|  | **Autumn 1****(7)** | **Autumn 2****(7)** | **Spring 1****(7)** | **Spring 2****(5)** | **Summer 1****(6)** | **Summer 2****(7)** |
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| **Class Novels** | **THE OWL WHO WAS AFRAID OF THE DARK** | **THE HODGEHEG** | **ILLUSTRATED GRIMMS FAIRYTALES** | **THE TWITS** | **A BEAR CALLED PADDINGTON** | **FLAT STANLEY** |
| **English** | **Owl Babies: Martin Waddell: To Entertain: Retell the narrative \*Publish****(3 weeks)** **Ocean Meets the Sky: Fan Brothers: To Entertain: Descriptive sentences (2 weeks) \*Link to Geography/PDW/DT****Usborne first encyclopaedia of Seas and Oceans: To Inform: simple sentences about the sea/oceans (1 week)** **\*Link to Geography** | **Traction Man: To Entertain: Narrative/Comic (3 weeks)****\*Publish****Lost and Found:** **To Express: Sentences written from the point of view from the characters at different points in the story (2 weeks)** **Poetry: Zim Zam Zoom: Performance Poetry (2 weeks)** | **Coming to England: Floella Benjamin: To Express: Postcard home (3 weeks)** **Publish****Mixed: A Colourful Story**: **To Describe: Descriptive sentences (2 weeks)** **\*Link to PDW/Art****The Ugly Duckling: Hans Christian Anderson: To Entertain: Retell a familiar stor**y **(2 weeks)** **\*Link to PDW** | **Sea Saw: Tom Percival: To Entertain: Retell a narrative (3 weeks)** **\*Link to PDW/Geography****\*Publish****The Cloudspotter: Tom Mclaughlin: To Describe: Descriptive writing (2 weeks)** **\*Link to PDW/Geography** | **The Gingerbread Man: To Instruct: Instructions**  **(3 weeks)** **\*Publish****On Sudden Hill:**  **Linda Sarah: To Entertain: Write own narrative based on PDW themes (2 weeks)** **\*Link to RE/PDW****Poetry: Big Green Crocodile: - performance poetry** **(1 week)**  | **There’s a Tiger in the Garden: To Entertain: Retell a narrative** (3 **Weeks)** **\*Link to Science/Art****\*Publish****Plants: To Inform: Factfile (2 weeks)** **And Tango Makes Three: To Entertain: Retell the narrative (2 weeks)** |
| **Maths** | **Unit 1 Place Value – 12 days**Count to 20 and estimate quantitiesPartition teen numbers and compareCount to 100 in 1s/10s; compareSay 1/10 more or less up to 100**Unit 2 Addition and Subtraction – 13 days**Adding by countingPartitioning to create number bondsSubtraction: count back/take away**Unit 3 Shape and Data – 10 days**Explore shapes and line symmetryUnderstand/identify 2-D shapesSort 2-D shapes according to propertiesUnderstand/identify 3-D shapes | **Unit 4 Money – 6 days**Coins to 10p: identify and exchangeMake amount/find possibilities**Unit 5 Addition and Subtraction (B) – 10 days**Add by counting on (numbers to 20)Number bonds to 10Say one more/one less up to 100**Unit 6 Time – 4 days**O’clock times and sequences of eventsDays of the week; months of the year | **Unit 2 Place Value (A) – 8 days**Block 1 – 1 more and 1 less than 2-digit numberBlock 2 – Count in 10s; say numbers 10 more/lessBlock 3 – **Unit 3 Money – 5 days**Use coins to pay amounts and find totalsFind change: difference between amounts value in 2-digit number**Unit 4 Addition and Subtraction – 12 days**Number bonds to 8 and 9; doublesUse facts and doubles to add 3 numbersFind 10 more/less than a 2-digit numberRelate adding/subtracting using factsAdd and subtract 10, 20, 30**Unit 5 Place Value (B) – 6 days**Compare, order 2-digit numbers using PVPlace value to order 2-digit numbers; say 10 more/less d and subtract 10, 20, 30s | **Unit 6 Fractions – 5 days**Understand halves and quartersFind half and quarter of amounts**Unit 7 Measures – 11 days**Measure using a uniform unitCompare and measure weightsMeasure lengths in cubesFind differences between lengths**Unit 8 Multiplication – 8 days**Even and odd numbers and doublesCounting in 2s: even/odd numbersDoubling and halving | **Unit 3 Addition and Subtraction (A) – 6 days**Add 10s and near 10s to a 2-digit numberSubtract 10s/near 10s from 2-digit numbersAdd/subtract 10, 11, 12**Unit 4 Measures and Shape – 7 days**Compare and measure capacitiesExplore container capacityRecognise/describe 3-D shapes and turns**Unit 5 Addition and Subtraction (B) – 8 days**Number bonds to 10; add to next 10Add by bridging 10 using number bondsBridge 10 using number bonds**Unit 6 Money – 3 days**Find totals of coins using number factsChange/differences in amounts of moneyTotals of amounts; change from 10p, 20p | **Unit 7 Addition and Subtraction (C) – 8 days**Number facts to add and subtract moneyPatterns to add/subtract 1-digit numbersPatterns to add 1-digit to 2-digit numbers**Unit 8 Time – 7 days**Analogue time to half-hour; sequencingAnalogue and digital time to half-hourUnits of time and ways of showing times**Unit 9 Multiplication, Division, Fractions – 10 days**Counting in 2s, 5s and 10sDivision by finding how many setsDoubling and halvingMultiplication and division as sets**Unit 10 Data – 5 days**Measure time using different unitsTime data; graphs and pictograms |
| **Science** | Animal including HumansSeasonal changes***Hatton Country Farm Park.*** | Animal including HumansSeasonal changes | Everyday materialsSeasonal changes | Everyday materialsSeasonal changes | Plants Seasonal changes | Plants Seasonal changes |
| **History** | My childhood | Toys (Past and Present) | Grace Darling and the Royal National Lifeboat Institution | Homes in the Past |  Castles |  Famous Queens |
| **Geography** | Compass directions N, S, E WDirectional languageThe seven continents of the worldOceans of the world | Introduce vocabNorth and South Pole on a mapEquator – demonstrate why places are hot and cold | Locate UK on a mapDemonstrated understanding that UK is composed of 4 countriesI know the capital city is London and some of its landmarks | Subject specific vocabulary regarding weather in UKThe seasonal changes in weather for the UK | The local areaI can use a simple map identifying location of features and routes | Find out about a place in the local area by carrying out fieldwork and enquiryI can study the geography of our school and our grounds |
| **Art** | Primary coloursThick and thin black felt linesPaint chosen to fill areas with some controlDe Stiljj - ConstructivismCollage | Using a pencil to sketch and draw with controlObservational Drawing | Primary and secondary coloursPrinting | Pop Art - Andy WarholConstructivismCompare Artists | SketchingRubbingsComplete pictures with background detail | Natïve Art - Henri Rousseau – The Tiger in a Tropical StormCompare Artists |
| **DT** | Mechanisms – levers, sliders, wheels, axles | Make a puppetRunning stitch | Design and build a boatStiffer, stronger, more stable structures. | Design and build a boatStiffer, stronger, more stable structures. | Make a Gingerbread Man | Healthy Eating |
| **Music** | Un-tuned instruments, making simple rhythms, quiet, loud, slow, fast | Un-tuned instruments, making simple rhythms, quiet, loud, slow, fast | Singing  | Samba and African Drumming | Follow simple musical instructions - start, stop, louder, quieter, faster, and slower | Identifying instruments in musicComment on interesting features heard - pitch, tone, tempo, rhythm and dynamics. |
| **PE** | **Multi–Skills** To develop agility and co-ordination when moving. To develop initial throwing and catching skills. To understand the principles of simple games and compete against opponents. To understand body and spatial awareness to move around a space safely.  To develop team-work and tactics to defeat opponents. |  **Dance – Nursery Rhymes**To respond in the correct manner to commands (eg: freeze or left foot balance). To use spatial and bodily awareness when moving. To repeat simple sequences of movement and mimic movements of others.  To understand musical language and rhythms to move to music both individually and in unison.  To respond to music to create gestures which inform my movements in a sequence. To perform a simple routine to an audience. (Peer and self-assess) | **Gymnastics**To develop an understanding of gymnastic balances. (1-point to 5-point)  To utilise body position effectively to display control (straight legs, pointed feet). To ensure all limbs are as straight as possible and being used in together to complement the balance.  To assess what makes a balance successful including quality of body position to aid balancing.  To select appropriate balances to create a simple routine of 3-5 balances with transitions. | **Football**To keep close control of the football when in motion.  To pass accurately to a team-mate. To shoot successfully at a target/goal. To suggest improvements to the technique of peers when passing/striking the ball. | **Tag Rugby/Throwing**To throw underarm accurately To throw overarm accurately To use body our body positions to maximise power of throws. To keep close control of the rugby ball when in motion.  To suggest improvements to the technique of peers when passing. | **Athletics**To develop the ability to run at speed.  To develop knowledge of how to use your body to maximise performance.  To understand how to hurdle effectively. To use a range of jumps to increase distance covered. To throw an object as far as they can. |
| **Computing** | **Computing Systems and Networks: Technology around us**To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly | **Creating media: Digital painting**To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper | **Programming: Moving a robot**To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem | **Data and Information: Grouping data**To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects | **Creating media: Digital writing**To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper | **Programming: Programming animations**To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program |
| **PDW**  | PANTSManners | BullyingEquality vs Equity | 999Name Feelings and Emotions***Pantomime Visit*** | Dangers inside and outside of the homePersonal Safety | Oral Health and Tooth Decay | Feelings/Emotions including identifying strategies to help manage feelings and behaviour including changes and/or loss Families – networks and structures |
| **RE** | Harvest – Being ThankfulBeing Open, Honest and Truthful | Diwali – Being Courageous and ConfidentBeing Fair and JustBeing Modest and Listening to othersBeing accountable and living with integrity | HannukahBeing Loyal and SteadfastBeing Courageous and Confident | Holy Day – EasterExpressing Joy | Cultivating inclusion, identity, culture and belonging – ChristianityRemembering Roots | Being Hopeful and VisionaryBeing Curios and valuing knowledge |