

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What was it like to live in a castle?	What's it like to live in the Caribbean?	Could we live in space?	Were all dinosaurs fierce?	Were toys different in the past?	How do the seasons affect the world around us?
<b><u>English</u></b>	King Pip and the Wish A variety of non-fiction books about castles George and the Dragon	Amazing Grace Anansi and the Turtle <b>Bubbles (film)</b>	<b>Beegu</b> Pixies of Withpool (folk tales week) <b>Way back home (film)</b>	Dinosaur Rumpus Variety of non fiction books about dinosaurs	Traction Man is Here! <b>The clockwork dragon</b>	Ten ways I can Help my World <b>The deep dark wood</b> Stickman <b>Book of Butterflies (film)</b>
<b><u>Maths</u></b>	<ul style="list-style-type: none"> <li>Place value (within 10)</li> <li>Addition and subtraction within 10</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Place value within 20</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction within 20</li> </ul>	Place value within 50 Counting in 2s,5s &10s Measurement (distance, weight & volume)	<ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Fractions</li> <li>Position and direction</li> </ul>	<ul style="list-style-type: none"> <li>Place value within 100 <ul style="list-style-type: none"> <li>Time</li> <li>Money</li> </ul> </li> </ul>
<b><u>Science</u></b>	To name what party of the body is associated with which sense	To identify, name and label all the body parts.	To sort and describe materials by their properties	identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates ☑ identify and name a variety of common animals that are carnivores, herbivores and omnivores ☑ describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)	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.	To identify the four seasons, learn about how the apparent movement of the sun during the day and how the length of the day changes through the year.
<b><u>Humanities</u></b>	To name the four countries of the UK. To learn simple compass points. To understand simple	Identify seasonal and daily weather patterns in the United Kingdom and the Caribbean and cold areas of the world in relation to	To learn about a significant figure from living memory and a significant event. Neil Armstrong and the moon landing	To use locational and directional language to describe the location of features and routes on a map. Use an atlas.	Comparing old and new toys	Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.

	directional language, left right, beside, in between. To identify the main parts of a castle. To begin to understand their purpose.	the Equator and the North and South Poles name and locate the world's 7 continents.				Children to take photos of interesting things in the local area and explain what the photos show.  On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey.  Study aerial photographs of the school and label it with key features e.g. school, church, park, shops.
<b><u>PSHE</u></b>	<ul style="list-style-type: none"> <li>I know why we have rules in school (Teacher assessment)</li> <li>I can tell you how I am the same and different from my friends (Teacher assessment)</li> <li>I have thought about how to talk about my feelings</li> </ul>	<ul style="list-style-type: none"> <li>I know how to be careful when walking on the pavement (Teacher assessment) <ul style="list-style-type: none"> <li>I can listen well to other people when they are talking (Teacher assessment)</li> <li>I have thought about how to keep myself safe (Pupil self assessment)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can tell you about the different types of work people do (Teacher assessment) <ul style="list-style-type: none"> <li>I can tell you some of my strengths as a learner (Teacher assessment)</li> <li>I have thought about how I learn and how I can achieve a goal (Pupil self assessment)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I know who my friends and family are (Teacher assessment) <ul style="list-style-type: none"> <li>I can make people I care about happy (Teacher assessment) <ul style="list-style-type: none"> <li>I have thought about people who are important to me and how I feel about them (Pupil self assessment)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I know that exercise keeps me fit and healthy (Teacher assessment) <ul style="list-style-type: none"> <li>I know not to touch medicines and that substances in the house can be dangerous (Teacher Assessment) <ul style="list-style-type: none"> <li>I can tell you something that makes me feel proud (Teacher assessment) <ul style="list-style-type: none"> <li>I have thought about different ways to keep myself healthy (Pupil self assessment)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I know my friends can help me and I can help them in times of change (Teacher assessment) <ul style="list-style-type: none"> <li>I know that some changes are natural and "happen by themselves" (Teacher assessment)</li> <li>I have thought about working with other people to overcome obstacles. (Pupil self assessment)</li> </ul> </li> </ul>
<b><u>RE</u></b>	<ul style="list-style-type: none"> <li>To investigate the Christian festival of Harvest.</li> <li>To identify our own and others' special places.</li> </ul>	To investigate the Christian festivals of Advent and Christmas. To identify simple features of a church.	To learn about the Christian baptism ceremony	To investigate the Christian festival of Easter. To learn about the Christian and Hindu story of creation.	To investigate a celebration from a different faith	To talk about our natural world.
<b><u>Art/Design</u></b>	<ul style="list-style-type: none"> <li>To design, make and evaluate a castle with a moving part.</li> <li>To improve cutting and joining skills.</li> </ul>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, taking inspiration from the Caribbean.</li> <li>Christmas crafts.</li> </ul>	To design, create and evaluate a moving picture.	Create patterns and use colour for effect. with oil pastels.  Use painting to develop ideas involving experience and imagination.	To create pictures in the style of Andy Goldsworthy	To design, make and evaluate a piece of playground equipment

<b><u>ICT</u></b>	<ul style="list-style-type: none"> <li>To log on using the class username and password.</li> <li>To begin to develop basic word-processing.</li> </ul>	<ul style="list-style-type: none"> <li>To log on using the class username and password.</li> <li>To begin to develop basic word-processing and clicking and dragging.</li> <li>To navigate a simple website.</li> </ul>	<p>To learn about how emails are used.</p> <p>To log on and navigate around a website</p>	Recognise common uses of information technology beyond school	Use logical reasoning to predict the behaviour of simple programs	<p>Capture moving and still images</p> <p>-Upload images with support if needed</p> <p>-Begin to make changes to images using image manipulation software</p>
<b><u>Music</u></b>	<ul style="list-style-type: none"> <li>To explore rhythm and develop keeping a steady beat.</li> <li>To listen and respond to a range of live and recording music.</li> </ul>	<ul style="list-style-type: none"> <li>To use their voices expressively and creatively by singing Christmas songs.</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded Caribbean music.</li> </ul>	<p>To explore rhythm and develop keeping a steady beat.</p> <p>I can play tuned and untuned instruments musically.</p>	<p>Use our voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to recorded music.</p>	<p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>To explore the inter-related dimensions of music</p>
<b><u>PE</u></b>	<ul style="list-style-type: none"> <li>To explore movement ideas and respond imaginatively to music.</li> <li>To move confidently and safely and to change speed, level and direction.</li> <li>To begin to compose simple dances.</li> </ul>	<ul style="list-style-type: none"> <li>To develop balance and coordination through gymnastics.</li> <li>To practise and perform basic gymnastic movements.</li> <li>To become</li> </ul>	Swimming Games – catching, bouncing and rolling	Chasing games- invasion, attacking and defending with simple rules	Travelling games with simple tactics	Sports day preparation

- To develop water confidence by submerging face.
- Swimming

increasingly confident moving in the water.