

	Autumn Term	Spring Term	Summer Term
Question	What makes you the person you are?	Is there anything beyond what I can see?	I do like to be beside the seaside – do you?
Characteristic	Self - Esteem	Curiosity	Joy
Quotation	Today you are you – that is truer than true. There is no one alive that is you-er than you!	So much universe and so little time.	Let the sea set you free.
English Text	Funnybones By Janet and Allan Ahlberg	Man On The Moon By Simon Bartram	The Snail and the Whale By Julia Donaldson and Axel Scheffler
Maths	Number: Place Value (Numbers to 10) & Number Bonds Calculations: Addition and Subtraction (Numbers to 10) Geometry: Shape Number: Place Value (Numbers to 20) Calculations: Addition and Subtraction (Numbers to 20)	Number: Mental Calculations Picture graphs Number: Place value (Numbers to 40) Measurement: Mass Number: Place Value (numbers to 100)	Number: Place Value (numbers to 100) Calculations: Multiplication and Division Measurement: Money Geometry: Position and Direction Number: Ordinal numbers Measurement: Time
Science	Plants -What a plant needs to grow -Parts: seeds, roots, stems, branches, leaves -Know plants make their own food -Recognise the importance of flowers & seeds -Know two types of plants: deciduous & evergreen -Key aspects of farming: crops, harvesting Human Body -5 sense & the related body parts -Taking care of your body: exercise, cleanliness, healthy food & rest Body Systems -Skeletal system: skeleton, bones, skull -Muscular system: muscles -Digestive system: mouth, stomach -Circulatory system: heart and blood -Nervous system: brain and nerves Germ, diseases, and preventing illness -Taking care of your body: exercise, cleanliness, healthy foods, rest -Vaccinations Science Biographies -Florence Nightingale (pioneering woman nurse during the Crimean War who later established the Nightingale Training School for nurses at St Thomas' Hospital in London)	Seasons & the Weather -Four seasons -Describe local weather patterns during different seasons -Importance of the sun as a source of light & warmth -Understand daily weather changes: temperature, thermometers, clouds, rainfall from clouds, how condition of the ground varies with rainfall, rainbows, thunderstorms, lightning, thunder, hail, safety during thunderstorms, snow, snowflakes, blizzard Magnetism (1 lesson / Continuous Provision) -Identify familiar, everyday uses of magnets -Classify materials according to whether or not they are attracted to a magnet Astronomy -Sun: source of energy, light, heat -Moon: phases of the moon (full, half, crescent, new) -The eight planets -Stars, Constellations: the Plough -Earth and its place in the solar system -The Earth moves around the Sun; the sun does not move -The Earth revolves (spins); one revolution takes one day (24 hours), Sunrise and sunset, When it is day where you are, it is night for people on the opposite side of the Earth	Animals & Living Things -Animals need food, water & space to live & grow -Animals obtain food from eating plants & other living things -Offspring -Pet care Oceans and undersea life -Most of the Earth is covered with water. -Locate oceans: Pacific, Atlantic, Indian, Arctic -Oceans are salt water (unlike fresh water rivers and lakes) -Coast, shore, waves, tides (high and low) -Currents, the Gulf Stream -Landscape of the ocean floor: mountain peaks and deep valleys (trenches) -Diversity of ocean life: from organisms too small for the eye to see (plankton), to giant whales -Dangers to ocean life (for example, overfishing, pollution, oil spills) Special classifications of animals -Herbivores, Carnivores, omnivores: plant and animal eaters (for example, bears) -Extinct animals (for example: dinosaurs)
Art & Design	Record ideas from first hand observation, experiences and imagination. Elements of Art: Colour -Colours creating feeling, warm & cool colours - mixing secondary colours -Describe the use of colour in: Bruegel – The Hunters in the Snow, Hockney – A Bigger Splash, Rousseau – Surprised, Van Gogh – Sunflowers, Georgia O’Keefe - Red Canna Line -Straight, zig zag, curved, wavy, thick, thin -Describe the use of line in: Rembrandt – Saskia in a Straw Hat, Bonnard – The Luncheon, Miro – Painting Drawing -Use pencils, pastels & charcoal - Begin to explore the use of line -Show patterns & textures in my drawings by adding dots & Lines -Show different tones using coloured pencils -Make a variety of lines of different sizes, thickness & shapes -Self portraits, human figure Possible Artists: Van Gogh, Lowry Colour Vocabulary See vocabulary list	Record ideas from first hand observation, experiences and imagination Talking about paintings of children: William Hogarth, The Graham Children, Pieter Bruegel, Children’s Games - John Singer Sargent, Carnation, Lily, Lily, Rose - Gabriel Metsu, The Sick Child, Renoir Umbrellas Talking about narrative paintings: Saint George & the Dragon: Uccello & Tintoretto 3D Art -Clay pots - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. -Carving using dry clay - Explore sculpture with a range of malleable media, especially clay. -Add lines & shapes to my clay work -Add texture to clay work by adding clay & with tools -Found materials in nature – put natural things into the clay/dough/malleable materials - Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. Possible Artist: Andy Goldsworthy Colour Vocabulary See vocabulary list	Record ideas from first hand observation, experiences and imagination Types of Art: Architecture of the State: The palace of Westminster, Westminster Abbey/ Retford locality – Town Hall, Churches The Well/ St Swithuns - comparison, Carolgate (all buildings are different), bridges. Textiles -Use glue to join fabrics - Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binka. -Use running stitch to join fabrics - How to thread a needle, -Explore plaiting and understand the basic method -Know how to dip dye fabric -Explore examples of patchwork & design & make my own, using glue or stitching Collage Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Colour Vocabulary See vocabulary list

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Computing	<p>Communicating Autumn 1 and 2- Exploring the computer</p> <ul style="list-style-type: none"> -Events can be recorded using text, sound, still and moving images. -Images, text and sounds can be combined using digital devices. -Text can be entered and corrected -Use a keyboard to enter and edit text. -Explore a digital text. -Use their own username and password to get on to the school's network. <p>Possible resources: 2 Create a story 2 Animate</p> <p>ESafety: Content</p> <ul style="list-style-type: none"> -Know the SMART rules. -Know what to do if they view content they think is inappropriate or upsetting (school policy) eg know how to minimise a screen if they need to. 	<p>Finding Out Spring 1- How do we use the internet?</p> <ul style="list-style-type: none"> -Discuss how people use the internet to help them with their work eg selling, research, communicating, sharing information. <p>Spring 2- Databases</p> <ul style="list-style-type: none"> -Data represented graphically can be easier to understand than tables or text. -ICT can be used to create graphs from data. -ICT can be used to create a database -Use ICT to create pictograms and use them to answer simple questions. -Input data into a simple database program and use it to answer simple questions. <p>Possible resources: 2count 2graph 2question 2investigate</p> <p>ESafety: Contact</p> <ul style="list-style-type: none"> -Know to keep personal information private when communicating online 	<p>Computing Summer 1 and 2 - Algorithms</p> <ul style="list-style-type: none"> -An algorithm is a sequence of instructions which can control a device. -Algorithms are implemented as programs on digital devices. -A digital device may be used to simulate a wide range of environments and situations. -Control a digital device by giving it an instructions eg a beebot. -Predict the behaviour of a simple set of instructions -Write an algorithm refining the instructions to achieve a desired outcome. <p>Possible resources: Beebots Programmable toys 2go</p> <p>ESafety: Conduct</p> <ul style="list-style-type: none"> -Identify some risks presented by new technologies inside and outside school (eg online games, mobile phone texting, cyberbullying).
Design & Technology	<p>Design – Make – Evaluate (Aspect of D&T: Mechanisms)</p> <ul style="list-style-type: none"> -Generate ideas based on simple design criteria and personal experiences. (Design) -Develop, model & communicate ideas through drawings and prototypes. (Design) -Plan by suggesting what to do next. Select & use tools to cut, shape and join paper/card. Then use simple and suitable finishing techniques. (Make) -Explore a range of existing books/everyday products that use simple levers & sliders. (Evaluate) -Evaluate their product by discussing how well it works in relation to purpose and whether it meets the design criteria. (Evaluate) <p>Sliders & Levers</p> <ul style="list-style-type: none"> -Explore and use sliders and levers. -Understand that different mechanisms produce different types of movement. -Know and use technical vocabulary relevant to this project. -Cards, displays, storybooks. 	<p>Design – Make – Evaluate (Aspect of D&T: Structures)</p> <ul style="list-style-type: none"> -Generate ideas based on simple design criteria and personal experiences. (Design) -Develop, model & communicate ideas through talking, drawings and prototypes. (Design) -Plan by suggesting what to do next. Select & use tools to cut, shape and join paper/card. -Select new and reclaimed materials and construction kits to build their structures. Then use simple and suitable finishing techniques. (Make) -Explore a range of existing freestanding structures in school/local environment. (Evaluate) -Evaluate their product by discussing how well it works in relation to purpose and whether it meets the design criteria. (Evaluate) <p>Freestanding Structures</p> <ul style="list-style-type: none"> -Know how to make freestanding structures stronger, stiffer and more stable. -Know and use technical vocabulary relevant to the project. -Playground/garden furniture, Enclosures for animals, bridge for Billy Goats etc. 	<p>Design – Make – Evaluate (Aspect of D&T: Food)</p> <ul style="list-style-type: none"> -Design appealing products for a particular user based on simple design criteria (Design) -Generate initial ideas and design criteria through investigating a variety of fruit and vegetables (Design) -Communicate these ideas through talk and drawings (Design) -Use simple utensils & equipment to peel, slice, grate & chop safely etc. (Making) -Select from a range of fruit/ vegetables according to their characteristics. (Making) -Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. (Evaluate) -Evaluate ideas and finished products against design criteria, including intended user and purpose (Evaluate) <p>Cooking & Nutrition: Preparing frit & vegetables</p> <ul style="list-style-type: none"> -Understand where a range of fruit/vegetables come from e.g farmed/home grown. -Understand and use basic principles of a healthy & varied diet to prepare dishes, including how fruit and vegetables are part of 'The eatwell plate' -Know and use technical and sensory vocab relevant to the project.
Geography	<p>Spatial Sense</p> <ul style="list-style-type: none"> -The Classroom / School Environment – aerial view, plans, directions, NSEW, simplified maps 	<p>Geography of the British Isles: Map of the UK</p> <ul style="list-style-type: none"> -Name & locate the continent, country & county you live in / Name & locate England, Scotland, Wales & Northern Ireland <p>Geography of the British Isles: Understand important features of the UK</p> <ul style="list-style-type: none"> Geographical differences between England, Scotland, Wales & Northern Ireland / Union flag 	<p>Globe / World Map</p> <ul style="list-style-type: none"> -Island, continent, ocean, country, maps, globe, north, east, south, west -land & sea -7 continents, poles, Pacific & Atlantic Ocean -Locate British Isles & explain what makes an Island
History	<p>Kings & Queens</p> <ul style="list-style-type: none"> -Role of Kings & Queens today & name the current monarch 	<p>Significant Person: Neil Armstrong</p> <p>Symbols & Figures</p> <ul style="list-style-type: none"> -Union Flag -Buckingham Palace -10 Downing Street -Houses of Parliament 	

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Music	<p>Vocal</p> <ul style="list-style-type: none"> -Take part in singing songs, following the tune (melody) well -Use my voice to good effect -Perform with others' taking instruction from instructions -Make & control long & short sounds using voices <p>Elements of music</p> <ul style="list-style-type: none"> -Recognise & play a steady beat -Recognise that some beats have accents (stress) -Move responsively to music (marching, walking, hopping, swaying etc) <p>Instruments</p> <ul style="list-style-type: none"> -Guitar, piano <p>Works of music</p> <ul style="list-style-type: none"> -Morning Mood, In the Hall of the Mountain King <p>Songs</p> <ul style="list-style-type: none"> -One man went to mow , My bonnie lies over the ocean -London bridge is falling down, Head shoulders knees & toes -The muffin man -Jingle Bells 	<p>Percussion</p> <ul style="list-style-type: none"> -Make & control long & short sounds using voices <p>Elements of music</p> <ul style="list-style-type: none"> -Recognise short & long sounds -Discriminate between fast & slow -Discriminate between obvious differences in pitch: high & low -Discriminate between loud & soft <p>Instruments</p> <ul style="list-style-type: none"> -Trumpet, flute <p>Works of music</p> <ul style="list-style-type: none"> - The Nutcracker, March of the Toys <p>Songs</p> <ul style="list-style-type: none"> -The bear went over the mountain -The farmer in his den -Here we go round the mulberry bush -The hokey cokey -Kumbaya 	<p>Tuned Instruments</p> <p>Elements of music</p> <ul style="list-style-type: none"> -Recognise that some phrases are the same, some different -Sing unaccompanied & in unison <p>Instruments</p> <ul style="list-style-type: none"> -Violin, drum <p>Works of music</p> <ul style="list-style-type: none"> -March of the Siamese, Carnival of the Animals <p>Songs</p> <ul style="list-style-type: none"> -Hush, little baby -If your happy & you know it -Kookaburra -Lavender's blue -You are my sunshine -I had a little nut tree
	<p>Listening & Applying Knowledge & Understanding</p> <ul style="list-style-type: none"> -Listen carefully & recall short rhythmic & melodic patterns -Use my knowledge of dynamics, timbre & pitch to organise my music -Know how sounds can be made & changed to suit a situation -Make my own signs & symbols to make, & record my music -Know that music can be played or listened to for a variety of purposes <p>Composing</p> <ul style="list-style-type: none"> -Carefully choose sounds to achieve an effect -Order my sounds to create an effect -Create short musical patterns -Create short rhythmic phrases -Show control when playing musical instruments so that they sound as they should -Use changes in pitch to communicate ideas 		
PE	Invasion Games Dance – Starry Skies	Gymnastics Dance – Mr Wolf's Week	Athletics Multi-Skills
RE	Belonging Diwali & Christmas Celebrations	From Creation to Shabbat (Noah & Abraham) Jesus' Miracles Easter	Visiting A Church Jewish Stories (David & Jonah)
PSHE / SRE	<p>Health and wellbeing.</p> <p>What helps keep bodies healthy; hygiene routines</p> <p>Families are important for children growing up because they can give love, security and stability.</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>Recognising what they are good at; setting goals. Change and loss and how it feels.</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Keeping safe around household products; how to ask for help if worried about something</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Relationships.</p> <p>Recognising feelings in self and others; sharing feelings</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>Secrets and keeping safe; special people in their lives</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Respecting similarities and differences in others; sharing views and ideas</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>Living in the wider world.</p> <p>Group and class rules; everybody is unique in some ways and the same in others.</p> <p>Looking after the local environment</p> <p>How to manage money;</p> <p><i>Value of coins and notes</i></p> <p>Becoming a critical consumer;</p> <p><i>Needs and wants</i></p> <p>Managing risks and emotions associated with money;</p> <p><i>Looking after my money</i></p>
Enrichment & Experiences	Visitor – medical Morrisons	Planetarium	Seaside/Sea Life centre