone | Charanga Rec –our world | Charanga Rec –big bear funk | Charanga Rec –reflect, rewind, and replay |
| Forest School Ongoing Sc1/4.1a observe changes across the 4 seasons | Shape Compass points Funny bones story sticks Funny bones stick skeletons | Use tools safely and correctly Order and measure sticks Create Christmas mobiles Whittling sticks and fire making | Shelter Building. Different types of dens. Lean-to and tipis. | Leaf and plant identification Link maths- measuring and sawing sticks to a given length. Ordering sticks and leaves. | Whittling sticks and fire making | Knots. Make photo frame |

Ongoing activities

- Weather chart including sunrise and set over the year.

- Planting and taking care of flowers, fruit and veg