

Themes							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Reading	Little wandle - Reading Practice Sessions	Little wandle - Reading Practice Sessions	Little wandle - Reading Practice Sessions Whole Class Fluency and Comprehension	Little wandle - Reading Practice Sessions Whole Class Fluency and Comprehension	Little wandle - Reading Practice Sessions Whole Class Fluency and Comprehension	Little wandle - Reading Practice Sessions Whole Class Fluency and Comprehension
	Phonics/ Spelling SPAG	Little Wandle: Phase 5 review Use punctuation correctly - full stops, capital letters	Little Wandle: Bridge to Spelling Use commas to separate items in a list	Little Wandle: Spelling Unit 1, 2, 3 Exclamation marks, question marks	Little Wandle: Spelling Unit 4, 5, 6, 7 Introduce apostrophe for the possessive (singular	Little Wandle: Spelling 8, 9 Apostrophes for contracted forms	Little Wandle: Spelling 10, 11
	Handwriting	Letter formation	Lead ins	Lead ins- joins	Joins	Joins	Joins
	Writing	Fiction: story with a focus on characters.	Non-chronological report: fact sheets about owls	Fiction: Adventure focus with change of character and machine	Diary entry: A recount of events from the text from the characters point of view.	Letter in role as the character persuading to save the trees.	Fiction: story with a moral focus.
	Core Text	Troll Swap by Leigh Hodgkinson	The Owl who was afraid of the dark, by Jill Tomlinson.	The Dragon Machine, by Helen Ward.	My Name is not Refugee, by Kate Milner.	The Last Wolf, by Mini Grey.	Grandad's secret giant, by David Litchfield.

<p>Maths</p>	<p>Number</p>	<p>Place value: (Numbers to 20, Count objects to 100 by making 10s, Recognise tens and ones, Use a place value chart, Partition numbers to 100, Write numbers to 100 in words, Flexibly partition numbers to 100, Write numbers to 100 in expanded form, 10s on the number line to 100, 10s and 1s on the number line to 100, Estimate numbers on a number line, Compare objects, Compare numbers, Order objects and numbers, Count in 2s, 5s and 10s and Count in 3s.)</p>	<p>Addition and Subtraction: (Bonds to 10, Fact families - addition and subtraction bonds within 20, Related facts, Bonds to 100 (tens), Add and subtract 1s, Add by making 10, Add three 1-digit numbers, Add to the next 10, Add across a 10, Subtract across 10, Subtract from a 10, Subtract a 1-digit number from a 2-digit number (across a 10), 10 more, 10 less, Add and subtract 10s, Add two 2-digit numbers (not across a 10), Add two 2-digit numbers (across a 10), Subtract two 2-digit numbers (not across a 10), Subtract two 2-digit numbers (across a 10), Mixed addition and subtraction, Compare number sentences and Missing number problems.)</p>	<p>Multiplication and division: (Recognise equal groups, Make equal groups, Add equal groups, Introduce the multiplication symbol, Multiplication sentences, Use arrays, Make equal groups - grouping and Make equal groups - sharing.)</p>	<p>Multiplication and division: (The 2 times-table, Divide by 2, Doubling and halving, Odd and even numbers, The 10 times-table. Divide by 10, The 5 times-table, Divide by 5 and The 5 and 10 times-tables.)</p>	<p>Fractions: (Introduction to parts and whole, Equal and unequal parts, Recognise a half, Find a half, Recognise a quarter, Find a quarter. Recognise a third, Find a third, Find the whole, Unit fractions, Non-unit fractions, Recognise the equivalence of a half and two-quarters, Recognise three-quarters, Find three-quarters and Count in fractions up to a whole.)</p>	<p>Statistics (Make tally charts, Tables, Block diagrams, Draw pictograms (1-1), Interpret pictograms (1-1), Draw pictograms (2, 5 and 10), Interpret pictograms (2, 5 and 10), Language of position, Describe movement, Describe turns, Describe movement and turns and Shape patterns with turns.)</p>
	<p>Shape, Space and Measure</p>		<p>Shape (properties): (Recognise 2-D and 3-D shapes, Count sides on 2-D shapes, Count vertices on 2-D shapes, Draw 2-D shapes, Lines of symmetry on shapes,</p>	<p>Money (Count money - pence, Count money - pounds (notes and coins), Count money - pounds and pence, Choose notes and coins, Make the same amount, Compare amounts of money, Calculate with money, Make a pound,</p>	<p>Length and height: (Measure in centimetres, Measure in metres, Compare lengths and heights, Order lengths and heights and Four operations</p>	<p>Time: (Quarter past and quarter to, Tell the time past the hour, Tell the time to the hour, Tell the time to 5 minutes, Minutes in an hour and Hours in a day.)</p>	<p>Position and Language of position, Describe movement, Describe turns, Describe movement and turns and Shape patterns with turns.)</p>

			<p>Use lines of symmetry to complete shapes, Sort 2-D shapes, Count faces on 3-D shapes, Count edges on 3-D shapes, Count vertices on 3-D shapes, Sort 3-D shapes and Make patterns with 2-D and 3-D shapes.)</p>	<p>Find change and Two-step problems.)</p>	<p>with lengths and heights.) Mass, capacity and temperature: (Compare mass, Measure in grams, Measure in kilograms, Four operations with mass, Compare volume and capacity, Measure in millilitres, Measure in litres, Four operations with volume and capacity and Temperature.)</p>		
<p>Science</p>		<p>Living things: Habitats: Considering the life processes shared by all living things, the children classify objects as alive, once alive or never alive, explore a range of habitats by naming plants and animals found there, learn how different living things depend on each other for food and shelter and create food chains to show the sequence in which living things eat each other.</p>	<p>Materials: Uses of everyday materials. Recognising the suitability of materials for specific purposes, the children explore how actions like stretching and bending affect solid objects, compare material suitability through tests and record data.</p>	<p>Animals: Life cycles and health. Studying the life cycles of various animals, the children learn what animals need to survive, observe changes over time, collect and record data on their peers, develop measurement skills and consider how scientific knowledge supports healthy choices.</p>	<p>Living things: Microhabitats. Building on their knowledge of habitats, the children explore how microhabitats meet the needs of minibeasts, learn about scientific skills used to answer questions and plan and carry out an experiment to determine the conditions woodlice prefer.</p>	<p>Plants: plant growth. Carrying out comparative tests, the children investigate the conditions for seed germination, measure stem height with rulers, record data in tables and learn through practical activities that plants need water, light and suitable temperatures to grow and stay healthy.</p>	<p>Making connections. Plant based materials. Identifying ways to reduce, reuse and recycle, the children use their knowledge of material properties to invent creative uses for old objects, discover that some natural materials come from plants, explore paper-making processes, conduct tests to select suitable materials for homemade plant pots and venture outdoors to gather natural materials for decoration.</p>

RE		<p>Why are Sacred Texts/Holy Books so Important to People of Faith?</p> <p>In this unit children will learn that World Faiths have different holy books, that there are different beliefs about the sources of the Holy Books. That believers treat their Holy Books in different ways. That Holy Books give believers guidance for living their lives as God has commanded.</p>	<p>Why do Christians Believe the Birth of Jesus was such Good News?</p> <p>In this unit children will learn that Christians believe that the birth of Jesus is good news. That Christians believe Jesus is the saviour of the world. That Christians believe that the birth of Jesus is still good news today.</p>	<p>Why Did Jesus Welcome Everyone?</p> <p>In this unit children will learn that that the stories we have read can be found in the Gospels in the New Testament. Christians believe the miracles reveal Jesus as the Son of God. That Jesus was teaching his followers to be a friend to everyone.</p>	<p>How do symbols help people to understand the Easter Story?</p> <p>In this unit children will learn that there are different objects and symbols used to help explain and understand the meaning of Easter. That the Easter story is central to Christian belief. Why the Easter story is central to Christian belief. That Christians believe that Jesus died to save humankind, and this is part of God's salvation plan.</p>	<p>Why are Holy Buildings and Places Important to People of Faith?</p> <p>In this unit children will learn that there are a variety of reasons why people of faith gather together in particular places or buildings. That for many people of faith there is a specific holy place/building that is special to them people with Non-religious World Views may still have places and buildings they consider important for specific reasons.</p>	<p>What Do Christians Believe Happened at Ascension and Pentecost?</p> <p>In this unit children will learn that 40 days after the resurrection, Jesus ascended into heaven. That Christians believe that God is three in one - Father, Son and Holy Spirit. That Christians believe that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.</p>
	Links with other Religions	Islam Judaism Sikhism				Hinduism Islam Judaism	
	Christian Value	Resilience Hope	Compassion Respect	Honesty Love	Forgiveness	Patience	Thankfulness
Geography		<p>Would you prefer to live in a hot or cold place?</p> <p>Introducing children to the basic concept of climate zones and</p>		<p>Why is our world wonderful?</p> <p>Learning about the world's wonders, the names and</p>			<p>What is it like to live by the coast?</p> <p>Naming and locating continents and oceans of the world</p>

		mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.		locations of the world's oceans and considering what is unique about the local area.			while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.
	Field Work	School grounds		Local woodland or green space in our school grounds			Local coast
History			<p>How did we learn to fly?</p> <p>Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>		<p>What is a monarch?</p> <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>	<p>How was school different in the past?</p> <p>Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.</p>	

Computing		Online Safety Effective Searching	Questioning	Creating Pictures	Coding	Spreadsheets Making music	Presenting Ideas
Art and Design		Drawing: Understanding tone and texture. Exploring how artists use tone and texture and applying these techniques in observational drawings.		Painting and mixed media: Life in colour Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.	Craft and design: Map it out Responding to a design brief, children learn different techniques for working creatively with materials and at the end of the project, evaluate their design ideas.		Sculpture and 3D: Clay houses Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.
	Artists			Romare Bearden			Rachel Whiteread
Design Technology		Textiles: Pouches/Stocking (Christmas) Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.	Mechanisms: Making a moving monster/Elf (Christmas) Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.	Cooking and nutrition: A balanced diet Learning about the importance of a balanced diet and using that knowledge to create a tasty wrap, this unit includes new lessons with both teacher and pupil videos.		Structures: Baby bear's chair Exploring stability and methods to strengthen structures, the children identify the weaknesses in the Bear's chair and develop an improved solution for him to use.	Mechanisms: Fairground Wheels Building a rotating fairground wheel with a free-standing structure, this unit offers a simplified wheel design made from repurposed materials and an additional lesson where children design and conduct

							a survey to gather opinions.
Music		<p>Call and Response (Theme: Animals)</p> <p>In this unit, the children use instruments to represent animals, copying rhythms and creating call and response rhythms.</p>	<p>Instruments (Theme: Musical storytelling)</p> <p>This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.</p>	<p>Singing (Theme: On the Island)</p> <p>In this unit, the children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.</p>	<p>Contrasting dynamics (Theme: Space)</p> <p>This unit helps children with developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.</p>	<p>Structure (Theme: Myths and Legends)</p> <p>This lesson helps the children develop an understanding of structure by exploring and ordering rhythms.</p>	<p>Pitch (Theme: Musical Me)</p> <p>In this unit, children are exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch.</p>
French/MFL							
PE	Session 1 Sports Coach	Ball Skills	Invasion Games	Sending and receiving	Athletics	Striking and Fielding games	Net and Wall Games
	Session 2	Dance	Gymnastics	Fundamentals	Target Games	Team Building	Fitness
PSHE		<p>Transition Introduction: Setting ground rules for PHSE</p> <p>Families and relationships</p> <p>Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to</p>	<p>Health and wellbeing</p> <p>Learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene</p>	<p>Safety and changing body</p> <p>Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.</p>	<p>Citizenship</p> <p>Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.</p>	<p>Economic wellbeing</p> <p>Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.</p>	<p>Transition</p>

		<p>respond to them. Looking at conventions of manners and developing an understanding of self-respect.</p>					
<p>Outdoor Learning</p>		<p>Re visit grounds- Seasonal changes Evergreens and deciduous trees Kitchen Garden Owls Den Building</p> <p>Themes - Climate Change Science - explore and compare the differences between things that are living, dead and things that have never been alive in different environments. Geography - fieldwork and observational skills to study the local environment and identify ways in which it can be cared for or changed.</p> <p>Diwali RE - Understand that people celebrate festivals because of their religious beliefs and what these celebrations mean to them.</p>	<p>Signs of Spring Make plant pots Plant veg seeds / bulbs Musical Instruments Habitats Mini Beast hunt</p> <p>Themes - Woodland trust reflection tree Science - identify and name a variety of plants and animals in their habitat. Including microhabitats, Geography - Simple fieldwork and observational skills.</p> <p>Christmas RE - Know that Christmas is a Christian festival and understand why it is important to Christians.</p> <p>History - Understand how events beyond living memory are celebrated and remembered today.</p>	<p>Kitchen Garden Harvest Building structures Team Games Seaside Activities</p> <p>Themes - Earth day Science - explore how animals, including humans depend on plants for survival. Geography - identify ways in which the local environment can be improved or sustained.</p> <p>Windrush History - Learn about significant historical events people and places in Britain and the wider world. Geography - Understand where people live and begin to recognise how places are connected across the world.</p>			

Special Events/ Visitors/Visits				Local Woodlands		Church Visit Prayer Centre	Visit to a coast: Blackpool
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