



| SUBJECT | AUTUMN TERM | SRPING TERM | SUMMER TERM |
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| R.E. | FAMILIES - God's love and care for every family BELONGING -Baptism: an invitation to belong to God's family JUDAISM WAITING - Advent: a time to look forward to Christmas | SPECIAL PEOPLE - People in the parish family ISLAM MEALS - Mass, Jesus' special meal CHANGE - Lent: a time for change | HOLIDAYS AND HOLYDAYS - Pentecost: feast of the Holy Spirit BEING SORRY - God helps us choose well NEIGHBOURS - Share God's world |
| Literacy | | | |
| Writing Genres | Poetry- Rhyme Lists and captions Place value of punctuation and grammar Narrative: Book based on diversity Instructions: Linked to history Christmas Narrative: Bear and Hare | Narrative: Setting descriptions Report writing: Mary Seacole Author Study: International Women's Day Explanation Texts: Science | Persuasive Texts: Linked to looking after our world (Earth Day) Narrative: Tales from different cultures Letter: Aspiration week- To aspirational person Poetry: Beauty of our world |
| Numeracy | Place Value to 10 Addition and Subtraction within 10 Geometry - Shapes | Place Value to 20 Addition and subtraction within 20 Place value to 50 Length and Height Mass and Volume | Multiplication and division Fractions Geometry - Position and Direction Place Value to 100 Measurement – Money Time |
| Science | <p style="text-align: center;">Everyday Materials</p> <ul style="list-style-type: none"> • how to distinguish objects from materials, describe their properties, identify and group everyday materials • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their | <p style="text-align: center;">Animals including Humans</p> <ul style="list-style-type: none"> ✓ describe and compare observable features of animals from observable features of animals from a range of groups ✓ group animals according to what they eat ✓ identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds ✓ identify and name a variety of common animals that are carnivores, herbivores and omnivores ✓ name and locate parts of the human body, including those related to the senses | <p style="text-align: center;">Plants</p> <ul style="list-style-type: none"> ✓ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ✓ identify and describe the basic structure of a variety of common flowering plants, including trees ✓ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p style="text-align: center;">Vocab</p> <p>Plants: leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem.</p> |

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| | <p>simple physical properties</p> <p><u>Vocab</u></p> <p>Materials: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. brick, paper, fabrics, elastic, foil.</p> | <ul style="list-style-type: none"> ✓ describe and compare observable features of animals from a range of groups ✓ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ✓ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense ✓ how to take care of animals taken from their habitat and understand the need to return them safely to their homes ✓ use the vocabulary and identify: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth <p><u>Vocab</u></p> <p>Humans and animals: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth</p> | |
| Art & Design | Spirals | Inspired by Flora and Fauna | Playful Making |
| Design & Technology | <p>Mechanisms: Moving storybook</p> <ul style="list-style-type: none"> • Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. • Clearly label drawings to show which parts of their design will move and in which direction. • Make a picture, which meets the design criteria, with parts that move purposefully as planned. <ul style="list-style-type: none"> • Evaluate the main strengths and weaknesses of their design and suggest alterations. | <p>Textiles: Easter puppet design</p> <ul style="list-style-type: none"> • Join fabrics together using pins, staples or glue. • Design a puppet and use a template. • Join their two puppets' faces together as one. • Decorate a puppet to match their design. | <p>Structures: Windmills</p> <ul style="list-style-type: none"> • Identify some features that would appeal to the client (a mouse) and create a suitable design. • Explain how their design appeals to the mouse. <ul style="list-style-type: none"> • Make stable structures, which will eventually support the turbine, out of card, tape and glue. • Make functioning turbines and axles that are assembled into the main supporting structure. • Say what is good about their windmill and what they could do better. |
| Geography | Our place in the world | Weather & Seasons | My school & where I live |
| | <p>Locational knowledge</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of | <p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the | <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well |

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| | the United Kingdom and its surrounding seas | | location of hot and cold areas of the world in relation to the Equator and the North and South Poles <ul style="list-style-type: none"> use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | as the countries, continents and oceans studied at this key stage <ul style="list-style-type: none"> 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 Geography use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | |
| History | Toys over time <ul style="list-style-type: none"> changes within living memory | | The Great Fire of London <ul style="list-style-type: none"> events beyond living memory that are significant nationally | | Grace Darling <ul style="list-style-type: none"> significant historical people in own locality | |
| Music | Christmas | | Charanga | | Charanga | |
| P.H.S.E. & R.S.E. | Core Theme: Relationships | | Core Theme: Living in the wider world | | Core theme: Health & Wellbeing | |
| | Family and Relationships Being Safe | | Citizenship Economic Wellbeing | | Physical health & mental wellbeing Careers and aspirations | |
| I.T. | COMPUTING SYSTEMS AND NETWORKS Online safety and exploring Purple Mash Online Relationships (PSHE) | Privacy and Security Self-Image and identity (PSHE) | CODING and COMPUTATIONAL THINKING Moving a Robot Online Reputation Online Bullying (PSHE) | Managing Online Information Copyright and Ownership (PSHE) | INFORMATION TECHNOLOGY Animated Stories Health, wellbeing and lifestyle (PSHE) | |
| P.E. (Complete PE) | Running 1 Wide, narrow, curled | Hands 1 Body Parts | Growing Feet 1 | The Zoo Hands 2 | Jumping 1 Games for understanding | Health & wellbeing Team building |

