

	Autumn 1 Seven weeks	Autumn 2 Seven weeks	Spring 1 Six weeks	Spring 2 Six weeks	Summer 1 Five Weeks	Summer 2 Eight Weeks
Topic	All about me		Seasonal changes		Magical gardens	
Wow event	Trip to Pizza Express		Farm		Create a garden	
Parental involvement	Children to guide parents through making a dish using their instructions		Parents to go on a walk and take photos of the school grounds with the children		Planting with parents	
Literacy	<b>Continuous Provision:</b> Phonics, word/sentence level, key words, IND. & group reading, poem of the week; book of the term b					
	Narrative (Journey)	Narrative (Poetry) Kennings poems using Fairytale characters (prefixes and suffixes)	Narrative	Narrative (poetry)	Narrative (Billy goats gruff – cumulative tale)	Narrative (Beating the villain)
	Instructions – children teach parents how to make a dish based on their instructions	Discussion – Fairytale characters, Who is in the wrong?	Persuasion – (please let me go to the farm!)	Recount – My visit to the farm	Non-chron	Explanation – linked to planting and growing
Maths	<b>Continuous Provision:</b> Mental strategies to solve simple problems using & explaining different methods and reasoning orally.					
	Autumn Term					
	Number and place value (NPV); Mental addition and subtraction (MAS)					
	Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)					
	Mental multiplication and division (MMD); Mental addition and subtraction (MAS)					
	Geometry: properties of shapes (GPS); Statistics (STA)					
	Number and place value (NPV); Mental addition and subtraction (MAS)					
	Number and place value (NPV)					
	Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)					
	Geometry: position and direction (GPD); Measurement (MEA)					
	Mental addition and subtraction (MAS); Mental multiplication and division (MMD)					
	Number and place value (NPV); Measurement (MEA)					
	Spring Term					
	Number and place value (NPV); Mental addition and subtraction (MAS)					
	Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA); Mental multiplication and division (MMD)					
Mental addition and subtraction (MAS)						
Geometry: properties of shapes (GPS); Statistics (STA); Measurement (MEA)						

Number and place value (NPV); Mental multiplication and division (MMD)
Number and place value (NPV); Mental multiplication and division (MMD); Fractions, ratio and proportion (FRP)
Mental addition and subtraction (MAS); Mental multiplication and division (MMD); Problem solving, reasoning and algebra (PRA)
Measurement (MEA)
Mental addition and subtraction (MAS)
Number and place value (NPV); Mental addition and subtraction (MAS)
Summer Term
Number and place value (NPV); Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)
Mental addition and subtraction (MAS)
Mental addition and subtraction (MAS)
Measurement (MEA); Statistics (STA)
Number and place value (NPV); Mental multiplication and division (MMD); Fractions, ratio and proportion (FRP); Measurement (MEA)
Number and place value (NPV)
Number and place value (NPV); Mental multiplication and division (MMD); Problem solving, reasoning and algebra (PRA); Fractions, ratio and proportion (FRP)
Measurement (MEA); Statistics (STA); Geometry: properties of shapes (GPS); Geometry: position and direction (GPD)
Mental addition and subtraction (MAS)
Number and place value (NPV); Mental addition and subtraction (MAS); Mental multiplication and division (MMD)

**Continuous Provision: values; prayer tree?**

Does God want Christians to look after the world?	What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Does celebrating Chanukah make Jewish children feel closer to God?
The house that Mac built (wisdom)	Andreo the Shepherd boy (King David) - integrity	Verity's Mighty magnet (people Jesus met) service	The scream box (Jesus's enemies) love	Peggy's wonderful pillowcase (the conversion of Paul) – justice	Chan's picture board - compassion

<b>Science</b>	<b>Animals, including humans: ourselves</b> Identify, name, draw and label parts of the human body and say which part is associated with each sense		<b>Seasonal changes: Wonderful Weather</b> Work scientifically making tables and charts about the weather. Gather and record data; observe closely using equipment; carry out tests	<b>Animals, including humans: Pets</b> Identify and name a variety of common animals; describe and compare the structure of a variety of common animals	<b>Animals, including humans: ourselves</b> Identify and name a variety of common plants  <b>Everyday Materials: Marvellous Materials</b> Sc1/3/1a & 3.1b & 3.1c materials (distinguish between an object and the material with which it is made) Sc1/4.1d compare & group together a variety of everyday materials on	<b>Plants: What's growing in our garden?</b> To identify and name a variety of common wild and garden plants; basic structure of plants & trees  <b>Everyday Materials: Let's build</b> Sc1/3/1a & 3.1b & 3.1c materials (distinguish between an object and the material with which it

					the basis of their simple physical properties	is made) Sc1/4.1d compare & group together a variety of everyday materials on the basis of their simple physical properties
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<b>Computing</b>	<b>Continuous Provision: Word Processing, IWB, Multimedia Programs, &amp; use through other topics,</b>					
	<b>We are treasure hunters:</b> Using programmable toys	<b>We are TV chefs:</b> Illustrating an ebook  <b>We are painters:</b> Illustrating an ebook	<b>We are collectors:</b> Finding images using the web – seasonal pictures	<b>We are celebrating:</b> creating a card digitally – mother's day card	<b>We are story tellers:</b> producing a talking book	
<b>History/ Geography</b>	<b>Continuous Provision:..seasonal/daily weather patterns in the UK (weather station)</b>					
	<b>History: Understand changes within living memory</b> eg myself and toys etc	<b>History: significant historical events, people and places in their own locality</b> eg local town hall, famous local people	<b>Geography:</b> identify seasonal and daily weather patterns in the UK  <b>Geog:</b> Develop knowledge of the UK and their locality through: naming, locating and identifying characteristics of the four countries and capital cities of the UK and its surrounding seas.  using simple fieldwork and observational skills to study geography of their school and its grounds (devise simple maps with symbols)	<b>History:</b> significant individual – Bob Marley & Mary Seacole	<b>Geography: knowledge</b> develop an understanding of pupil's local area using geographical skills and fieldwork and basic geographical vocabulary	<b>Events beyond living memory that are significant nationally or globally</b> eg Remembrance Day
<b>Art/ Design Technology</b>	<b>Continuous Provision: junk modelling; malleable materials; paint;</b>					
	<b>Sculpture:</b> uses clay, dough and plasticine. Cut roll and coil materials. Adds texture to models using tools. Make shape from rolled up pare, straws, paper and card.	<b>Food (linked to topic):</b> cut, peel, grate and chop ingredients. Work safely and hygienically. Understand a balanced diet. Measure and weigh food items.  <b>Textiles: (linked to</b>	<b>Paintings:</b> experiments with and enjoys colour eg mixing powder paint primary colours. Creates pattern using different tools and colours.	<b>Printing:</b> extends repeating patterns – overlapping, using two contrasting colours etc. Explores and recreates patterns and textures with an extended range of materials eg sponges, leaves, and fruit.	<b>DT: CONSTRUCTION:</b> gluing and nailing. Demonstrate a range of cutting and shaping techniques e.g. cutting, tearing, folding and curling. Use materials to practice gluing and nailing materials to make	<b>Drawings: (eg pencil, chalk, pastel, charcoal)</b> using different media makes a variety of patterned lines, wavy, straight, zig-zag, thick, thin, narrow and wide  <b>Collage work:</b> embellishes, using a variety of techniques,

		<b>Christmas Play</b> ) colour fabrics using fabric paints, printing, painting etc. Cut out shapes using a template. Join fabrics using running stitch, glue.			products.  build structures, making them stronger (skills: model and develop ideas/select materials & tools)  (Bug hotels/green houses)	including drawing, painting and printing  (Representing our garden through art work)
<b>Physical Education</b>	<b>Continuous Provision: write dance; wake up shake up</b>					
	Class teacher: Movement Games	Class teacher: Dance	Class Teacher: Ball Games	Class teacher: Balance Games	Class teacher: Athletic Games	Class Teacher: Sports Day practice
	Joe Walters: Multi-skills	Joe Walters: Multi-skills	Joe Walters: Gymnastics	Joe Walters: Invasion Games (team games)	Joe Walters Striking and fielding (battling, bowling and catching skills)	Joe Walters: Sports Day practice
<b>Music</b>	<b>Continuous Provision: Hymn Practice, class singing, music appreciation/listening to different types of music (register time?); song/poem of the week</b>					
	<b>MUSIC Express</b> Exploring sounds and working with beat. Using voices expressively singing songs, speaking chants & rhymes; beginning to play un-tuned instruments musically and with the correct technique.	<b>Singing Unit</b> Learning songs for the Nativity presentation. Beginning to use voices more tunefully, understand the importance of vocal warm-up and start to develop an understanding of posture and breathing for correct vocal technique.	<b>MUSIC Express</b> Beginning to maintain a steady beat and working with changes in tempo to sequence sounds. Begin to understand pitch using movement and contrast with dynamics. Begin to use a graphic score.	<b>MUSIC Express</b> Explore sounds around the school and share ideas for a soundscape composition using dynamics and contrasts. Explore beat patterns and listen to changes in metre.	<b>MUSIC Express</b> Discovering basic musical terms for tempo and dynamics and performing with concentration to accompany a story narration. Identifying and responding to changes in mood. Combining rhythm with a steady beat.	<b>MUSIC Express</b> Combing voices with instruments and movement. Creating word rhythms. Beginning to understand structure and creating a class tone poem. Using tuned percussion with control and correct technique.
<b>PSHE</b>	<b>Continuous Provision:</b>					
	New beginnings	Getting on and falling out  Say no to bullying	Going for goals	Good to be me	Relationships	Changes