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| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| English | **Our Class is a Family (Non-Fiction)**  **Miss Nelson goes missing!**  **(Fiction)**  Lists, Labels and captions  Character Descriptions  (Innovations)  **Cross Curricular Writing**  **History**  Toys | **Toys in Space (Non-fiction)**  **Compare to**  **Space Tortoise**  **(Fiction)**  Recount  Report  Narrative – Write a section of the story in first person.  **Cross Curricular Writing**  **Christmas Writing**  Letter to Father Christmas  Jobs of the Elf | **Traditional Tales**  **The Jolly Postman**  **(Fiction)**  Narrative  Instructions  Poetry  **Cross Curricular Writing**  **History**  Recount  List, Labels, Captions  Geography  Reports | **Traditional Tales**  **Rapunzel (Fiction)**  **Hansel and Gretel (Fiction)**  Narrative  **Ready, Steady, Mo (Poetry)**  Poems | **When Jelly Had a Wobble (Fiction)**  Narrative  **Cross Curricular Writing**  **Little People Big Dreams - Florence Nightingale (Non-Fiction)**  **Mary Seacole (Non fiction)** | **Dear Zoo (Fiction)**  Narrative  **Lost and Found (Fiction)**  Narrative  Playscripts |
| Maths | **Place Value within 10**  **Addition and Subtraction** | **Shape**  **Place Value within 20** | **Addition and Subtraction** | **Place Value within 50**  **Length and Height**  **Weight and Volume** | **Multiplication and Division**  **Fractions**  **Position and Direction** | **Place Value within 100**  **Money**  **Time** |
| Science | **Our Changing World**  **Plants (1)**  **Using Our Senses**  Identify, name, draw and label the basic parts of the human body.  Know the function of basic body parts.  Say which part of the body is associated with each sense.  Name the 5 senses | **Everyday Materials (1-4)**  I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  **Our Changing World**  **Plants (2)**  **Animal Antics (1)**  **Sensing seasons (2&3)** | **Looking at animals**  **(1, 2, 3, 4 & 7)**  I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  I can describe and comparethe structure of a variety of common sort animals (including fish, amphibians, reptiles, birds and mammals and pets). | **Everyday Materials**  **(5, 7, 6, 10 &E1)**  I can distinguish between an object and the material from which it is made.  I can describe the simple physical properties of a variety of everyday materials.  **Our Changing World**  **Plants (3,4)**  **Animal Antics (2)**  **Sensing Seasons (4)** | **Plant Detectives**  **(1, 2, 3, 4, 5)**  I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  I can identify and describe the basic structure of a variety of common flowering plants, including trees. | **Looking at animals ( 6, E1 &E4)**  **I can describe and compare** the structure of a variety of common sort animals (including fish, amphibians, reptiles, birds and mammals and pets).  I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.    **Our Changing World**  **Plants (5)**  **Sensing Seasons (2 & 3)** |
| History | **Changes Within Living memory**  **How have toys and games changed?**  Name a variety of toys from the past 100 years  Name materials that toys are made from.  Look at different toys and use reasoning to say whether they are contemporary of from the past  Know when some toys were first used |  | **Events Beyond Living Memory**  **The Great Fire of London**  Know the main events of The Great Fire of London  Know what London looked like in 1666  Know the causes of the fire and why it spread  Know the positive and negative consequences the fire had.  Name the significant figures associated with the fire |  | **Life of a significant individual**  **Florence Nightingale/Mary Seacole**  What did Florence Nightingale achieve and why is she important.  What did Mary Seacole achieve and why is she important.  Make links between nurses in the past and nurses today. |  |
| Geography |  | The Four Seasons  **Human and physical geography**  Name the four seasons  Know which months of the year match to the seasons  Compare the four seasons  Know what the weather is like in all 4 seasons |  | Where I Live  **Place and Locational Knowledge**  Identify the countries and capital cities of the UK  Identify features and characteristics of the countries of the UK  **Human and physical geography**  Describe where they live  Name and describe different types of settlements  **Locational knowledge**  Name the 7 continents and locate them on a world map  Name the 5 oceans and locate them on a world map |  | Life in the City  I know some major capital cities around the world  I know features and landmarks of some cities around the world.  I know some geographical symbols and patterns and can use them to create simple maps.  **Human and physical geography**  I know some human features of a city.  I know some physical features of a city. |
| Design Technology |  | **Food**  **Fruit and Vegetables**  **Healthy Smoothies**  **Design:**  Explore and evaluate a range of existing products  Know the purpose of their product  Design a product for a particular purpose or user  Communicate a design for their product  **Make:**  Follow a simple design  Select and use appropriate tools, materials and techniques  Perform practical tasks, including cutting and joining  Create a product based on their designs  Follow safety rules and use equipment correctly  **Evaluate:**  Identify strengths and weaknesses of a product  Discuss whether their product has met the design criteria  **Cooking and Nutrition:**  Follow a simple recipe  Use the basic principles to prepare dishes  Know if a food is a fruit or a vegetable. Learn where and how fruits and vegetables grow. |  | **Textiles**  **Puppets**  **Sewing**  **Design:**  Know how to use a template to create a design for a puppet.  **Make:**  know how to perform practical tasks, including cutting and joining  Know a sequence of steps for construction  **Evaluate:**  Understand why we need to reflect on a finished product.  . |  | **Mechanisms**  **Moving Story Book Sliders**  **Design:**  Explore and evaluate a range of existing products  Know the purpose of their product  Design a product for a particular purpose or user  Communicate a design for their product  **Make:**  Follow a simple design  Select and use appropriate tools, materials and techniques  Perform practical tasks, including cutting and joining  Create a product based on their designs  Follow safety rules and use equipment correctly  **Evaluate:**  Identify strengths and weaknesses of a product  Discuss whether their product has met the design criteria  **Technical Knowledge**  Use mechanisms in their products |
| Art and Design | **Sculpture, drawing and collage**  Plan and create sculptures and constructions  Develop skills in manipulating clay: rolling, kneading and shaping  Use a range of dry media to explore the elements of art: line, colour and shape.  Create art supported by photography, digital art, pattern, printmaking or texture and collage |  | **Painting**  **(Linked to The Great Fire of London)**  Demonstrate knowledge about primary and secondary colours.  Use, and be able to name, a variety of paint, paper and implements to create. |  | **Painting and Collage**  **(Landscapes)**  Demonstrate knowledge about primary and secondary colours.  Use, and be able to name, a variety of paint, paper and implements to create.  Create art supported by photography, digital art, pattern, printmaking or texture and collage |  |
| Computing | **Unit 1.1**  **Online Safety & Exploring Purple Mash**  Use technology safely and respectfully, keeping personal information private; identify  Understand where to go for help and support when they have concerns about content or contact on | **Unit 1.2**  **Grouping and sorting**  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  **Unit 1.3**  **Pictograms**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content | **Unit 1.4**  **Lego Builders**  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  **Unit 1.5**  **Maze Explorers**  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs. | **Unit 1.6**  **Animated Story Books**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content | **Unit 1.7**  **Coding**  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs.  Use technology purposefully to create, organise, store, manipulate and retrieve digital content | **Unit 1.8**  **Spreadsheets**  Use technology purposefully to create, organise, store, manipulate and retrieve digital content  **Unit 1.9**  **Technology outside school**  Recognise common uses of information technology beyond school |
| Music | **Musical Vocabulary Theme: under the sea** |  | **Classical music – dynamics and tempo**  **Theme: animals** |  | **Timbre and rhythmic patterns**  **Theme: fairy tales** |  |
| Spanish | **Me and You**  Listen to simple French words and phrases.  Explore and practise the words for familiar French words and phrases.  Join in with traditional songs, rhymes, stories, and games. | **Autumn Time and Simple Songs**  Listen to simple French words and phrases.  Explore and practise the words for familiar French words and phrases.  Join in with traditional songs, rhymes, stories, and games. | **Animal Songs, actions and rhymes**  Listen to simple French words and phrases.  Explore and practise the words for familiar French words and phrases.  Join in with traditional songs, rhymes, stories, and games. | **Nouns, actions and nature**  Listen to simple French words and phrases.  Explore and practise the words for familiar French words and phrases.  Join in with traditional songs, rhymes, stories, and games. | **All at Sea**  Listen to simple French words and phrases.  Explore and practise the words for familiar French words and phrases.  Join in with traditional songs, rhymes, stories, and games. | **Exploring stories and song**  Listen to simple French words and phrases.  Explore and practise the words for familiar French words and phrases.  Join in with traditional songs, rhymes, stories, and games. |
| PE | **External**  **External**  **Dance**  **Fundamental Movement Skills**   * Master fundamental movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing * Jump in different ways * Explore, copy, and repeat simple skills and actions * Change our body shape in a range of ways * Begin to move confidently with increasing care, control and co-ordination * Copy, repeat and remember simple sequences * Perform dances using simple movement patterns   **Internal**  **Hockey**  **Team Games**   * Follow rules in a small game situation * Demonstrate simple tactics for attacking and defending * Understand some concepts of games e.g. opponent, teammate * Apply fundamental movement skills within a team game | **External**  **Gymnastics**  **Fundamental Movement Skills**   * Master fundamental movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing * Jump in different ways * Explore, copy, and repeat simple skills and actions * Change our body shape in a range of ways * Begin to move confidently with increasing care, control and co-ordination * Copy, repeat and remember simple sequences * Perform dances using simple movement patterns   **Internal**  **Football**  **Team Games**   * Follow rules in a small game situation * Demonstrate simple tactics for attacking and defending * Understand some concepts of games e.g. opponent, teammate * Apply fundamental movement skills within a team game | **External**  **Tennis**   * Understand some concepts of games e.g. opponent, teammate * Follow rules in a small game situation   **Dance**  **Internal**  **Cricket**  **Team Games**   * Follow rules in a small game situation * Demonstrate simple tactics for attacking and defending * Understand some concepts of games e.g. opponent, teammate * Apply fundamental movement skills within a team game | **External**  **Orienteering**  **Fundamental Movement Skills**   * Master fundamental movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing * Jump in different ways * Explore, copy, and repeat simple skills and actions * Change our body shape in a range of ways * Begin to move confidently with increasing care, control and co-ordination * Copy, repeat and remember simple sequences * Perform dances using simple movement patterns   **Internal**  **Tag Rugby**  **Team Games**   * Follow rules in a small game situation * Demonstrate simple tactics for attacking and defending * Understand some concepts of games e.g. opponent, teammate * Apply fundamental movement skills within a team game | **External**  **Rounders**  **Team Games**   * Follow rules in a small game situation * Demonstrate simple tactics for attacking and defending * Understand some concepts of games e.g. opponent, teammate * Apply fundamental movement skills within a team game   **Internal**  **Badminton**   * Understand some concepts of games e.g. opponent, teammate * Follow rules in a small game situation | **External**  **Athletics**   * Master fundamental movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing * Jump in different ways   **Internal**  **Netball**  **Team Games**   * Follow rules in a small game situation * Demonstrate simple tactics for attacking and defending * Understand some concepts of games e.g. opponent, teammate * Apply fundamental movement skills within a team game |
| RE |  | **How did the world begin?**  Introductory lesson – what do I believe?  What is creation? To understand what creation means in relation to the natural world.  What might some Christian and Jewish people think about creation?  To know that some people believe God created the world as described in Genesis.  What do some Hindu people believe about creation?  To recognise that there are different creation stories to explain how the world began.  What do creation stories suggest to some people about God?  To express ideas about what a creator might be like.  Where did the world come from?  To explore and express ideas about creation. |  | **How do we know babies are special?** |  | **Why should we care for the world?** |
| PSHE & C | **We’re All Stars**  I know that I belong to  the class  and school  community  I can help make my class a safe and fair place.  I feel good about my strengths and can take part in making decisions on a class or school issue.  I know some ways to  calm myself  down when I  feel scared  or upset or when I start to feel angry.  I can recognise  when someone is  feeling upset,  scared or nervous  I know how to make  them feel better. | **Be Friendly, Be Wise**  I can tell you what  bullying is and  what to do if I am bullied  I know what to do in an emergency  I know the safety code for crossing the road. | **Living Long, Living Strong**  I know how to keep clean and look after myself  I know how to keep clean and look after myself.  I know how people grow and change  I understand there are different types of families    I can give examples of what keeps me healthy and why  **Daring to be Different**  I can recognise and respect each other’s differences  I can tell you something that makes me special | **Daring to be Different**  I can recognise and respect each other’s differences  I can tell you something that makes me special | **Dear Diary**  I can recognise those people in the community who help us  I can recognise times when I have needed help  I can tell when I feel cared for  I can tell when I love or care for someone  I can tell when I am proud or jealous  I can deal with my own hurt feelings without hurting others  I can talk about  my feelings  I can talk about ways to deal with my worries  I can help others feel better if they have a worry | **Joining in and Joining up**  I can listen and  respond to others  I know how to be a good listener  I can express an opinion about a real-life issue  I can take part in making a decision on a class or school issue  I can make an informed decision  I can identify  jobs I do at home and in school  I can talk about some of the jobs people do  I understand how people are represented in school and the local community  I understand  what debating and voting is  I can express my views in a debate |
| Educational visits or visitors | Toy Museum/Visit | Christmas Pantomime Trip |  | Fish and Chip Shop Visit  Science Week |  | Southport-Seaside |
| Parents Afternoon / workshops | Create a ‘Toy Museum’ with parent contributions | Christmas Craft Afternoon |  | Phonics Screening Prep workshop for adults | Parents Afternoon  DT puppets |  |
| Bridge Builders | I can help improve my local environment. | I can watch a play in school.  I can remember and say lines in front of an audience. | I can complete an outdoor challenge linked to geography. |  | I can run 800 metres. | I can design, make and test a computer program in computing and design, make and evaluate a model in D&T. |