

Subject	Autumn 1 Look at Me	Autumn 2 Toys	Spring 1 Amazing Animals	Spring 2 Traditional Tales	Summer 1 In the Garden	Summer 2 Dinosaurs
Hook/visit		In School Museum Anti-bullying performance	GRAB minibeast workshop	Dress up day Visit to the Library	Forest School visits Artist visit	Lyme Regis visit
Maths	White Rose/Power Maths	White Rose/Power Maths	White Rose/Power Maths	White Rose/Power Maths	White Rose/Power Maths	White Rose/Power Maths
Literacy	Writing from own experiences Writing the days of the week – Morning books Kung Foo punctuation: Rehearsing sentences orally. Handwriting	Toys Creative writing: Christmas poems/tinsel/baubles Using clauses Handwriting	Learning the names of the letters in the alphabet Learning how to use Non Fiction Books: Contents, Index, Glossary etc Alphabetical order Handwriting	Talk for writing – Hot Seating the Three pigs and the Wolf. Speech writing. Story writing Diary writing: Handwriting	Non-Fiction - Instructions How to grow a beanstalk Retelling the story with performances Handwriting	Handwriting Dinosaur Poetry Dinosaur factfiles about a made up dinosaur. Dinosaur stories using choices of settings and characters.
Key Texts	Nick Sharrents Rainbow Jelly Caption writing Alfie’s Feet Alfie Gives a Hand Dogger Colour Monster Mira’s Curly Hair	Brown paper Bear Lost in the Toy Museum Christmas at the Toy Museum Paper Dolls Kippers Toy Box Paper Dolls	Non-Fiction Julia Donaldson Monkey Puzzle A Squash and a Squeeze The Detective Dog Giraffes can’t dance Dear Zoo First Fabulous facts Minibeasts	Traditional Tales Three Little Pigs Three Little Aliens The Big Bad Robot The Runaway Pancake Gingerbread Man	Jack and the Beanstalk Jack and the Jelly Beanstalk	Dinosaur factfiles Dinosaur Poetry Harry and the Dinosaurs Mary Anning Non fiction tetxs
Science	Who Am I? To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Sun Safety. Working Scientifically. Seasonal Changes	Materials: Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identifying and classifying. Seasonal Change	Animals - To identify and name a variety of common animals. Including fish, amphibians, reptiles, birds and mammals. To understand what an omnivore, herbivore and carnivore is. Small world animals for children to sort and play with Seasonal Changes	Caring for the Planet Why is it important to care for our planet? How can we care for our planet? Seasonal Changes Growing and Cooking	In the Garden To identify and name a variety of common and wild and garden plants. To identify and describe the basic structure of a variety of common flowering plants, including trees. Working Scientifically Seasonal Changes	Prehistoric animals/working scientifically Name, describe and compare fish, amphibians, reptiles, birds and mammals. Describe and compare structure of a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Growing and Cooking Seasonal Changes
ICT/Computing	E-Safety – I am kind and responsible Technology in Our Lives – Computing Skills	E-Safety – I am kind and responsible Multimedia – Digital Painting	E-Safety – I am safe Programming – Programming Toys	E-Safety – I am safe Programming – Programming with Scratch Junior	E-Safety – I am healthy Multimedia – Using and Applying	E-Safety – I am healthy Multimedia – Word Processing Skills
Geography	Geographical skills and fieldwork This is my School To use simple fieldwork and observational skills to study the geography of the school and its grounds. Seasonal and daily weather	Seasonal and daily weather	Place Knowledge – understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country. Seasonal and daily weather	Seasonal and daily weather	Locational Knowledge – Name, locate and identify characteristics of the 4 countries of the UK, the capital cities and its surrounding seas. Use maps, atlases and globes to identify the UK. Seasonal and daily weather	
History		Changes in living memory; toys. I can identify different sources we can use to find out about the past. I can ask and answer simple questions. I can compare two toys from different time periods, identifying similarities and differences. I can plot these on a timeline. I can use words and phrases relating to the passing of time. Artefacts Asking staff to bring in old toys to create museum.		Local history Thinking about the school in the past and how it has changed. Interview JE. What changes have taken place in the junior school recently. Did it take long to build? Did they build it brick by brick? It was built in a different way. Tour the preschool, our building and the Junior school.		Significant people Mary Anning – Looking at statue at Lyme Regis. Finding out about dinosaurs and fossils. Creating or own dinosaur fossils. Children can identify the lives of significant individuals in the past who have contributed to national and international achievements
Art	Colour mixing; portraits – skin colour, hair colour. Draw from imagination, observation and memory – to design things, record observations, tell stories and express thought and feelings. Look and talk about artists who use a variety of approaches to colour. Experience using ready mixed paints, water colour tins, powder paints, oil pastels and chalk pastels and talk about the differences between them. Experiment with different marks, shapes and patterns that can be made with paint. Experiment with colour mixing using both chalk pastels and paints and be able to talk about how they made different colours.	Fireworks pictures Christmas cards – printing baubles. Seasonal changes; Painting and printing seasonal trees for calendars. Draw from imagination, observation and memory – to design things, record observations, tell stories and express thought and feelings. Understand that the purpose of printmaking is to create multiple images and patterns. Be able to take a print from a plasticine surface into which patterns have been stamped and paint applied. Make prints using a variety of objects that show they have thought about patterns and repeats. Look and talk about the work of artists who use printmaking techniques.	Mod roc Animals Understand that a ‘sculpture’ is a 3D art work that can be seen from different sides. Talk about form, texture and pattern and colour in 3D art works and artefacts. Look and talk about the work of different artists making sculpture and 3D craft objects. Understand that drawings are made using lines to create shapes, patterns, textures and can be added to with dark and light tones. Use drawing as a precursor for other art work, including for example in sketchbooks.		Andy Goldsworthy Sculpture Understand that a ‘sculpture’ is a 3D art work that can be seen from different sides. Talk about form, texture and pattern and colour in 3D art works and artefacts. Look and talk about the work of different artists making sculpture and 3D craft objects. William Morris as a designer Understand that the purpose of printmaking is to create multiple images and patterns. Be able to take a print from a plasticine surface into which patterns have been stamped and paint applied. Make prints using a variety of objects that show they have thought about patterns and repeats. Look and talk about the work of artists who use printmaking techniques.	Observational drawings of fossils and dinosaurs Printing shell using plasticine/creating spiral effect using tools in plastercine Draw from imagination, observation and memory – to design things, record observations, tell stories and express thought and feelings. Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal. Understand that the purpose of printmaking is to create multiple images and patterns. Be able to take a print from a plasticine surface into which patterns have been stamped and paint applied. Make prints using a variety of objects that show they have thought about patterns and repeats. Look and talk about the work of artists who use printmaking techniques.
DT		Levers and sliders state what products they are designing and making		Puppets state what products they are designing and making		Fruit cupcakes To crack an egg and beat together using a fork. To use the bridge hold to cut harder fruits using a serrated vegetable knife. To use the claw grip

		say whether their products are for themselves or for other users describe what their products are for generate ideas by drawing on their own experiences plan by suggesting what to do next select from a range of tools and equipment, explaining their choices children talk about their ideas and work children talk about what they like about their product children talk about what they would change children talk about their product linked to the design criteria		say whether their products are for themselves or for other users describe what their products are for generate ideas by drawing on their own experiences plan by suggesting what to do next select from a range of tools and equipment, explaining their choices children talk about their ideas and work children talk about what they like about their product children talk about what they would change children talk about their product linked to the design criteria		to cut soft fruits using a serrated vegetable knife.
Cooking	Bread - different shaped rolls To use hands to shape dough. To sieve flour.	Melting snowman To use a table knife to spread icing. To assemble and arrange cold ingredients.		Gingerbread Men		Fruit cupcakes To crack an egg and beat together using a fork. To use the bridge hold to cut harder fruits using a serrated vegetable knife. To use the claw grip to cut soft fruits using a serrated vegetable knife.
PE	Cricket Bowling, Batting and fielding skills	Hoopball Team game skills. Throwing, catching, defending and attacking	Dance Moving rhythmically and creatively independently and as part of a group.	Gymnastics Holding shapes, moving, travelling and using equipment safely.	Football/ Tennis Team game skills. Ball skills using the racquet and foot. Defending and attacking	Multiskills/Athletics Competition using skills developed this year
Music	Singing and body percussion. To understand and explore how music is created including beat and tempo.	Singing and body percussion. To listen to music and say how it makes them feel.	Singing and body percussion. To understand call and response. To listen with concentration and understanding. To review and evaluate music.	To use vocal sounds, body percussion and instruments to create music. To review and evaluate music.	To understand pitch is when a sound gets higher and lower. To listen to examples. To review and evaluate music.	To prepare a performance demonstrating their learning about pitch and tempo. To talk about how music makes them feel. To review and evaluate music.
PSHE	Our Happy School I know why we have rules in school I can tell you how I am the same and different from my friends I have thought about how to talk about my feelings	Out and About I know how to be careful when walking on the pavement I can listen well to other people when they are talking I have thought about how to keep myself safe	Looking Forward I can tell you about the different types of work people do I can tell you some of my strengths as a learner I have thought about how I learn and how I can achieve a goal	My Friends and Family I know who my friends and family are I can make people I care about happy I have thought about people who are important to me and how I feel about them	Healthy Body, Healthy Minds I know that exercise keeps me fit and healthy I know not to touch medicines and that substances in the house can be dangerous I can tell you something that makes me feel proud I have thought about different ways to keep myself healthy	Ready, Steady, Go I know my friends can help me and I can help them in times of change I know that some changes are natural and “happen by themselves” I have thought about working with other people to overcome obstacles.
SMSC/British Values	School values, golden rules, council elections Mystery Monday, news assemblies	Armistice Celebrations, Gunpowder Plot, Anti-Bullying Week, Road Safety Week, Mystery Monday, news assemblies	E-Safety Day, puzzle workshop Mystery Monday, news assemblies	World Book Day/Bedtime Stories Mystery Monday, news assemblies	Easter bonnets, Mystery Monday, news assemblies	Mystery Monday, news assemblies
RE	Belonging To understand what it means to belong to the Hindu community. What it means to belong to a family. To understand who I am and how I belong. To understand what it means to belong to the Christian community. To understand what it means to belong to the Jewish community. To know how symbols are used in religion. To understand what it means to belong to the Muslim community.	Caring For Others I can explain how people can look after each other. I can explain what the festival of Raksha Bandhan represents. I can explain the message in the story of The Good Samaritan. I can explain what a Langar meal is to Sikhis. I can explain why its good to think of others before yourself from the Islam story of Be My Guest. I can understand different points of view from the Buddhist story of The Monkey King.	Easter I can explain why Palm Sunday is important to Christians. I can explain what happened on Maundy Thursday. I can explain why the cross is an important symbol. I can explain what a surprise is. I can explain how the Disciples felt on Easter Sunday. I can explain how Christians celebrate Easter.	Gifts and Giving I can explain what Ramadan and Eid-Et-Fitr are. I can explain how Eid-Et-Fitr is celebrated. I can explain what Zakal-Al-Fitr is and what is given. I can explain what Christmas is and why we celebrate it. I can explain how Christmas is celebrated. I can explain why gifts can be given and how Jesus was a gift from God.	Places Of Worship I can discuss what a special place is to me and a place of worship is to Christians. I can discuss features of a Jewish Synagogue. I can discuss what Hindus believe and explore their artwork. I can talk about Christians, their churches and what happens in them. I can discuss why places of worship are important in religions. I can create my own place of worship based on knowledge I have learnt.	Religions and Rituals I understand what a ritual is. I understand what Salat is and why it is important to Muslims. I can explain what happens when Hindu’s practice Puja. I can explore what happens in Holy Communion. I can compare rituals from different Religions. I can name features of rituals and present ideas for a new ritual.
Outdoors	Weather	Weather, Road Safety Week	Weather	Weather, Science Week	Weather, Forest School	Weather
Community	Harvest bread sale	Road Safety Week, Open Evenings	Safer Internet Day	Visit to the Library	Easter Bonnet parade	Transition