



	Autumn term	Spring term	Summer term
<p>R.E.</p> <p>Hinduism week Autumn Term</p> <p>Islam week Spring Term</p>	<p>Families</p> <ul style="list-style-type: none"> The love and care shown in the family God's love and care for every family <p>Belonging</p> <ul style="list-style-type: none"> About belonging to different groups That Baptism is an invitation to belong to God's family <p>Waiting</p> <ul style="list-style-type: none"> About the times that it is necessary to wait and the use of that time That Advent is a time of waiting to celebrate Jesus' coming at Christmas 	<p>Special people</p> <ul style="list-style-type: none"> That there are special people in our lives who are there to help us That on Sunday, in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus <p>Meals</p> <ul style="list-style-type: none"> Families and groups share special meals Mass as Jesus' special meal <p>Change</p> <ul style="list-style-type: none"> That we change and grow Lent; a time to change in preparation for the celebration of Easter 	<p>Holidays and Holy Days</p> <ul style="list-style-type: none"> Holidays as days to be happy Pentecost; a holy day – the feast of the Holy Spirit <p>Being sorry</p> <ul style="list-style-type: none"> We have choice – sometimes we choose well, and sometimes wrongly God helps us to choose well and to be sorry. God forgives us <p>Neighbours</p> <ul style="list-style-type: none"> Neighbours all around Everyone is our neighbour and is loved by God
<p>Maths</p>	<p>Place Value within 10</p> <ul style="list-style-type: none"> Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line <p>Addition and subtraction</p> <ul style="list-style-type: none"> Introduce parts and wholes Part-whole model Write number sentences Fact families – addition facts Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together 	<p>Place value within 20</p> <ul style="list-style-type: none"> Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 <p>Addition and subtraction within 20</p> <ul style="list-style-type: none"> Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction – counting back Subtraction – finding the difference Related facts Missing number problems 	<p>Multiplication and division</p> <ul style="list-style-type: none"> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing <p>Fractions</p> <ul style="list-style-type: none"> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers



	<ul style="list-style-type: none"> • Addition – add more • Addition problems • Find a part • Subtraction – find a part • Fact families – the eight facts • Subtraction – take away/cross out (How many left?) • Take away (How many left?) • Subtraction on a number line • Add or subtract 1 or 2 <p>Shape</p> <ul style="list-style-type: none"> • Recognise and name 3-D shapes • Sort 3-D shapes • Recognise and name 2-D shapes • Sort 2-D shapes • Patterns with 2-D and 3-D shapes 	<p>Place value within 50</p> <ul style="list-style-type: none"> • Count from 20 to 50 • 20, 30, 40 and 50 • Count by making groups of tens • Groups of tens and ones • Partition into tens and ones • The number line to 50 • Estimate on a number line to 50 • 1 more, 1 less <p>Length and height</p> <ul style="list-style-type: none"> • Compare lengths and heights • Measure length using objects • Measure length in centimetres <p>Mass and volume</p> <ul style="list-style-type: none"> • Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure capacity • Compare capacity 	<p>Place value within 50</p> <ul style="list-style-type: none"> • Count from 50 to 100 • Tens to 100 • Partition into tens and ones • The number line to 100 • 1 more, 1 less • Compare numbers with the same number of tens • Compare any two numbers <p>Money</p> <ul style="list-style-type: none"> • Unitising • Recognise coins • Recognise notes • Count in coins
<p>English</p>	<p>Lost and Found by Oliver Jeffers</p> <ul style="list-style-type: none"> • Outcome Fiction: write an adventure story <p>Meesha Makes Friends by Tom Percival</p> <ul style="list-style-type: none"> • Outcome Recount: write a diary entry in first person <p>Katie in London by James Mayhew</p> <ul style="list-style-type: none"> • Outcome Non-fiction: write a nonchronological report <p>There Are No Such Things as Monsters!! by Roger Stevens</p> <ul style="list-style-type: none"> • Outcome - Descriptive poem based on a model 	<p>The Lion Inside by Rachel Bright</p> <ul style="list-style-type: none"> • Outcome Fiction: write a journey story <p>Beegu by Alexis Deacon</p> <ul style="list-style-type: none"> • Fiction: write own version of the story <p>The Curious Case of the Missing Mammoth by Ellie Hattie</p> <ul style="list-style-type: none"> • Fiction: write an adventure story with a change of character <p>At the Zoo by W. M. Thackeray</p> <ul style="list-style-type: none"> • Outcome - List poem 	<p>Toys in Space by Mini Grey</p> <ul style="list-style-type: none"> • Outcome Fiction: write a fantasy story changing the characters <p>Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck</p> <ul style="list-style-type: none"> • Outcome Non-fiction: write information about sea animals <p>Goldilocks and Just the One Bear by Leigh Hodgkinson</p> <ul style="list-style-type: none"> • Outcome Fiction: write a traditional story with a new character <p>Poetry Fruit Salad: I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters: Plum by Tony Mitton, Apples by John Siddique: If I Were An Apple by Anon.</p> <ul style="list-style-type: none"> • Outcome - Senses poem



Geography	What is it like here? <ul style="list-style-type: none">• Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.• Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.• Recognise four features in the school grounds using a map.• Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.• Draw a design to improve three areas of the playground using the results from the survey.• To know that physical features means any feature of an area that is on the Earth naturally.• To know that human features means any feature of an area that was made or built by humans.• Recognising some physical features in their locality. (H&Ph)• Recognising some human features in their locality. (H&Ph)	What is the weather like in the UK? <ul style="list-style-type: none">• Name and locate the four countries on a map of the UK.• Identify the country they live in.• Identify the four seasons.• Describe some seasonal changes.• Identify the four compass directions.• Use the compass directions to describe the location of features.• Observe and describe daily weather patterns.• Begin to locate the four capital cities of the UK.• Explain what the weather is like during each season in the UK.• Suggest appropriate clothing and activities for each season.• To know that the UK is short for 'United Kingdom', United Kingdom and its surrounding seas.• To know that a country is a land or nation with its own government.• To know that the United Kingdom is made up of four countries and their names.• To know the name of the country they live in.• To know the four seasons of the UK.• To know that 'weather' refers to the conditions outside at a particular time.• To know that different parts of the UK often experience different weather.• To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.• To know that weather conditions can be measured and recorded.• Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city. (LK)• Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. (H&Ph)	What is it like to live in Shanghai? <ul style="list-style-type: none">• Give examples of human and physical features.• Identify features they see on a walk.• Explain the location of features using some directional language.• Use an aerial photograph to locate physical and human features.• Draw simple pictures or symbols on a sketch map.• Draw compass points.• Name the continent they live in.• Use an atlas to locate the UK and China on a world map.• Use an atlas to locate Europe and Asia on a world map.• Identify China's physical and human geography.• Sort physical and human features using photographs.• Identify physical and human features in images of Shanghai.• Compare Shanghai to their locality.• Identify similarities and differences between human and physical features.• To know the name of the two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean)• To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.• Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in (LK)• Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European
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			country. Describing what physical features may occur in a hot place in comparison to a cold place. (PK)
History	<p>How am I making history?</p> <ul style="list-style-type: none"> Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four events that they celebrate throughout the year. Think of three ways they celebrate their birthday. Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past. Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future. 	<p>How have toys changed?</p> <ul style="list-style-type: none"> Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago. Describe how toys have changed over time. 	<p>How have explorers changed the world?</p> <ul style="list-style-type: none"> Explain what explorers do. Name equipment or transport an explorer would need. Sequence four photographs from different periods of time. Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). Identify where they travelled and write a sentence about the achievements of one explorer. Select the most important events in a historical story. Sequence events on a timeline and use this to retell the story. Describe what they can see in a photograph. Make inferences about what a person in an image could be saying and ask questions to further their understanding. Recall information about past and presentation exploration. Understand events in relation to the present day and compare how exploration has changed over time. Describe how an explorer is significant and how they impacted events or people's ideas. <p>Present significant people using a coat of arms.</p>
Science	<p>The Human Body</p> <ul style="list-style-type: none"> Identify and name parts of the human body. Draw and label parts of the human body. Sight Sound Taste Touch Smell <p>Seasonal Changes</p> <ul style="list-style-type: none"> Changes in Autumn 	<p>Planting A</p> <ul style="list-style-type: none"> Planting in Winter <p>Animals</p> <ul style="list-style-type: none"> Mammals Birds Fish Amphibians Reptiles Compare and group animals Carnivores 	<p>Plants</p> <ul style="list-style-type: none"> Plant parts Tree parts Wild and garden plants Plants in my local area Deciduous trees Evergreen trees Trees in my local area <p>Planting C</p> <ul style="list-style-type: none"> Observe changes



	<ul style="list-style-type: none"> Collect and record data <p>Materials</p> <ul style="list-style-type: none"> Explore materials - wood, plastic, glass and metal Explore materials - rock Objects and materials Melt and freeze Float or sink? Does it absorb water? Investigate materials <p>Seasonal Changes</p> <ul style="list-style-type: none"> Changes in Winter Collect and record data 	<ul style="list-style-type: none"> Herbivores Omnivores <p>Caring for the planet</p> <ul style="list-style-type: none"> Why is it important to care for our planet How can we care for our planet? <p>Seasonal Changes</p> <ul style="list-style-type: none"> Changes in Spring Collect and record data <p>Planting B</p> <ul style="list-style-type: none"> Observe Changes Planting in Spring 	<ul style="list-style-type: none"> Planting in Summer <p>Growing and cooking</p> <ul style="list-style-type: none"> Where does my food come from? What have I planted and grown this year? <p>Seasonal Changes</p> <ul style="list-style-type: none"> Changes in Summer Collect and record data What are the main changes in each season? 			
PSHE/R.S.E.		<p>M1 Unit 1&2: Me, My Body, My Health</p> <ul style="list-style-type: none"> Uniqueness, similarities, difference, respecting others, bodies are good, stereotypes, taking care of our bodies, diet, germs, exercise. 	<p>M1 Unit 3: Emotional Wellbeing</p> <ul style="list-style-type: none"> Feelings, likes, dislikes, actions, managing feelings, choices & consequences. <p>M1 Unit 4: Life Cycles</p> <ul style="list-style-type: none"> Growth, Birth to death. <p>WHOLE SCHOOL:</p> <ul style="list-style-type: none"> British Values Week. 	<p>M2 Unit 1&2: Personal Relationships</p> <ul style="list-style-type: none"> Families, healthy relationships, bullying, behaviours, treating others well, what to do in different circumstances, cause and effect. 	<p>M2 Unit 3: Keeping Safe</p> <ul style="list-style-type: none"> Safe in real life and online, good and bad secrets, physical contact, harmful substances, basic first aid, emergency 999 situations. <p>WHOLE SCHOOL:</p> <ul style="list-style-type: none"> Enterprise Week. 	<p>M3 Unit 1&2: Living in the wider world</p> <ul style="list-style-type: none"> Local and global communities, belonging, rights and responsibilities, harmful and helpful behaviours.
Art & Design	<p>Drawing Make your mark</p> <ul style="list-style-type: none"> Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces. 		<p>Painting and mixed media Colour splash</p> <ul style="list-style-type: none"> Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns. 		<p>Sculpture and 3D Paper play</p> <p>Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p>	



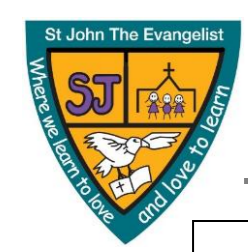
<p>D.T.</p>		<p>Cooking & Nutrition Food and vegetables</p> <ul style="list-style-type: none"> Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging. 		<p>Mechanisms Moving story book</p> <ul style="list-style-type: none"> Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates. 	<p>Textiles Puppets</p> <ul style="list-style-type: none"> Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.
<p>Computing</p>	<p>Digital Citizenship</p> <ul style="list-style-type: none"> I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. (Butterfly feeling) I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples. I can explain how this could be either in real life or online. I know some ways in which the internet can be used to communicate. I can describe ways that some people can be unkind online. I can offer examples of how 	<p>Digital Literacy</p> <ul style="list-style-type: none"> I can find letters in my name. I can play educational games. I can draw a picture on different packages. I know how to change the colour. I know how to change the brush type. I know how to add effects. 	<p>Computer Science</p> <ul style="list-style-type: none"> I can use everyday ICT devices. I can explore on screen activities – by clicking (cause and effect). I can use on screen simulations and compare with real life activities – (click and drag activities). I can name items we control in the everyday environment I know that an algorithm is a set of instruction that can solve a problem. I can create a simple algorithm for a floor robot e.g. BeeBot/Blue-Bots. 	<p>Information Technology</p> <ul style="list-style-type: none"> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them. I can shut down a computer appropriately. I know that work I create belongs to me. I can name my work so that others know it belongs to me. I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet. I can name the parts of a computer and know what they are used for: Mouse, Monitor, Printer, Keyboard, DVD/CD Rom, USB. 	



	this can make others feel.					
Music	Introducing beat	Adding rhythm and pitch	Introducing tempo and dynamics	Combining pulse, rhythm and pitch	Having fun with improvisation	Explore sound and create a story
P.E.	<p>Netball</p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"> Understand how to play in a safe way. Describe why running and playing games is good for you. Watch, copy and describe others play. <p>Procedural knowledge:</p> <ul style="list-style-type: none"> Explore different ways to use, move and send the ball. Develop skills such as sending an object to a target, catching, and gathering, rolling and basic ball control. Move to defend a goal. 		<p>Dance</p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"> Describe what it feels like to breathe quickly during exercise. Describe what they have done or seen others doing. Understand why being active and playing games is good for you. <p>Procedural knowledge:</p> <ul style="list-style-type: none"> Respond imaginatively to a range of stimuli. Move confidently and safely in your own and general space, using changes of speed, level and direction. Perform movement phrases using a range of different body actions and body parts – with control and accuracy. Create linked movements, combining different ways of travelling, with beginnings, middles and ends. 	<p>Dodgeball</p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"> Understand and describe changes to their heart rate when playing a game. Talk about and develop movement skills needed in games. <p>Procedural knowledge:</p> <ul style="list-style-type: none"> Show control of a ball with basic actions. Develop and practise ball handling skills. Move the ball in different ways, practising throwing using overarm and underarm techniques. Roll a ball with some accuracy. Recognise what is successful. Develop fundamental movement skills, becoming increasing confident. 	<p>Athletics</p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"> Evaluate successful and unsuccessful techniques. Show understanding of the correct running technique. <p>Procedural knowledge:</p> <ul style="list-style-type: none"> Show good teamwork and sportsmanship when taking part in competitive throwing. Develop the overarm throw technique, throwing accurately towards a target. Practice the underarm throw technique, aiming towards a target showing increased control. Show a basic level of control, coordination and consistency when running. Explore and practice a variety of movements including running, 	<p>Rounders</p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"> Describe what you have done, or seen others doing. Describe what it is like to breath quickly during exercise. Understand why being active and playing games is good for you. <p>Procedural knowledge:</p> <ul style="list-style-type: none"> Understand and follow simple rules for games and compete in physical activities both against self and against others. Move fluently, changing direction and speed. Show basic control of the ball, including when striking a ball. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in



				<p>jumping, and throwing techniques.</p> <ul style="list-style-type: none"> Experiment with different jumping techniques, showing control, coordination, and consistency throughout. 	<p>line with the ball to receive it.</p> <ul style="list-style-type: none"> Apply skills and tactics in simple games, including recognizing space and using it to your advantage.
	<p>Football</p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"> Describe what you have done, or seen others doing. Describe what it feels like to breath quickly during exercise. <p>Procedural knowledge:</p> <ul style="list-style-type: none"> Explore different ways to use and move with a ball. Show control of a ball with basic actions. Send/ pass a ball and successfully catch/stop a ball. Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space in games and use it to your advantage. 	<p>Gymnastics</p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"> Describe what you have done or seen others do. <p>Procedural knowledge:</p> <ul style="list-style-type: none"> Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction. Combine different ways of travelling exploring a range of movements and shapes. Create linked movement phrases with beginning, middle and ends. Perform movement phrases using a range of different body actions and body parts. Develop agility, balance, and coordination. 	<p>Rugby</p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"> Understand who the attackers and who the defenders are. Decide when to pass and when to run. <p>Procedural knowledge:</p> <ul style="list-style-type: none"> Throw and catch a rugby ball to themselves and others. Improve movement skills whilst moving with the ball in two hands. Play simple tag rugby games understanding the rules of the game. Learn how to tag. 	<p>Cricket</p> <p>Declarative knowledge:</p> <ul style="list-style-type: none"> Apply skills and tactics in simple games, including recognizing space and using it to your advantage. Understand why being active and playing games is good for you. Understand and follow simple rules for games and compete in physical activities both against self and against others. <p>Procedural knowledge:</p> <ul style="list-style-type: none"> Move fluently, changing direction and speed. Show basic control of the ball, including when striking a ball. Successfully receive (catch/stop) a 	



				<p>ball, understanding the concept of moving to get in line with the ball to receive it.</p> <ul style="list-style-type: none">• Understand and follow simple rules for games and compete in physical activities both against self and against others.
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