|  | **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 quantities  Partition teen numbers and compare  Count to 100 in 1s/10s; compare  Say 1/10 more or less up to 100  **Unit 2 Addition and Subtraction – 13 days**  Adding by counting  Partitioning to create number bonds  Subtraction: count back/take away  **Unit 3 Shape and Data – 10 days**  Explore shapes and line symmetry  Understand/identify 2-D shapes  Sort 2-D shapes according to properties  Understand/identify 3-D shapes | **Unit 4 Money – 6 days**  Coins to 10p: identify and exchange  Make amount/find possibilities  **Unit 5 Addition and Subtraction (B) – 10 days**  Add by counting on (numbers to 20)  Number bonds to 10  Say one more/one less up to 100  **Unit 6 Time – 4 days**  O’clock times and sequences of events  Days of the week; months of the year | **Unit 2 Place Value (A) – 8 days**  Block 1 – 1 more and 1 less than 2-digit number  Block 2 – Count in 10s; say numbers 10 more/less  Block 3 –  **Unit 3 Money – 5 days**  Use coins to pay amounts and find totals  Find change: difference between amounts value in 2-digit number  **Unit 4 Addition and Subtraction – 12 days**  Number bonds to 8 and 9; doubles  Use facts and doubles to add 3 numbers  Find 10 more/less than a 2-digit number  Relate adding/subtracting using facts  Add and subtract 10, 20, 30  **Unit 5 Place Value (B) – 6 days**  Compare, order 2-digit numbers using PV  Place value to order 2-digit numbers; say 10 more/less d and subtract 10, 20, 30s | **Unit 6 Fractions – 5 days**  Understand halves and quarters  Find half and quarter of amounts  **Unit 7 Measures – 11 days**  Measure using a uniform unit  Compare and measure weights  Measure lengths in cubes  Find differences between lengths  **Unit 8 Multiplication – 8 days**  Even and odd numbers and doubles  Counting in 2s: even/odd numbers  Doubling and halving | **Unit 3 Addition and Subtraction (A) – 6 days**  Add 10s and near 10s to a 2-digit number  Subtract 10s/near 10s from 2-digit numbers  Add/subtract 10, 11, 12  **Unit 4 Measures and Shape – 7 days**  Compare and measure capacities  Explore container capacity  Recognise/describe 3-D shapes and turns  **Unit 5 Addition and Subtraction (B) – 8 days**  Number bonds to 10; add to next 10  Add by bridging 10 using number bonds  Bridge 10 using number bonds  **Unit 6 Money – 3 days**  Find totals of coins using number facts  Change/differences in amounts of money  Totals of amounts; change from 10p, 20p | **Unit 7 Addition and Subtraction (C) – 8 days**  Number facts to add and subtract money  Patterns to add/subtract 1-digit numbers  Patterns to add 1-digit to 2-digit numbers  **Unit 8 Time – 7 days**  Analogue time to half-hour; sequencing  Analogue and digital time to half-hour  Units of time and ways of showing times  **Unit 9 Multiplication, Division, Fractions – 10 days**  Counting in 2s, 5s and 10s  Division by finding how many sets  Doubling and halving  Multiplication and division as sets  **Unit 10 Data – 5 days**  Measure time using different units  Time data; graphs and pictograms |
| **Science** | Animal including Humans  Seasonal changes  ***Hatton Country Farm Park.*** | Animal including Humans  Seasonal changes | Everyday materials  Seasonal changes | Everyday materials  Seasonal 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 W  Directional language  The seven continents of the world  Oceans of the world | Introduce vocab  North and South Pole on a map  Equator – demonstrate why places are hot and cold | Locate UK on a map  Demonstrated understanding that UK is composed of 4 countries  I know the capital city is London and some of its landmarks | Subject specific vocabulary regarding weather in UK  The seasonal changes in weather for the UK | The local area  I 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 enquiry  I can study the geography of our school and our grounds |
| **Art** | Primary colours  Thick and thin black felt lines  Paint chosen to fill areas with some control  De Stiljj - Constructivism  Collage | Using a pencil to sketch and draw with control  Observational Drawing | Primary and secondary colours  Printing | Pop Art - Andy Warhol  Constructivism  Compare Artists | Sketching  Rubbings  Complete pictures with background detail | Natïve Art - Henri Rousseau – The Tiger in a Tropical Storm  Compare Artists |
| **DT** | Mechanisms – levers, sliders, wheels, axles | Make a puppet  Running stitch | Design and build a boat  Stiffer, stronger, more stable structures. | Design and build a boat  Stiffer, 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 music  Comment 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** | PANTS  Manners | Bullying  Equality vs Equity | 999  Name Feelings and Emotions  ***Pantomime Visit*** | Dangers inside and outside of the home  Personal 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 Thankful  Being Open, Honest and Truthful | Diwali – Being Courageous and Confident  Being Fair and Just  Being Modest and Listening to others  Being accountable and living with integrity | Hannukah  Being Loyal and Steadfast  Being Courageous and Confident | Holy Day – Easter  Expressing Joy | Cultivating inclusion, identity, culture and belonging – Christianity  Remembering Roots | Being Hopeful and Visionary  Being Curios and valuing knowledge |