

Subject	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (7)	Summer 1 (4)	Summer 2 (7)
Reading	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.	Read Write Inc phonics programme. Level suitable for individual child. Reading across the other subjects.
Writing	Writing during daily Read, Write, Inc lessons. Letter formation and handwriting. Fortnightly book focus to include, fiction, non-fiction and poetry.	Writing during daily Read, Write, Inc lessons. Letter formation and joining handwriting. Fortnightly book focus to include, fiction, non-fiction and poetry.	Writing during daily Read, Write, Inc lessons. Handwriting. Fortnightly book focus to include, fiction, non-fiction and poetry.	Writing during daily Read, Write, Inc lessons. Handwriting lessons. Fortnightly book focus to include, fiction, non-fiction and poetry.	Writing during daily Read, Write, Inc lessons. Handwriting lessons. Fortnightly book focus to include, fiction, non-fiction and poetry.	Writing during daily Read, Write, Inc lessons. Handwriting lessons. Fortnightly book focus to include, fiction, non-fiction and poetry.
SPAG	Verbs, nouns, adjectives, capital letters and full stops.	Verbs, nouns, adjectives, question marks, capital letters, and full stops.	Nouns, names of letters, singular and plural days of the week, exclamation marks.	Pronouns, un words, ed words, capital letters and full stops and plurals.	Using and in sentences, nouns and exclamation marks, question marks and capital letters.	Capital letters, full stops and to join clauses, suffixes and prefixes.
Speaking & Listening	In every subject taught across the curriculum the children are encouraged to speak and listen carefully to each other. The children participate in pairs, small groups, large groups and whole class work where they are encouraged to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Children are taught to speak audibly and fluently with an increasing command of Standard English. Opportunities to present, perform and role are also provided.					
Mathematics	Year 1 -To know some number bonds to 10 (adding two numbers to make any number to 10). Write calculations using +, -, =. Identify shapes and patterns and count up to 20 objects accurately. Use terms re-grouping and begin to know tens and ones. To read and write numbers to 30. To begin to reason and solve simple word problems.	Year 1 -Continue to focus on knowing number bonds to 10 and using this information to help with addition and subtraction problem solving and reasoning activities. To calculate using numbers to 20 and beyond. To further investigate tens and ones. To read and write numbers to 50. The children will also learn to count in 2s and 5s and 10s. To explore mass and length using standard and non -standard units of measure. Recognise halves and quarters. Know the days of the week. Know the months of the year.			Year 1 - Read and write numbers to 100, count forwards and backwards from given number. Add and subtract one and two digit numbers from numbers to 20. Introduce multiplication and division and use them to solve simple problems. Tell the time using o'clock and half past. Recognise coins, calculate totals and give change.	

<p>Science</p>	<p><u>Animals including humans</u> Year 1 - To identify and name common animals including fish, amphibians, reptiles, birds and mammals. To use the term omnivore, carnivore and herbivore. To describe and compare structure of animals - wing, tail, fin, scale etc. To identify, name, draw and label the basic parts of the human body and parts of the body associated with each sense. Year 2 - Animals have offspring, animals need water, food and air to survive. To understand the importance of diet and exercise. <u>Seasonal change</u>- use weather wheel and seasons tree display all year. Science nature walks during the school year to observe changes around the school environment.</p>	<p><u>Animals including humans</u> Year 1 - To identify and name common animals including fish, amphibians, reptiles, birds and mammals. To use the term omnivore, carnivore and herbivore. To describe and compare structure of animals - wing, tail, fin, scale etc. To identify, name, draw and label the basic parts of the human body and parts of the body associated with each sense. Year 2 - Animals have offspring, animals need water, food and air to survive. To understand the importance of diet and exercise. <u>Seasonal change</u>- Introduce seasons - what do we know? What animals do we see at different times of the year? Which animals hibernate in winter? Observe seasonal change and complete seasonal walks around the grounds.</p>	<p><u>Everyday Materials</u> Year 1 - To compare properties of materials. To use terms such as shiny, transparent, opaque, rigid, flexible etc. to describe materials. To sort materials into groups according to properties. Investigate magnetic and non-magnetic materials. Year 2 - To identify and compare suitability of materials. Material can change shape, twist and stretch etc. <u>School allotment</u> Planting and taking care of our class allotment beds.</p>	<p><u>Plants</u> Year 1 -To name common plants including deciduous and evergreen trees. Year 2 -To identify and name wild/ garden plants and trees. <u>Seasonal change</u>- Consider the weather for different seasons. What types of clothes do we wear in different seasons? Observe seasonal change and complete seasonal walks around the grounds. <u>School allotment</u> Planting and taking care of our class allotment beds.</p>	<p><u>Plants</u> Year 1 -: To identify and name common plants and trees in our local environment. To identify and name common wild and garden plants. To identify the basic structure of a variety of common flowering plants including trees (leaves, flowers, blossom, petals, fruit, roots, bulbs, seeds, trunk, branch, stem). Plant seeds and tend the allotment. Know names of common weeds. Draw leaves and flowers to make an identification book. Year 2- Observe and describe the growth of seeds and bulbs. Plants need water, light and correct temperature to grow. <u>School allotment</u> Taking care of our class allotment beds. Tasting produce grown.</p>	<p><u>Living things and their habitats.</u> Year 2- To know the difference between dead, living and never alive. Living things adapt to habitats, understand the interdependence of animals and plants, name plants and animals habitats. Describe food chains. <u>Seasonal change</u>- Plants from across the seasons. How do trees change throughout the year? Observe seasonal change and complete seasonal walks around the grounds. <u>School allotment</u> Taking care of our class allotment beds. Tasting produce grown.</p>
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Computing	<p>Unit 1 <u>Computing systems and networks: Technology around us</u> We will develop an understanding of technology and how it can help us.</p>	<p>Unit 2 <u>Creating media: Digital painting</u> We will explore the world of digital art and its exciting range of creative tools.</p>	<p>Unit 3 <u>Programming A: Moving a robot</u> This unit introduces early programming concepts and we will use different commands to program a floor robot (Beebot).</p>	<p>Unit 4 <u>Data and information: Grouping data</u> This unit introduces data and information. We will sort objects into groups and add labels, to help answer questions about data.</p>	<p>Unit 5 <u>Creating media: Digital writing</u> We will develop our understanding of the various aspects of using a computer to create and change text.</p>	<p>Unit 6 <u>Programming B: Programming animations</u> We will learn about on-screen programming using Scratch Jr. to introduce ideas about sprites and algorithms.</p>
DT	<p><u>Structures</u> Joining reclaimed materials for stability and strength</p> <p>Animals home/farm house</p> <p><i>Focus on using scissors safely.</i></p>	<p><u>Textiles</u> Joining (Y2) and decorating (Y1) fabric</p> <p>* Christmas bazaar activity</p> <p>* Mother's Day sunglasses pouch (Spring term)</p>	<p><u>Food</u> Combining by chopping and peeling - Health Week link</p> <p>Make Fruit/ Veg salad/ kebab</p> <p>Father's day gift - TBC</p>		<p><u>Mechanisms</u> Things with wheels - Wheeled vehicle, focus to be considered.</p> <p><u>Control</u> Computer control - STEM workshop, Computing links, making robots move and talk!</p>	
Humanities Hist./Geog	<p><u>Geography</u> Why does it matter where my food comes from?</p>	<p><u>History</u> What was the life of Elizabeth II like? How and why do we celebrate Remembrance Day?</p>	<p><u>Geography</u> What is life like in London?</p>	<p><u>History</u> How do we know so much about what happened in the Great Fire of London?</p>	<p><u>Geography</u> Why don't penguins need to fly?</p>	<p><u>History</u> What does it take to become a great explorer?</p>
Art (In addition - Continuous drawing throughout the year)	<p><u>Painting and mixed media</u> Self-portraits - observing anatomy</p> <p>Colour mixing - colours in our environment - naming colours. Primary (Y1) and Secondary (Y2) colours. Colours of Autumn - Autumn trees. Colours of food - natural colouring.</p>	<p><u>Printing</u> Exploring colour and pattern - different ways of printing. Natural and man-made materials.</p> <p>Guy Fawkes pictures - create Firework patterns.</p> <p>To complete rubbings in the environment.</p>	<p><u>Craft and Collage</u> Winter scenes - Snowmen, winter flowers, winter trees.</p> <p>RE - Pattern - colour, texture and shape.</p> <p>Study an artist</p>	<p><u>Craft and collage</u> Creating transfers</p> <p>Exploring colour, shape and pattern.</p> <p>Easter Card - Weaving</p>	<p><u>Drawing</u> To work with dry media - chalks, pastels, oils.</p> <p>To focus on line, shape, tone, pressure and (Y2) colour.</p> <p>Beach scenes</p>	<p><u>3D Form</u> Explore shape and form - explore sculpture with malleable materials.</p> <p>Clay tiles</p> <p>Cut, form, tear, shape and join materials.</p> <p><u>Digital media</u> - taking pictures and drawing</p>

	Using scissors to create new things. Create texture and effects with paint.	Christmas cards to send home. Design own block prints.			Sketching focus - Beside the seaside. Landscapes. Make gift for Father's Day.	'What can be seen'. Using a digital camera - editing, cropping and manipulating pictures.
RE Cycle B	1.6 Who is Muslim and how do they live? (PART 1) Harvest time Christian Bible stories	1.3 Why does Christmas matter to Christians? Christian Bible stories	1.6 Who is Muslim and how do they live? (PART 2)	1.5 Why does Easter matter to Christians?	1.4: What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
PSHE	<u>Classroom rules</u> <u>Getting to know each other</u> <u>Basic first aid</u> - link 999, how to call an emergency service.	<u>Keeping myself safe</u> Health and well-being People who help us Living in the wider world and internet safety	<u>Me and my relationships-</u> Feeling, emotions and friendships Kindness and Anti bullying	<u>Rights and responsibilities</u> <u>British values</u>	<u>Life Education Visit</u> <u>Valuing difference</u> <u>Media Influence</u>	<u>Growing and changing</u> <u>All about me</u>
PE	<u>Team Building</u> Explore the idea of team through playing a range of games <u>Running (Locomotion)</u> Develop running technique and apply it in both race and team game contexts	<u>Wide, narrow, curled (Gym)</u> Explore movement and balance, link moves and balances <u>Hands 1 (Ball Skills)</u> Sending and receiving a ball using hands in different ways	<u>The Zoo (Dance)</u> Creating movement patterns and responding to rhythm <u>Feet 1 (Ball Skills)</u> Develop passing and dribbling a ball with feet	<u>Growing (Dance)</u> Explore dynamics and movement qualities <u>Hands 2 (Ball Skills)</u> Throwing and rolling a ball using underarm. Apply in a game.	<u>Jumping 1 (Locomotion)</u> Jumping in different ways. Learning to skip. <u>Rackets, bats and balls (Ball Skills)</u> Use a racket and ball together to hit/push accurately. Use skills in a game.	<u>Body Parts (Gym)</u> Explore movement and balance using different body parts on the floor and apparatus. Combine to make a mini sequence. <u>Games for Understanding</u> To begin to understand simple attacking and defending principles.
Music	<u>Menu Song</u> <ul style="list-style-type: none"> Active listening (movement) Beat Echo singing Showing pitch move 	<u>Colonel Hathi's March/ Magical Musical Aquarium</u> <ul style="list-style-type: none"> Marching Film/Music Graphic Symbols Classical music Timbre 	<u>Football</u> <ul style="list-style-type: none"> Ostinato Pitched/unpitched patterns Notes E-D-C 	<u>'Dawn' FROM Sea interludes/ Musical Conversations</u> <ul style="list-style-type: none"> 20th Century Classical music Question & answer Graphic Score 	<u>Dancing & drawing to Nautilus/ Cat & mouse</u> <ul style="list-style-type: none"> Mood Tempo Internalizing beat, draw to music Movement/ actions Electronic music Dot notation 	<u>Come dance with me</u> <ul style="list-style-type: none"> Call & Response Echo Singing Percussion Crotchet, quavers, crotchet rest Developing beat skills

