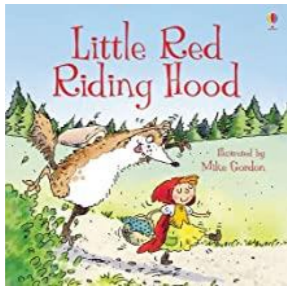
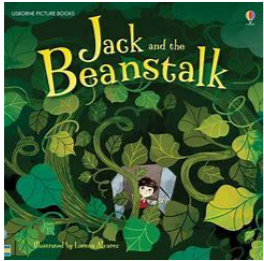
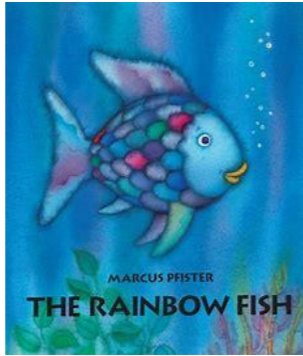
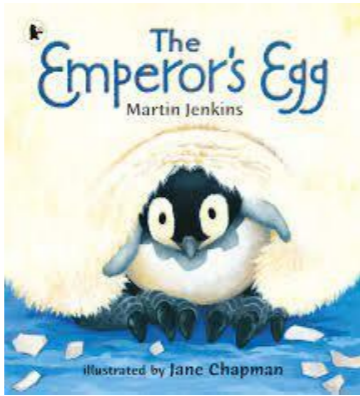
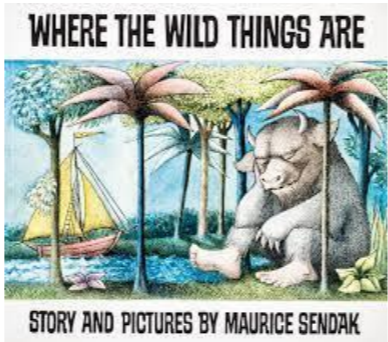
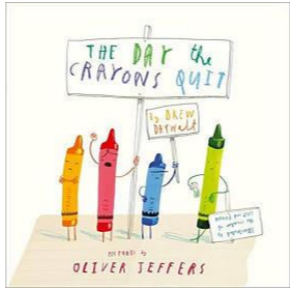
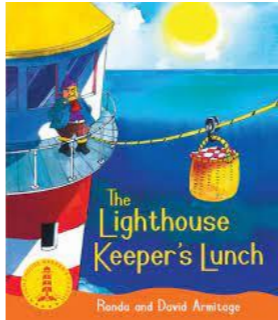
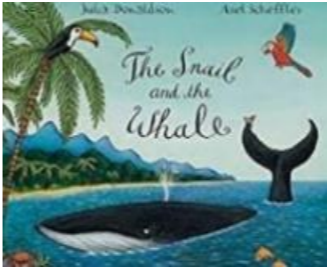
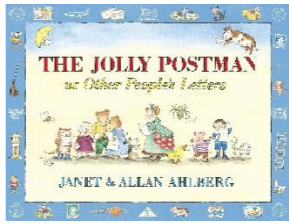

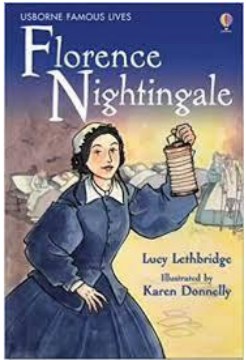
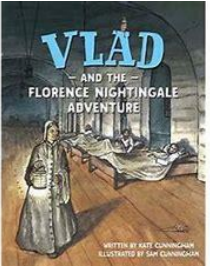
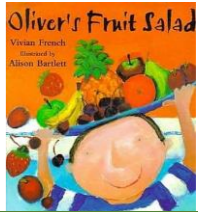


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver	 	 	 	 	 	  
	<p><u>If you go down to the woods today</u></p> <p>Little Red Riding Hood- Brother's Grimm</p> <p>Jack and the beanstalk</p>	<p><u>Amazing Animals</u></p> <p>The Rainbow Fish- Marcus Pfister</p> <p>The Emperor's Egg- Martin Jenkins</p>	<p><u>Incredible Adventures</u></p> <p>Where the wild things are- Maurice Sendak</p> <p>The day the crayons quit- Oliver Jeffers</p>	<p><u>At the seaside</u></p> <p>The Snail and the Whale Julia Donaldson</p> <p>The Lighthouse Keeper's Lunch- Ronda and David Armitage</p>	<p><u>Marvellous Maps</u></p> <p>The Jolly Postman Janet & Allan Ahlberg</p> <p>Meerkat Mail- Emily Gravett</p>	<p><u>Nurturing nurses.</u></p> <p>Vlad and the Florence Nightingale adventure.</p>
Vocabulary			<p>Crayons, overworked, neat, favourite, gorgeous, beige, tired, empty, happy, successful, stubby, fabulous, embarrassed, career, whiner, fair, brilliant,</p>	<p>Humpback, soot, slithered, immersive, shimmering, coral, shooting, enormous, towering, icebergs, fiery, crashed, foamed, frolicked, gazed, squirting, shimmering, silvery,</p>	<p>Uniform, postal, garage, cottage, occupier, bungalow, cackle, glee, bloke, thimbleful, rode, palace, publish, celebration, enclosed, marvellous, displease, humble, permission,</p>	<p>Nursing, famous, patients, disease, medicine, modern, christened, wealthy., Declare, Crimea,</p>
Literacy Outcomes	<p>Hook- LRRH- Set up a crime scene in the classroom. Clues to help the children guess who the criminal is.</p> <p>Jack- Dangling tights from the ceiling, Leave glitter beans and the book and a letter from the giant. How do you look after beans? Can you find out for me? (Use giant oversized objects)</p> <p>LRRH- Character description.</p>	<p>Hook- Rainbow fish story sack. Emperors egg- Act like a penguin game, Lesson Plan The Emperor Penguin's Egg (calacademy.org)</p> <p>Penguin visit? Adopt a penguin?</p> <p>Rainbow fish- Character description. Write a letter to rainbow fish to make him feel better. Video a response back from Rainbow fish and send a letter back to the kids.</p>	<p>Hook- Where the wild things are- Leave footprints in the classroom. Who has been here? Wild things in the playground?</p> <p>The Day the crayons quit- Remove all the colours from the classroom- Leave a letter.</p> <p>Where the wild things are- Narrative</p> <p>The day the crayons quit- Letters</p>	<p>Hook- The Lighthouse Keepers lunch- Make our own lighthouses.</p> <p>Hook- The snail and the whale- Beach day trip.</p> <p>The lighthouse keepers lunch- Narrative.</p> <p>The Snail and the whale- Setting description.</p>	<p>Hook- The Jolly Postman- Write a letter to someone in class and post it home.</p> <p>Meerkat Mail- Meerkat school visit? Or role play an animal expert and children hotseat.</p> <p>The Jolly Postman- Recount</p> <p>Meerkat Mail- Non-Chron Introduction to question marks.</p>	<p>Hook- Vlad- Nurses bag. Who does this belong to?</p> <p>Mary Seacole- Modern day nurse visit. What is different about nursing today?</p> <p>Vlad- Diary Entry</p> <p>Mary Seacole- Biography</p> <p>Suffixes –ing, -ed, -er.</p>

	<p>Wolf non-fiction- Compare what we know about wolfs from the story to real life. Jack and the beanstalk- Re-tell and At the top of my beanstalk there is... Instructions- How to plant a beanstalk.</p> <p>Leaving spaces between words.</p> <p>Introduction to capital letters.</p> <p>Introduction to full stops.</p> <p>Begin to punctuate sentences with a full stop and a capital letter.</p>	<p>Emperor's Egg- Non- Chron</p> <p>How words combine to make sentences.</p> <p>Using a capital letter for names, places, days of the week and I.</p> <p>Form digits 0-9</p>	<p>Joining words and clauses with and.</p> <p>Introduction to exclamation marks.</p>	<p>Using a capital letter for names, places, days of the week and I.</p>	<p>Suffixes –s and –es</p> <p>Prefix un</p>	<p>Sequencing sentences to form short narratives.</p>
Maths	<p>Place value to 10 Addition and subtraction</p>	<p>Addition and subtraction</p> <p>Shape 2d and 3d</p>	<p>Addition and subtraction</p> <p>Shape 2d and 3d</p> <p>Place value to 20</p>	<p>Place value to 50 (Inc 2 5 10) Odds and evens Recap Addition and Subtraction Measurements Length and height</p>	<p>Multiplication and division (incl 2 5 10) Money Position and direction Weight and Volume</p>	<p>Place value to 100 Fractions Time</p>
Topic Outcomes				<p>Beach day- Senses for setting description</p>	<p>Write a letter home to family and post it..</p>	<p>Get a nurse in to talk about her job.</p>
Science	<p>Year 1: Plants Deciduous and evergreen <u>WALT:</u> identify and describe trees. <u>WALT:</u> identify and name a variety of common wild and garden plants including evergreen and deciduous trees. <u>WALT:</u> identify and describe the basic structure of plants including trees. <u>WALT:</u> use observations to answer questions Plant and observe stages of growth (plant a beanstalk) Identifying plants and leaves. What does a plant need to grow?</p>	<p>Year 1: Animals <u>WALT:</u> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <u>WALT:</u> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets. <u>WALT:</u> identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Year 1: Everyday Materials. <u>WALT:</u> distinguish between an object and the material from which it is made <u>WALT:</u> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <u>WALT:</u> describe the simple physical properties of a variety of everyday materials <u>WALT:</u> compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>WALT:</u> use observations to answer questions</p>	<p>Year 1: Seasonal changes <u>WALT:</u> observe changes across the four seasons <u>WALT:</u> Observe and describe weather associated with the seasons and how day length varies</p>	<p>Recap</p>	<p>Year 1: The human body including being healthy <u>WALT:</u> To identify, name and label the basic parts of the human body <u>WALT:</u> To identify, name and say which part of the body is associated with each sense</p>

<p>Geography</p>		<p>A non European study- Hot and cold weather</p> <p>Could a penguin live in Africa?</p> <p>Year 1: <u>WALT:</u> pupils can name and locate 3 of the 7 continents of the world <u>WALT:</u> pupils have studied a small area in the UK and in a non-European country and are able to identify a few similarities and differences in human geography. <u>WALT:</u> pupils have studied a small area in the UK and in a non-European country and are able to identify a few similarities and differences in physical geography. <u>WALT:</u> use maps, atlases or globes to identify studies regions more confidently and can use 1 at least accurately. # <u>WALT:</u> Locate the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>WALT:</u> ask a familiar person prepared question</p> <p>Atlas work Use basic observational skills. Mapping of 7 continents and 5 seas (Antarctica – southern Ocean) Look at aerial view pictures and compare the countries</p> <p>Mapping of 5 oceans of the world – name and locate on world map</p>			<p>Where do I live?</p> <p><u>Year 1/2</u> <u>WALT:</u> simple fieldwork and simple observational skills to study the geography of their school and its grounds. <u>WALT:</u> devise a simple map and use and construct basic symbols in a key. <u>WALT:</u> use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map <u>WALT:</u> ask and respond to basic geographical questions <u>WALT:</u> create plans and draw simple features in their familiar environments <u>WALT:</u> add labels onto a sketch map, map or photograph of features</p> <p>Progression – map skills Use a basic picture map to move around school. Use directional language such as near and far, up and down, left and right, and forwards and backwards. Draw simple features.</p> <p>Use directional language such as near and far, up and down, left and right, and forwards and backwards. Draw simple features. Carry out a local survey of the local area. Walk around community – recount. Progression – field work Carry out a local survey of the local area. Ask and respond to basic geographical questions. Create plans and raw simple features in their familiar environment. Animal home</p>	<p>The United Kingdom . Look at the countries that make the UK. Look at flags and where they are on a map.</p> <p>Year 1: <u>WALT:</u> Name and locate 3 of the 4 countries of the UK. <u>WALT:</u> pupils can name 2 of the 4 capital cities of the UK. <u>WALT:</u> Use maps and atlases to identify the UK and the 4 countries. <u>WALT:</u> Use basic geographical features (valley and mountain) <u>WALT:</u> pupils are recognising landmarks with increased accuracy.</p> <p>Focus on landmarks on each country. Explore all but focus on London. Link to Royal Family.</p> <p>Progression – map skills Use maps to locate the 4 countries and capital cities of the UK and its surrounding seas. Use photographs and maps to identify features. To identify the UK and its position in the world. Field work- Welly Walks</p>
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<p>History</p> <p>Progression – historical terms Vocab of: a long time ago, recently, when my... were, younger, years.</p>	<p>The Gunpowder plot Year 1/2: <u>WALT:</u> Observe or handle evidence to ask questions and find answers. <u>WALT:</u> Identify similarities and differences between ways of life in different periods, including their own lives <u>WALT:</u> Recognise why people did things <u>WALT:</u> Recognise what happened as a result of people's actions or events</p> <p>Year 1: <u>WALT:</u> pupils are beginning to make comparisons between areas of study <u>WALT:</u> Pupils can ask simple questions when they are unsure. <u>WALT:</u> pupils know what a time line is.</p>	<p>Spotted Owls Explorers (Voyager) Scott the antartic</p> <p>Year 1/2: <u>WALT:</u> Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why <u>WALT:</u> Identify different ways in which the past is represented: e.g. fictional accounts, illustrations, films, song, museum displays</p> <p>Year 1: <u>WALT:</u> pupils can order some events they have learnt about from furthers away to most recent with increasing accuracy. <u>WALT:</u> Pupils can accurately answer some questions verbally related to an area of study <u>WALT:</u> Recognise why some events happened</p> <p>Progression – cause and consequence Recognise why people did things</p>				<p>Florence Nightingale</p> <p>Year 1: <u>WALT:</u> pupils can use and are beginning to remember names and places that link to areas of study <u>WALT:</u> pupils are beginning to use simple words and phrases mostly accuracy to indicate periods of time e.g. a long time ago. <u>WALT:</u> Pupils can remember most key events about the areas they have studied <u>WALT:</u> Pupils are beginning to understand that they can find historical information in books</p> <p>Progression – cause and consequences Recognise what happened as a result of people's actions or events.</p> <p>Progression – chronology Demonstrate an awareness of the past using common words and phrases relating to the passing of time.</p>
<p>Art</p>	<p>Outdoor sculptures.</p> <p>Year 1: <u>WALT:</u> from a flat piece of clay or playdough cut out desired shapes with some accuracy. <u>WALT:</u> Experiment making different shapes and objects with soft modelling materials. <u>WALT:</u> manipulate playdough or clay in a variety of ways including rolling, pinching and kneading. <u>WALT:</u> using tools safely and in the correct way. <u>WALT:</u> Add simple decoration using paint or impressing. <u>WALT:</u> Simple joining of materials using PVA glue. <u>WALT:</u> Uses a range of materials to create a model, e.g. straws, paperclips.</p> <p>Artist study: Andy Goldsworthy.</p>	<p>Emotion Paintings- Pop Art Style</p> <p>Year 1: <u>WALT:</u> Mixing secondary colours. <u>WALT:</u> Exploring how shades can be created using black and white. <u>WALT:</u> Practise mixing colours and shades to produce more accurate results. <u>WALT:</u> Uses thick and thin brushes, beginning to select where appropriate <u>WALT:</u> represent observations, ideas and feelings, and design and make a painting <u>WALT:</u> communicate something about themselves in their drawing. <u>WALT:</u> create moods in the drawings. <u>WALT:</u> Can draw using pencils and crayons. <u>WALT:</u> to develop a background.</p> <p>Artist study: Andy Warhol.</p>				<p>Still Life- Fruit</p> <p>Year 1: <u>WALT:</u> can colour (own work) neatly following the lines <u>WALT:</u> Can copy everyday objects, including more details in drawings such as patterns and shapes.. <u>WALT:</u> Can they draw lines of different thickness using two different grades of pencil. <u>WALT:</u> ask and answer questions about the starting points for their work, and to develop their ideas <u>WALT:</u> try out tools and techniques and apply these to materials and processes, including drawing <u>WALT:</u> to develop a background.</p>

Design Technology			<p>Make their own wild thing pop up books. DESIGN MAKE, EVALUATE</p> <p>Year 1: <u>WALT:</u> model their ideas on card or paper <u>WALT:</u> mark out materials to be cut using a template <u>WALT:</u> With help measure, mark out, cut and shape a range of materials <u>WALT:</u> explore using tools including scissors and a hole punch safely <u>WALT:</u> select tools and techniques needed to shape assemble and join materials they are using. <u>WALT:</u> Talk about their design ideas and what they are making</p>	<p>Make the lighthouse</p> <p>DESIGN, MAKE, EVALUATE</p> <p>Year 1: <u>WALT:</u> Develop their design ideas applying findings from their earlier research <u>WALT:</u> Make vehicles construction kits which contain free running wheels. <u>WALT:</u> cut materials safely using tools provided. <u>WALT:</u> Attach wheels to chassis on a model using an axle. <u>WALT:</u> Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glue/ masking tape. <u>WALT:</u> Begin to use simple finishing techniques to improve the appearance with their product. <u>WALT:</u> use appropriate language to describe colours, media, equipment and textures.</p>		<p>Cooking and nutrition Make a Fruit salad- Olivers's fruit salad</p> <p>DESIGN, MAKE, EVALUATE</p> <p>Year 1: <u>WALT:</u> Draw on their own experience to help generate ideas. <u>WALT:</u> Suggest ideas and explain what they are going to do <u>WALT:</u> Know how to prepare simple dishes safely and hygienically, without using a heat source such as a fruit salad. <u>WALT:</u> Know how to use techniques such as cutting, peeling, and grating with support. <u>WALT:</u> Talk about their design ideas and what they are making <u>WALT:</u> Suggest how their design ideas could be improved.</p>
PE	<p>Year 1: Real PE, Unit 1, co-ordination and footwork and static balance personal I have begun to challenge myself. I know where I am with my learning. I try several times if at first I do not succeed. I ask for help when appropriate. I can work on simple tasks by myself. I can follow instructions and practise safely.</p> <p>Ball skills I can move and stop safely I can throw in different ways I can kick in different ways I can roll a piece of equipment I know how my body feels before and after exercise</p>	<p>Year 1: Real PE, Unit 2, dynamic balance and static balance Social I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. I can help, praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.</p> <p>Dance I can move to music I can follow a movement Make a short dance Move around a space safely</p>	<p>Year 1: Real PE, Unit 3 Dynamic balance and static balance Cognitive I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and difficulties in performance. I can name some things I am good at. I can understand and follow simple rules.</p> <p>Gymnastics Control their body when moving Copy a sequence and repeat it Roll in different ways Balance in different ways Travel or balance in different ways Stretch and curl in different ways</p>	<p>Year 1: Real PE, Unit 4 Co-ordination and counter balance Creative I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can explore and describe different movements. Invasion games To know how to attack and defend To know what defence is To know what attack is</p>	<p>Year 1: Real PE, Unit 5 Co-ordination and agility physical I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with some changes in the level, direction or speed. I can perform a range of skills with some control and consistency. I can perform a small range of skills and link two movements together. I can perform a single skill or movement together. I can perform a single skill or movement with some control.</p> <p>Striking and fielding To strike a ball using a bat or racquet To aim To hit a ball into a space</p>	<p>Year 1: Real PE, Unit 6 Athletics (sports day) I can explain why we need to warm and cool down. I can describe how and why my body changes during and after exercise. I use equipment appropriately, move, and land safely. I can say how my body feels before, during and after exercise. I am aware of why exercise is important for good health.</p> <p>Jelly fish Dance</p> <p>Athletics Copy actions and carry out the action Repeat actions Move with control and care</p>
Music	<p>Charranga, Unit 1 Hands, Feet, Heart Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. African Dance – perform dances using simple movement patterns. OR music man Mr Mathers</p>	<p>Charranga, Unit 2 Ho ho ho Listen & Appraise (descriptions for all strands as Autumn 1) Christmas Production Singing London's burning – use their voices expressively and creatively by singing songs and speaking chants and rhymes. OR music man Mr Mathers</p>	<p>Charranga, Unit 3 I Wanna Play In A Band Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: ● Games ● Singing ● Playing ● Improvisation - option after Step 3 ● Composition - option after Step 4 Perform/Share OR music man Mr Mathers</p>	<p>Charranga, Unit 4 Spring 2 – Zoo time Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: ● Games ● Singing ● Playing ● Improvisation - option after step 3 ● Composition - option after step 4 Perform/Share</p>	<p>Charranga, Unit 5 Friendship Song Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: ● Games ● Singing ● Playing ● Improvisation - option after Step 3 ● Composition - option after Step 4 Perform/Share</p>	<p>Charranga, Unit 6 Replay, Reflect and Rewind Listen & Appraise (descriptions for all strands as above) Musical Activities: ● Games ● Singing ● Playing ● Improvisation ● Composition Perform/Share OR music man Mr Mathers</p>

				OR music man Mr Mathers	OR music man Mr Mathers	
RE	Year 1: Christianity God/Creation Does God want Christians to look after the World?	Year 1: Christianity Incarnation What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Year 1: Christianity Incarnation Is it always easy for Jesus to show friendship?	Year 1: Christianity Salvation Why was Jesus welcomed like a king or a celebrity by the crowds on Palm Sunday Easter story	Year 1: Judaism – the Shabbat Is Shabbat important to Jewish children?	Year 1: Judaism – Yom Kippur Are Rosh Hashanah and Yom Kippur are they important to Jewish children
Trips/event		Christmas Carols. Reading workshop. Penguin visit. Santa visit Polar express event	Welly Walk- seasonal changes	Beach day in the classroom Careers Day Petting zoo- Snail	Walk in local area to post a letter Find the Post Office Post Office Trip	Nurse workshop
PSHE, FBV and Life Skills	Jigsaw – Unit 1 Being me in my world Class rules and expectations (Law/Responsibility) School Council elections (FBV Democracy)	Jigsaw - Unit 2 Celebrating Difference I can tell you some ways I am different from my friends I understand these differences make us all special and unique	Jigsaw – Unit 3 Dreams and Goals I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest	Jigsaw - Unit 4 Healthy Me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy	Jigsaw – Unit 5 Relationships I can tell you why I appreciate someone who is special to me and express how I feel about them	Jigsaw- Unit 6 Changing Me I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private
Computing	Year 1: Computing systems and networks – Technology around us	Year 1: Creating media – digital painting	Year 1: Creating media – digital writing	Year 1: Data and information – grouping data	Year 1: Programming A – moving a robot	Year 1: Programming B – Introduction to animation