

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	<p>Fiction: Not a Stick by Antoinette Portis</p> <p>Fiction: Smartest Giant in Town by Julia Donaldson</p> <p>Fiction: Mixed by Arree Chung</p> <p>Fiction: Billy's Bucket by Kes Gray & Garry Parsons</p> <p>Fiction: The Perfect Fit</p> <p>Fiction: Lost and Found</p>	<p>Non-Fiction: Harvest writing</p> <p>Non-Fiction: 'Autumn Time' fact file</p> <p>Fiction: Knuffle Bunny by Mo Willems</p> <p>Non-Fiction: Guy Fawkes Poetry</p> <p>Fiction: You Can't Take an Elephant on the Bus by Patricia Cleveland Peck</p> <p>Non-Fiction: Captions and Letters to the Elf</p>	<p>Fiction: Five Minutes Peace by Jill Murphy</p> <p>Non-Fiction: Winter Poetry, repeating poetry</p> <p>Fiction: Don't Let the Pigeon Drive the Bus! by Mo Willems</p> <p>Non Fiction: Recount of The Creation Story</p> <p>Fiction: Martha Maps It Out by Leigh Hodgkinson</p>	<p>Non-fiction: Farm visit</p> <p>Fiction: Handa's Hen by Eileen Browne</p> <p>Non-Fiction: Book reviews (World Book Day)</p>	<p>Non-fiction: Tigress by Nick Dowson</p> <p>Fiction: Supertato by Paul Linnet and Sue Hendra</p> <p>Non-Fiction: Buzzards Fact files</p> <p>Trip - Waddesdon Manor</p>	<p>Non-Fiction: Trip Recount</p> <p>Fiction: The Three Billy Goats Gruff by Irene Yates</p> <p>Fiction: Speak Up! by Nathan Bryon</p> <p>Non-Fiction: Summer Poems</p>
Writing: Punctuation	<p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Verbs</p> <p>Proper & common nouns</p>	<p>Capital letters</p> <p>Nouns</p> <p>Verbs</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Using 'and'</p>	<p>Nouns</p> <p>Verbs</p> <p>Plural noun suffixes (-s)</p> <p>Verb suffixes (-ed & -ing)</p> <p>Adjectives</p> <p>Using 'because'</p>	<p>Adverbs</p> <p>Plural noun suffixes (-s & -es)</p> <p>Verb suffixes (-er & -ing)</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Prefix (-un)</p>	<p>Nouns</p> <p>Verbs</p> <p>Adverbs</p> <p>Adjectives</p> <p>Verb suffixes</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Using 'and' & 'because'</p>	<p>Plural noun suffixes (-s & -es)</p> <p>Verb suffixes (-er & -ing)</p> <p>Prefix (-un)</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Using 'and' & 'because'</p>
Maths	<p>Place Value (within 10)</p> <p>Addition and Subtraction (within 10)</p> <p>Maths Week - Mathematician: Florence Nightingale</p>	<p>Addition and Subtraction (within 10)</p> <p>Shape</p>	<p>Place Value (within 20)</p> <p>Addition and Subtraction (within 20)</p>	<p>Place Value (within 50)</p> <p>Length and Height</p> <p>Mass and Volume</p>	<p>Multiplication and Division</p> <p>Fractions</p> <p>Place Value (within 100)</p>	<p>Money</p> <p>Time</p> <p>Sports Week: Position and Direction</p>

Science	<p style="text-align: center;">Materials</p> <p>Name and describe the simple physical properties of everyday materials, including wood, plastic, glass, metal, water, and rock, compare and group.</p> <p style="text-align: center; color: #800080;">Science Week – Scientist: Dr Mae Jemison</p>		<p style="text-align: center;">Animals and Humans</p> <p>Identify animals including fish, amphibians, reptiles, birds and mammals including carnivores, herbivores and omnivores. Label parts of humans and animals.</p> <p style="text-align: center; color: #800080;">Trip – Connell’s Farm (Lambing)</p>		<p style="text-align: center;">Plants</p> <p>Identify wild and garden plants, e.g. deciduous and evergreen trees, describe structure of flowering plants, trees.</p> <p style="text-align: center; color: #800080;">Trip – Lady Ryder Memorial Garden (Parmoor)</p>	
	Seasonal Changes (taught across the half terms)	<p style="text-align: center;">Summer to Autumn</p> <p>Observe changes in Autumn, describe weather & day length. Learn what weather is and what is associated with each season. Use a class weather station, observation, discussion and learning outside to measure and record.</p>		<p style="text-align: center;">Winter to Spring</p> <p>Exploring signs of winter through nature and wildlife. Find out how different types of weather can be measured. Work scientifically by collecting, recording and interpreting simple data.</p>		<p style="text-align: center;">Spring to Summer</p> <p>Observe and collect data about the weather and changes between spring and summer. Sun safety. Work scientifically by using simple equipment, making observations and gathering data. Trip – Lacey’s Farm Visit</p>
History and Geography	<p style="text-align: center;">Our School and Local Area</p> <p>Children’s own locality. What our classroom looks like. Locate our school. School environment. Route taken to school. 4 points of a simple compass. Map symbols. What our local area is like. Different types of housing. Types of jobs. Ways that we can change the local area.</p> <p style="text-align: center; color: #800080;">Black History Month: Malorie Blackman</p>	<p style="text-align: center;">The Gunpowder Plot</p> <p>Build-up to Gunpowder Plot. Problems the plotters tried to overcome. Guy Fawkes and his life. Order and conclusion of the events of the Gunpowder Plot. What happened directly after. How the Gunpowder Plot is remembered. How bonfire night has changed over the years.</p> <p style="text-align: center; color: #800080;">Remembrance Day</p>	<p style="text-align: center;">Evolution of Toys</p> <p>Exploring toys from today. Identifying different sources. Toys from the past. Comparing similar toys from different periods. Victorian toys. How toys have changed over time.</p>	<p style="text-align: center;">Our Country</p> <p>Context of the UK. Differences between a ‘town’ and the ‘countryside’. Countries of the UK. Capital cities of the UK and its surrounding seas. Comparing Brasilia with London.</p>	<p style="text-align: center;">Travel and Transport</p> <p>How travel and transport was different in the past. Viking longboats and how they were used effectively. George Stephenson. Invention of trains. History of flight. The Wright brothers. Comparison with present day.</p>	<p style="text-align: center;">Beside the Seaside</p> <p>Coastal/seaside locations. Locations relevant to the children themselves. Seaside locations. Aerial photographs. Seaside resorts. Seaside holidays and resorts in the past and the present. Seaside town of St. Ives, Cornwall. British islands. Hot and cold islands.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art and Design</p>	<p>Drawing Investigate mark making using tools, found materials and different surfaces, representing different textures and making controlled drawings.</p> <p>Context Produce from their imagination a scene from Lost and Found.</p>	<p>Collage Explore and represent ideas and feelings by selecting contrasting colours and materials, tearing, overlapping and sticking materials.</p> <p>Context Collage work in response to the work of Patrick Heron.</p>	<p>Painting Explore painting techniques using thick and thin paint, different brush strokes and colour mixing</p> <p>Context Alma Thomas artwork. Respond to various stories (King Cuthbert’s birthday, Spots on the tummy, Princess and the pea, Fred the dragon) by exploring shape, texture and colour.</p>	<p>Printing Explore printmaking with primary colours using negative stencils, clay slab blocks and collograph blocks producing printed images.</p> <p>Context Create own pattern inspired by Orla Kiely’s work.</p>	<p>Textiles Explore tools and techniques used in weaving, wrapping and knotting materials.</p> <p>Context Create placemats, inspired by the textiles artist Gunta Stölzl.</p>	<p>3D Explore pattern and line in 3D form by manipulating and pressing found and natural objects into clay and plaster casts.</p> <p>Context Produce natural sculptures exploring the work of Andy Goldsworthy.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHE</p>	<p>Relationships Families and friendships Safe relationships Respecting ourselves and others Roles of different people; families; feeling cared for R1, R2, R3, R4, R5 Recognising privacy; staying safe; seeking Permission R10, R13, R15, R16, R17 How behaviour affects others; being polite and respectful R21, R22</p> <p>Odd Socks Day (Anti-Bullying Week) Show Racism the Red Card</p>		<p>Living in the wider world Belonging to a community Media literacy and digital resilience Money and work What rules are; caring for others’ needs; looking after the environment L1, L2, L3 Using the internet and digital devices; communicating online L7, L2, L3 Strengths and interests; jobs in the community L7, L8</p>		<p>Health and Wellbeing Physical health and Mental wellbeing Growing and changing Keeping safe Keeping healthy; food and exercise, hygiene routines; sun safety H1, H2, H3, H5, H8, H9, H10 Recognising what makes them unique and special; feelings; managing when things go wrong H11, H12, H13, H14, H15, H 21, H22, H23, H24 How rules and age restrictions help us; keeping safe online H28, H34</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">British Values</p>	<p>Democracy</p>	<p>Rule of Law</p>	<p>Individual Liberty</p>	<p>Mutual Respect British Sign Language Week</p>	<p>Tolerance</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Education</p>	<p>Invasion Games basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending</p> <p>Gymnastics basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns</p>	<p>Invasion Games (Premier Sport) basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending</p> <p>Gymnastics basic movements including running, jumping, as well as developing balance, agility and co-ordination, using simple movement patterns</p>	<p>Multi Skills basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending</p> <p>Country Dancing (linked to Our Country Topic) basic movements including running, jumping, as well as developing balance, agility and co-ordination, perform dances using simple movement patterns</p>	<p>Multi Skills (Premier Sport) basic movements including running as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending</p> <p>Country Dance (linked to Our Country Topic) basic movements including running, jumping, as well as developing balance, agility and co-ordination, perform dances using simple movement patterns</p>	<p>Athletics basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending</p> <p>Striking and Fielding basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending</p>	<p>Athletics (Premier Sport) basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending</p> <p>Striking and Fielding basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, team games, developing simple tactics for attacking and defending</p> <p>Outdoor Activities: Mobile Caving and Climbing (2 Year cycle). Orienteering</p> <p>Sports Week – Rower: Naomi Riches</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">R. E</p>	<p>Unit 1: Is Everybody Special? Faith(s)/Themes: Christianity, God, Belonging</p> <p>Trip - St John the Evangelist Church Frieth</p> <p>Diwali (Hinduism)</p>	<p>Unit 2: Should we Celebrate Harvest or Christmas? Faith(s)/Themes: Christianity, Harvest, Christmas, Celebration</p> <p>Hanukkah (Judaism)</p>	<p>Unit 3: Does Creation help people understand God? Faith(s)/Themes: Christianity, Judaism, creation</p>	<p>Unit 4: Should Everyone follow Jesus? Faith(s)/Themes: Christianity, Jesus, Leaders, Rabbi, Vicars</p> <p>Ramadan & Eid (Islam) St. George's Day</p> <p>Visit from the Rabbi (Three-year cycle)</p>	<p>Unit 5: Are some stories more important than others? Faith(s)/Themes: Christianity, Judaism, Old Testament, Moral stories</p> <p>Vaisakhi (Sikhism)</p>

Computing	<p style="text-align: center;">Online Safety</p> <ul style="list-style-type: none"> -Using technology purposefully to create. Using technology purposefully to organise. -Using technology purposefully to store. Using technology purposefully to manipulate. -Using technology purposefully to retrieve. -Recognising common uses of information technology beyond school. -Using technology safely and respectfully. 	<p style="text-align: center;">Programming Toys</p> <ul style="list-style-type: none"> -Algorithms and what they are. -How algorithms are implemented as programs on digital devices. -Programs and how they execute by following precise and unambiguous instructions. -Creating and debugging simple programs. -Using logical reasoning to predict the behaviour of simple programs. -Using technology purposefully to create. -Using technology purposefully to organise. -Using technology purposefully to retrieve. 	<p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> -Using logical reasoning to predict the behaviour of simple programs. -Using technology purposefully to create. -Using technology purposefully to manipulate. 	<p style="text-align: center;">Computing Skills</p> <ul style="list-style-type: none"> -Using technology purposefully to manipulate. -Using technology purposefully to retrieve. -Using technology safely and respectfully. 	<p style="text-align: center;">Word Processing Skills</p> <ul style="list-style-type: none"> -Using technology purposefully to create. -Using technology purposefully to organise. -Using technology purposefully to store. -Using technology purposefully to manipulate. -Using technology purposefully to retrieve. -Recognising common uses of information technology beyond school. 	<p style="text-align: center;">Scratch Jr Programming</p> <ul style="list-style-type: none"> -Algorithms and what they are. -How algorithms are implemented as programs on digital devices -Programs and how they execute by following precise and unambiguous instructions. -Creating and debugging simple programs. -using logical reasoning to predict the behaviour of simple programs
Music	<p style="text-align: center;">Instruments of the orchestra</p> <p>Musical families; strings, Brass, Woodwind and Percussion. Importance of conductor. Inventio of the orchestra, how did it differ in 1600. What music would have been heard around the time of the gunpowder plot.</p>		<p style="text-align: center;">Rhythm</p> <p>Learning note time values. Performing basic rhythmic patterns on Boom whackers and other percussion instruments. Rests. Understanding time Signatures. Musical Maths. The meaning of Beat and Pulse, listening for them in different musical styles.</p>		<p style="text-align: center;">Pitch</p> <p>Notes on the staff, The difference between base and treble clef. Notes on the line and space. FACE and All Cows Eat Grass, Playing notated music on Pitched percussion instruments.</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Forest School</p>	<p>Science - SEASONAL CHANGE - Experience and discuss the changes in autumn in the FS space. What happens to the trees? What do woodland animals do in the autumn?</p> <p>Art - DRAWING - Mark making with natural materials including charcoal and wax crayons. Discuss artists who use natural materials including Anthony Goldsworthy's leaf mosaics.</p>	<p>History and Geography - OUR SCHOOL AND LOCAL AREA - Discuss local flora and fauna. What can we do to conserve and preserve our local area? And the Forest School space? Pond maintenance.</p> <p>Science - MATERIALS - Compare the physical properties and textures of natural materials found at forest school (FS), focus on building up vocabulary to describe them (eg. Moss is spongy, leaves are smooth)</p>	<p>Art and design - PRINTING - Printing with leaves and potatoes to build up patterns and pictures. Look at the overall effect of repeated shapes.</p> <p>Science - SEASONAL CHANGE - Experience and discuss the changes in the FS space. What happens to the trees? What do woodland animals do in the winter? Build clay nests for birds.</p>	<p>Art and Design - COLLAGE - Discuss what cold colours and warm colours are and where we can see them in the FS space, in nature.</p> <p>Science - ANIMALS AND HUMANS - Learn about the animals we find in the woodland, separating them into carnivores, herbivores and omnivores, and discussing the difference between amphibians and reptiles.</p>	<p>History and Geography - TRAVEL AND TRANSPORT - Study the shape of insects and birds, and discuss how their design is conducive to flight. Use natural objects to create rafts to float on pond.</p> <p>Science - (at Hill Cottage Woods) - SEASONAL CHANGE - Experience and discuss the changes in summer in the FS space. What happens to the trees?</p>	<p>Art and design - 3D - Create 3D sculptures using clay inspired by natural world, and using natural materials.</p> <p>Science - PLANTS - Plant sunflower seeds, monitor how it grows.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design Technology</p>	<p>Our Fabric Faces Learn all about different fabrics. Explore the names of different fabrics. Choose, manipulate and join fabrics. Running stitch.</p>		<p>Dips and Dippers Learn about food hygiene rules and using kitchen equipment to prepare food safely. Apply when making and evaluating. Explore eating a healthy and varied diet.</p>		<p>Moving Traditional Tale Pictures Understanding mechanisms, such as levers, wheels and sliders. Create moving picture centred on 'The Three Billy Goats Gruff.'</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<p>Observe, observations, data, record, weather, symbol, temperature, rainfall, wind direction, thermometer, rain gauge, weather vane. where, local, area, photograph, address, observe, look, near, far, passport, distance</p>	<p>Toys, favourite, today, modern, new, present, now, century, describe, question, source, evidence, materials, wood, plastic, glass, metal, water, rock.</p>	<p>North, south, east, west, millimetres, degrees centigrade, Guy Fawkes, Gunpowder Plot, gunpowder, Catholic, King James I, Robert Catesby.</p>	<p>Town, country, village, city, country, farm, house, pros, cons, different, similar, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, country, continent, capital city, map, equator, animals, birds, reptiles, mammals, amphibians, fish, observe, identify.</p>	<p>Travel, transport, car, bus, aeroplane, bicycle, penny farthing, omnibus, sedan chair, horses and cart, engine, steam train, Summer, hot, sun, rays, safe, safety, sun cream, sunglasses, sun hat, shade, water, hydrated, dehydrated, protect.</p>	<p>Visit, locate, resort, holiday, coast, national, international, near, far, village, town, city, countryside, urban, rural, human, physical, tourists, local area, seeds, bulbs, plants, planting, grow, soil, pots, observations, similar, different, roots, stem, leaves, flowers, petals, fruit.</p>

Class trips	St John the Evangelist Church Frieth	Connell's Farm Waddesdon Manor	Lacey's Farm Lady Ryder Memorial Garden
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Red – trips/theme days

Purple – significant events/people