

	Ongoing/Fluency	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Celebrations/Special days/ Themed weeks</b>		Harvest Festival Halloween	Divali (Hindu) 5 <sup>th</sup> Nov Guy Fawkes Christmas	Chinese New Year St Valentine's Day	Feb Shrove Tuesday March Purim (Jewish) March St Patrick's Day March Mother's Day Easter	Ramadan	June Eid ul Fitr (Islam) June Father's Day
<b>Visits/Visitors</b>		Whole School Panto		Walk around local area	Dance Festival  Garden Centre	Stephenson Railway Museum	
<b>Class Texts</b>	Naming favourite stories and authors	Three Little Pigs	Sayeeda the Pirate Princess – Narrative  Why the Gruffalo might be scary – Explanation	The Magic Porridge Pot – Narrative  How to make magic porridge – instructions	Monkey See, Monkey Do – Narrative  Sorry Letter from the monkeys - Recount	The Sound Collector – Poetry  Animal World – Information	Journey – Narrative  Should goldilocks be arrested? - Persuasion
<b>English</b>	<b>Spelling</b> – National Curriculum spelling rules and common exception words.  <b>Phonics</b> – Read, Write, Ink.	<b>Narrative Pattern</b> Defeating the monster tale.  <b>Writing Focus</b> Character	<b>Narrative Pattern</b> Finding Tale  <b>Writing Focus</b> Suspense  <b>Text Type</b> Explanation	<b>Narrative Pattern</b> Fantasy  <b>Writing Focus</b> Setting  <b>Text Type</b> Instructions for a recipe.	<b>Narrative Pattern</b> Meeting Tale.  <b>Writing Focus</b> Openings and Endings  <b>Text Type</b> Recount in the form of a letter.	<b>Text Type</b> Poetry  <b>Text Type</b> Information	<b>Narrative Pattern</b> Journey Tale.  <b>Writing Focus</b> Dialogue  <b>Text Type</b> Persuasion
<b>Maths</b>	Non-negotiable skills Mental arithmetic	Number – Place value (within 10) Number – Addition and subtraction (within 10)	Geometry – Shape Number – Place value (within 20)	Number – Addition and subtraction (within 20) Number – Place value (within 50) Multiples of 2, 5 and 10	Measurement – Length and height Measurement – Weight and volume	Number – Multiplication and division Number - fractions	Geometry – Position and direction Number – Place value (within 100) Measurement – Money Time
<b>Science</b>	Observe changes across the 4 seasons.  Working Scientifically - Making observations, asking relevant questions, and recording data.	Identify & name common <b>animals</b> inc fish, amphibians, reptiles & birds Carnivores/herbivores omnivores (Plus Seasonal changes - Autumn)	Identify, name and describe <b>materials</b> Objects & what they are made from Compare and group materials <b>(Plus Seasonal changes - Winter)</b>	Revise naming common <b>animals</b> . Describe & compare the structure of a variety of common animals (fish, amphibians, birds & mammals inc pets)	Naming common wild and garden <b>plants</b> inc deciduous and evergreen trees  <b>(Seasonal changes - Spring)</b>	Identifying <b>plant</b> structure Revising names of common flowering plants.	Identify, name and draw the basic parts of the <b>human</b> body and say which part of the body is associated with each sense. <b>(Seasonal changes Summer)</b>



Geography	Name and locate countries and capital cities of the UK using maps, atlas and globes Know and use simple compass points(4) Identify and names seasons and describe daily weather patterns Know the months of years and number of days in each (song) <b>Opportunities to discuss looking after our environment</b> Identify and name globe, map, earth, world	Autumn 1 <b>Geographical skills and fieldwork: Dinnington</b> Use simple field work and observational skills to study the geography of their school and its grounds. <b>Vocabulary:</b> school, field, lake, wood, farm, area, building, road, path, village, town, city, <b>Location knowledge: Focus England</b> Name, locate and identify characteristics of the 4 countries of the UK. <b>Physical and human features</b> Weather patterns, Identify landmarks Physical and human features  <b>Vocabulary :</b> beach, cliff, coast, forest, hill, mountain, city, town, village, port, harbour  <b>Geographical skills</b> Use of Arial photographs to identify landmarks		Spring 1 <b>Location knowledge: Focus Scotland, Ireland and Wales</b> Name, locate and identify characteristics of the 4 countries of the UK.  <b>Physical and human features</b> Weather patterns Identify landmarks Physical and human features  <b>Vocabulary :</b> beach, cliff, coast, forest, hill, mountain, city, town, village, port, harbour  <b>Geographical skills</b> Use of Arial photographs to identify landmarks		Summer 1 <b>North and South Pole</b>  Identify and name on a globe / map <b>North and South Pole</b> Describe weather and physical features  <b>Vocabulary:</b> Arctic,Antarctic, temperature, North, South, Pole, temperature, climate, iceberg  <b>Geographical skills:</b> Identify and label equator on a globe and map	
History	Our School Concept of timeline - 0 to present day Own Life & New Learning	Autumn 2 <b>Changes within living memory</b> Local area past and present Our school / homes Continue how life has changed; Food , clothes, home, entertainment etc Put images in order from past to present and use language old, new past , present.		Spring 2 <b>Changes within living memory</b> How <b>toys</b> have changed through time.		Summer 2 <b>Significant historical events /people in own locality</b> George Stephenson How has life changed since 1800s? <b>Transport</b> , Food , clothes, home, entertainment etc Put images in order from past to present and use language old, new , past , present.	
Art	<b>Drawing</b> – Extend the variety of drawings, explore different textures, observe and draw landscapes and observe patterns.	<b>Pencil Skills:</b> Observational Drawings around school  ARTIST FOCUS: Rosa Bonheur	<b>Printing:</b> investigate mark making with different objects. Create prints linked to class text:  EG Handas Surprise linked to famous Printing African artist ARTIST FOCUS Elizabeth Catlett.	<b>Painting:</b> neat brush work within the lines, thick and thin lines. Zero through Nine” by Jasper Johns  ARTIST FOCUS : Bridget Riley	<b>Textiles:</b> Weaving, wrapping and knotting	<b>Collage:</b> Richard Goldsworthy - lines. Investigate contrasting materials to make pictures. Response to the work of ARTIST FOCUS Patrick Herron	<b>3D :</b> Clay Tile with impressions of natural forms  ARTIST FOCUS: Louise Bourgeois

Design Technology	I use my own ideas to make something I describe how something works I make product that moves I make a product stronger I explain to someone else how I make my product I choose appropriate resources and tools I make simple plans before making	<b>Mechanisms – Sliders and Leavers</b>  <b>Pop up Christmas card.</b>  Review Christmas cards with a pop-up feature. Then dismantle a pop-up card to see the mechanism inside.  Design and create a Christmas card with a pop-up feature. Considering what feature will pop-up.  Review the effectiveness of the mechanism and design.  <b>Core Value Link: Community</b>		<b>Food – Preparation</b>  <b>Fruit Animals.</b>  Review different fruit displays. Note what looks more exciting or appealing.  Design an animal display made from fruit, considering the different shapes and sizes of fruits. Linking with science knowledge.  Review the final image, do they look like the correct animals. What do they taste like?  <b>Core Value Link: Open to new experiences</b>		<b>Textiles – Felt</b>  <b>Finger Puppets.</b>  Review puppets and what we like or dislike about them.  Design a finger puppet based on a character from a book, linking to English.  Children to then join pieces of felt using glue to form the puppet and then adding key features from their design.  <b>Core Value Link: Success</b>	
Computing		<b>E Safety</b> Use technology safely and respectfully, keeping personal information private – Use Thinkuknow  <b>Digital Literacy</b> Learn how to switch a computer on and off. Learn how to log on and off.	<b>Computing –</b> Code.org. Course 1.  <b>Information Technology</b> Identify and label a range of technology in the home and school.	<b>E Safety</b> Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  <b>Digital Literacy</b> Microsoft Word – develop typing skills.	<b>Computing – Bee-Bots.</b> Programme a floor robot.  <b>Digital Literacy</b> Take photos on iPads. Microsoft Word – copying and pasting, saving work.	<b>E Safety</b> South West Grid for Learning  <b>Digital Literacy</b> Record video on iPads. Basic web navigation skills.	<b>Computing - I-pads.</b> Junior Scratch.  <b>Digital Literacy</b> Graphing programmes.
Physical Education		Multi skills – throwing, catching  Playground games	Multi skills 2  Tag games	Gymnastics  Dance	Ball and stick skills (introduction to hockey)  Games	Curling  Introduction to football	Athletics  Bat and ball skills (introduction to French cricket)
Religious Education							



PHSCE	<p>Respect for ourselves and for others.</p> <p>School Core Values</p>	<p><b>Relationships</b></p> <p>Roles of different people; families; feeling cared for</p>	<p><b>Relationships</b></p> <p>Recognising privacy; staying safe; seeking permission</p> <p>How behaviour affects others; being polite and respectful</p>	<p><b>Living in the wider world</b></p> <p>What rules are; caring for others' needs; looking after the environment</p> <p>Using the internet and digital devices; communicating online</p>	<p><b>Living in the wider world</b></p> <p>Strengths and interests; jobs in the community</p>	<p><b>Health and Well Being</b></p> <p>Keeping healthy; food and exercise, hygiene routines; sun safety</p>	<p><b>Health and Well Being</b></p> <p>Recognising what makes them unique and special.</p> <p>How rules and age restrictions help us; keeping safe online</p>
Music		<p>Sing songs, rhymes and chants relating to topic.</p> <p>Play untuned instruments.</p> <p>Listen to a range of classical and modern music.</p>	<p>Sing songs, rhymes and chants relating to topic.</p> <p>Learn to play recorder – notes B, A and G.</p>	<p>Sing songs, rhymes and chants relating to topic.</p> <p>Play recorder.</p> <p>Carnival of the Animals.</p>	<p>Sing songs, rhymes and chants relating to topic.</p> <p>Play recorder.</p> <p>Listen to a range of classical and modern music.</p>	<p>Sing songs, rhymes and chants relating to topic.</p> <p>Play recorder.</p> <p>Performance.</p>	<p>Sing songs, rhymes and chants relating to topic.</p> <p>Play recorder.</p> <p>Listen to a range of classical and modern music.</p>