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These themes are only an outline. They may be adapted at different points in the year to reflect children's interests.	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Into the Woods	Toys	Amazing Animals	Castles	Superheroes	Seaside
Key texts	The Gruffalo Little Red Riding Hood	Traction Man Fun Things to Make and Do Old Bear	Writing Project Lost Words poetry Non-fiction Amazing Animals	In the Castle Zog	Supertato A Super Power Like Mine	Seaside Fun (poem) Flotsam Snail and the Whale
School events Theme days Charity days Community events	Harvest festival Black History month	Remembrance Day Children in Need Anti- Bullying Week FoH disco Enterprise week Christingles Christmas production	Mother's day Feeling Good Week Internet safety Day Pancake race	World Book day Science Week	Walk to School Week Summer fair World Earth Day	Sports Day School trip Father's Day
Festivals	Rosh Hashanah Yom Kippur Sukkot All Saints Day	Diwali Hannukah Christmas St Andrew's Day	Epiphany Ash Wednesday/Shrove Tuesday St David's Day Chinese New Year St Patrick's Day	Holi Palm Sunday Passover Easter Start of Ramadan St Georges Day	Eid Shavuot	Summer Solstice

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Personal, Social, Health Education • Jigsaw	**Being Me in My World** I feel special and safe in my class. I know that I belong to my class. I know how to make my class a safe place for everybody to learn. I recognise how it feels to be proud of an achievement. I recognise the range of feelings when I face certain consequences. I understand my choices in following the Learning Charter.	**Celebrating Difference** I can identify similarities between people in my class. I can tell you what bullying is. I know some people I could talk to if I was feeling unhappy or being bullied. I know how to make new friends. I can tell you some ways I am different from my friends	**Dreams and Goals** I can set simple goals. I can set a goal and work out how to achieve it. I understand how to work well with a partner. I can tackle a new challenge and understand that this might stretch my learning. I can identify obstacles that which make it more difficult to achieve my new challenge and can work out how to overcome them. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.	**Healthy Me** I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. I know how to make healthy lifestyle choices. I know how to keep myself clean and healthy and understand how germs cause illness/diseases. I know that all household products including, medicines can be harmful if not used properly. I understand that medicines can help me if I feel poorly and I know how to use them safely. I know how to keep safe when crossing the road and about people who can help to keep me safe. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.	**Relationships** I can identify the members of my family and understand that there are lots of different types of families. I can identify what being a good friend means to me. I know appropriate physical ways to greet my friends and know which ways I prepare. I know who can help me in my school community. I can recognise my qualities as a person and a friend. I can tell you why I appreciate someone who is special to me.	**Changing Me** I am starting to understand the life cycles of humans and animals. I can tell you some things that have changed about me and somethings that have stayed the same. I can tell you how my body has changed since a baby. I can identify the parts of a body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, and anus. I can tell you about changes that have happened in my life.
English	**Reading – word reading** apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	**Reading – word reading** read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read other words of more than one syllable that contain taught GPCs	**Reading – word reading** read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs **Reading – comprehension** learning to appreciate rhymes and poems, and to	**Reading – word reading** read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	**Reading – word reading** read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) **Reading - comprehension**	**Reading – word reading** read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words **Reading - comprehension**

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	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught **Reading - comprehension** becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases **Writing - transcription** Spell words containing each of the 40+ phonemes already taught name the letters of the alphabet: write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far **Handwriting** sit correctly at a table, holding a pencil comfortably and correctly **Writing – composition** write sentences by saying out loud what they are going to write about **Writing- grammar, punctuation and spelling** leaving spaces between words	read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words **Reading - comprehension** listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently discussing word meanings, linking new meanings to those already known **Writing - transcription** Spell common exception words write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far **Handwriting** begin to form lower-case letters in the correct direction, starting and finishing in the right place form digits 0-9 **Writing – composition** write sentences by composing a sentence orally before writing it **Writing- grammar, punctuation and spelling**	recite some by heart recognising and joining in with predictable phrases participate in discussion about what is read to them, taking turns and listening to what others say **Writing - transcription** naming the letters of the alphabet in order write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far **Handwriting** begin to form lower-case letters in the correct direction, starting and finishing in the right place **Writing – composition** sequencing sentences to form short narratives **Writing- grammar, punctuation and spelling** 'joining words and joining clauses using 'and' using a capital letter for the personal pronoun 'I	reread these books to build up their fluency and confidence in word reading **Reading - comprehension** learning to appreciate rhymes discussing word meanings, linking new meanings to those already known being encouraged to link what they read or hear to their own experiences drawing on what they already know or on background information and vocabulary provided by the teacher **Writing - transcription** spell the days of the week using letter names to distinguish between alternative spellings of the same sound apply simple spelling rules and guidance, as listed in English appendix **1** **Handwriting** form capital letters form digits 0-9 **Writing – composition** re-reading what they have written to check that it makes sense **Writing- grammar, punctuation and spelling** using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I	checking that the text makes sense to them as they read, and correcting inaccurate reading. discussing the significance of the title and events making inferences on the basis of what is being said and done. predicting what might happen on the basis of what has been read so far. **Writing - transcription** add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. using the prefix un– **Handwriting** understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these **Writing – composition** discuss what they have written with the teacher or other pupils **Writing- grammar, punctuation and spelling**	being encouraged to link what they read or hear to their own experiences. explain clearly their understanding of what is read to them. **Writing – transcription** add prefixes and suffixes: using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] **Handwriting** understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these **Writing – composition** read their writing aloud, clearly enough to be heard by their peers and the teacher **Writing- grammar, punctuation and spelling** use the grammatical terminology in English English appendix 2 in discussing their writing

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		beginning to punctuate sentences using a capital letter and a full stop			learning the grammar for year 1 in English appendix 2	
Phonics • Little Wandle In some cases this will be adapted to meet children's individual needs.	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s -es words with two or more digraphs e.g. queen thicker Phase 4 CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each review longer words Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u Unicorn their people oh your /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Mr Mrs Ms ask* /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute could would should our /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw house mouse water want Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder any many again /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone who whole where two /l/ le al apple metal /s/ c ice /v/ ve give school call different /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey thought through friend work Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk once laugh /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* because eye /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more review review
Handwriting • Little Wandle	Teach one lower case letter and its capital per week **curly caterpillar family** c a d o s g q e f **zig-zag monster family** z v w x		Teach one lower case letter and its capital per week **long ladder family** l I t u j y **one-armed robot family** r b n h m k p		Revision- focus on specific letters class need to practise.	

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Maths • Essential Maths	Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. Name and recognise ordinal numbers They make connections between arrays, number patterns up to 10. given a number, identify one more and one less up to 10 They practise counting as reciting numbers and counting as enumerating objects up to 10 read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs They discuss and solve problems in familiar practical contexts, including using quantities and part or whole unknown	Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations. Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other. Pupils should be taught to: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] They practise counting as reciting numbers and counting as enumerating objects, to develop their recognition of patterns in the number system (for example, odd and even	Pupils identify and represent numbers using objects and pictorial representations including the number line, They use these representations to help them add and subtract one-digit and two-digit numbers to 20, including zero, They use the language of: equal to, more than, less than (fewer), most, least They measure, compare, describe and begin to record lengths and heights and mass and weight and solve practical problems for these, as well as time. They practise counting and ordering using ordinal numbers. They sequence events in chronological order using language (for example, before and after, today, yesterday) and recognise and use language relating to dates, They read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. They represent and use number bonds and related subtraction facts within 20 and use the language of: equal to, more than,	Pupils solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9 . They read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs And represent and use number bonds and related subtraction facts within 20. Pupils add and subtract one-digit and two-digit numbers to 20, including zero identify and represent numbers using objects and pictorial representations including the number line, They use the language of: equal to, more than, less than (fewer), most, least Pupils are taught to recognise and know the value of different denominations of coins and notes pupils link the value of the coins to a proportional model such as Cuisenaire rods. This helps pupils order and compare the value of coins and find combinations of coins for equivalent values. Pupils count, read and write numbers to 100 in numerals; count in multiples of twos,	**Multiplication and Division** Pupils Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. – Equal or Unequal Groups and Remainders pupils will develop their understanding of equivalence and equal value that underpins the concept of doubling and halving and apply this to fractions. -Repeated Addition and Arrays (number of groups and size of group) Pupils will build upon the skill of skip counting from and link this to repeated addition. This is then linked to multiplication using the array as a visual representation. The language of 'equal groups' from previous learning will be used. tion. – Problem Solving (identifying the number of groups and size of the group).Pupils apply their learning about repeated addition and multiplication. Pupils must understand, when using skip counting to total the dots or cubes in	**Fractions** – Equal or Unequal Parts of Shapes Pupils continue to, find halves and quarters by sharing into equal groups and apply this to shapes. When finding halves and quarters of shapes, pupils will reinforce their understanding of fractions being equal parts of a whole. Pupils will explore a range of 2-D shapes to identify equal and unequal parts. Pupils will find fractions of shapes. They will find one half or one quarter when the shapes are made up of multiple identical shapes. **Fractions** – Of Continuous Quantities Including **Capacity** Pupils will use fractions to describe continuous quantities such as measures, including capacity, length and turns. Pupils compare, share and measure capacities using 1/4, 1/2 and whole as benchmarks. **Numbers to Twenty** – The main concepts revisited are: magnitude: equality and inequality; calculation strategies for addition and subtraction; unpicking worded problems.

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		numbers), including varied and frequent practice through increasingly complex questions. Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers supported by objects and pictorial representations.	less than (fewer), most, least. Pupils solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9. Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, 9 + 7 = 16; 16 - 7 = 9; 7 = 16 - 9). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.	fives and tens and recognise and know the value of different denominations of coins and notes. They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers),	an array, that the last number counted represents the total number in the group. Pupils are provided with an opportunity to apply their strategies for multiplying to weights and mass. Pupils will be expected to use the language of 'heavier than', 'lighter than' and 'equal to'. – Scaling and Counting in 2s to 24. The language of 'groups of' and 'lots of' will continue to be used in the context of scaling. Pupils will need to be secure with the concept of doubling as the total of two equal groups. Pupils will continue to build their language of multiplication by using the phrase 'twice as…' in different contexts. Division – Sharing and Grouping Problems. The language of 'sharing equally between' and 'each' will be used to talk about division. This will then be developed into using the language of 'equal groups' when progressing to the more efficient method of grouping to divide. This builds directly upon learning about multiplication. **Time**	Pupils are introduced to inequality. The < and > symbols are explained. **Numbers to One Hundred** – Place Value and Digits, Making Tens and Some More Place Value – Estimation, Ordering and Comparison Pupils will think about patterns and the properties of numbers as they get bigger up to and just over 100. Pupils will use the language of 'tens and some more' to make the link with the language of 'ten and some more' for the numbers they know between 10 and 20. Pupils will rehearse counting up to 100 in units of 1, 2, 5 and 10..Pupils will be provided with opportunities to represent numbers in several different ways, including using beadstrings, base-10 equipment and coins. Familiar part whole models will be used to explore the regrouping of 2-digit numbers into tens and ones.

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					Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times **Fractions** –Sharing Into Equal Groups Pupils are introduced to 1/2 as one of two equal parts of a whole and 1/4 as one of four equal parts of a whole, ensuring that pupils understand that the bottom number (the denominator) is how many equal parts the whole is split into and the top number (the numerator) is how many of the parts you have.	
Science • Hamilton • Twinkl	**Plants- What's growing in our gardens?** *make observations of plants, including flowers and vegetables they have planted *identify the leaf, root, stem and flower of a plant *identify the trunk, branch, roots and leaves of a tree *identify and name some common wild and garden plants, including deciduous and evergreen trees **Working Scientifically** * observing closely, using simple equipment *identifying and classifying	**Seasonal changes- Wonderful Weather** * observe changes across the four seasons. * observe and describe weather associated with the seasons and how day length varies. Working scientifically * asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment. * performing simple tests and saying why a test is fair *identifying and classifying *using their	**Animals** * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) **Working Scientifically** * asking simple questions and recognising that they	**Everyday Materials- Marvellous 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 * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties * identify some man made materials	**Ourselves** * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Working Scientifically** * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions.	**Marvellous Materials** * compare and group together a variety of everyday materials on the basis of their simple physical properties * identify some man made materials * Identify the simple physical properties of a variety of everyday materials *Identify materials that will float and sink. **Working Scientifically** * asking simple questions and recognising that they can be answered in different ways

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		observations and ideas to suggest answers to questions.	can be answered in different ways * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions	**Working Scientifically** * asking simple questions and recognising that they can be answered in different ways * performing simple tests and saying why a test is fair * identifying and classifying * using their observations and ideas to suggest answers to questions		* performing simple tests and saying why a test is fair * identifying and classifying * using their observations and ideas to suggest answers to questions
Computing • Purple Mash • Online Safety to be delivered throughout the year	**Introduction to Purple Mash (3 lessons)** **INFORMATION TECHNOLOGY** *To login to Purple Mash. *To know how to start, save and complete 2Dos. *To open a program from the Tools area. *To save work *To find work in the Work area **Creative Computing (4 lessons)** *Use paint tools to draw a picture. *To create a jigsaw using a digital device and share it so that others can play. *To create a placing game in 2DIY	**Data Explorers (6 lessons)** **INFORMATION TECHNOLOGY** *To think carefully about the steps of grouping items. *To group items using a computer. *To sort different items. *To understand that data is information that can be collected and used. *To understand that data can be shown using pictures. *To collect data and create a pictogram	**Creating and following instructions (3 lessons)** **COMPUTER SCIENCE** *To understand that an algorithm is a set of instructions. *To follow and create simple instructions on a device. *To sequence algorithms that require a correct order. **Animated Stories (6)** **INFORMATION TECHNOLOGY**	**Animated stories continued (6 lessons)** **INFORMATION TECHNOLOGY** *To understand the differences between traditional books and ebooks. *To use digital art and text together. *To add animation to images. *To add sound to images and text. *To add a background to the story. *To use the copy and paste feature to create additional pages.	**Coding (6 lessons)** **COMPUTER SCIENCE** *To understand that computer programs work by following instructions called code. *To use code to make a computer program. *To use an event to control an object. *To understand how to use the scale attribute (property)	**Technology around us (4 lessons)** **DIGITAL LITERACY** *To find and understand examples of where technology is used in the local community *To record examples of technology outside school. **Making Beats (4 lessons)** **INFORMATION TECHNOLOGY** *To create sounds using 2explore. *To compose digital music *To combine instruments using 2beat

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	.*To create images and use these to make a game.					
History	Can give a plausible explanation about what an object was used for in the past. Can answer questions using a range of artefacts/photographs provided. Can spot old and new things in a picture.	Can put three objects in chronological order. Uses words like new, old, a long time ago. Can understand that some objects belong to the past. Can begin to identify the main differences between old and new objects. Can answer questions using a range of artefacts/photographs provided. Can spot old and new things in a picture.		Can answer questions using a range of artefacts/photographs provided. Can spot old and new things in a picture. Can find out more about a famous person from the past. Can give a plausible explanation about what an object was used for in the past.	Can appreciate that some famous people have helped our lives be better today. Can spot old and new things in a picture. Can find out more about a famous person from the past.	Can answer questions using a range of artefacts/photographs provided. Can spot old and new things in a picture.
Geography	Study aerial photographs of the school and label it Observe and record information about the local area Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? Observe and record information about the local area e.g. how many shops there are near the school, -Take or use photos of interesting things in the local area and explain what the photos show. -On a walk in the local area, children to pick things up e.g. a stick, stone, leaf	Use maps and a globe to locate the UK and it's four countries.	Identify the equator Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. Use both maps and globes to identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.		Use maps and a globe to locate the UK and other countries studied. -Identify the 4 countries of the UK Draw and label pictures to show how places are different Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop.	Understand that both a map and a globe show the same thing -Use simple compass directions (North, South, East and West) to describe the location of features on a map. Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.

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	etc and use them to create memory maps to show the journey. -Look at a simple map of the local area and identify the things they know and have seen.					
Art and Design - -	**Self portraits** SKILLS • observational drawing • colour mixing • Artist historical knowledge. - Observe patterns - Observe anatomy (faces etc) -Name all the colours - Apply colour with a range of tools – Look at the work of Andy Warhol, Kehinde Wiley and Frida Kahlo -Know about the work of a range of artists, craft makers and designers. **House and homes** SKILLS: • drawing observational • Printing on tiles -observational sketches of buildings -Explore impress/printing techniques using polystyrene and inks.	**Christmas crafts** SKILLS; • attachment techniques • using a variety of material - Apply decoration such as beads, buttons, feathers - Gather and sort the materials needed to make a collage then cut, tear paper and card to make it.	**Landscape Painting** SKILLS: • observational drawing skills • colour mixing • range of tools to apply colour • Artist historical knowledge Recap- Colour mixing for habitat landscapes - Observe and draw landscapes using a range of tools and techniques Monet and Van Gogh Know about the work of a range of artists, craft makers and designers	**Crafts** SKILLS; • attachment techniques • using a variety of material Mother's day cards - Apply decoration such as beads, buttons, feathers	**Design Logo digitally** **Use of I.C.T in Art** SKILLS: • Drawing and painting using Art I.C.T package on Purple Mash • Adding Text • Saving work for printing - Open and use an art program, selecting simple tools to make lines, shapes and pour colours.	**Observational drawings of a shell** SKILLS: • Observational skills • Extend the variety of drawing tools. • Explore different textures Collage landscape SKILLS • Construct using different techniques and materials • Sort materials into different qualities Look at a range of famous seaside artists (See PowerPoint), JM Turner, Katsushika Then focus on one artist and do a seaside painting based on this style.

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Design and Technology	**<u>Healthy eating Harvest</u>** Know that all food comes from plants and animals… Food has to be farmed, grown (elsewhere) or caught. Make fruit kebabs.	**<u>Making a game</u>** SKILLS: • Combing a range of materials using different techniques • Refining and improving designs as problems encountered in construction Generate ideas by drawing on their own experiences. Say how their products will work. Start to choose their tools and equipment, explaining their choices. Compare their product with the design: How does their finished product compare to their plan? Evaluate what they like / dislike about existing products.		**<u>Making castles</u>** SKILLS: • Combing a range of materials using different techniques • Refining and improving designs as problems encountered in construction -Use recycled materials to make known objects for a purpose - Make simple joins - Awareness of natural and manmade forms		**<u>Making shells</u>** SKILLS: • assemble, join and combine materials. • Use modelling media • develop skills like pinching, rolling and coiling Explore how to make freestanding structures stronger, and more stable. Explore different ways to join materials To know the correct technical vocabulary for the project they are working on.
Music • Active music digital • Weekly singing assemblies	**Active Music – Rhythm and Pulse** Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Respond to the pulse in recorded/live music through movement and dance	**Listening and Responding (3 sessions)** develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. 1. Classical: Flight of the Bumblebee (Nikolay Rimsky Korsakov) or	**Active Music – Pitch** Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Follow pictures and symbols to guide singing	**Songs for Easter Performance** Practise vocal warm-ups Develop breathing techniques Improve posture Demonstrate changes dynamics Learn songs from memory Keep to tempo	**Active Music – Singing Games** Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds created on a rainstick/shakers to depict a shower, regular strong beats played on a drum to	**Ocarina workshops** **Active Music – Instrumental** Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker)

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	Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. **Song for Harvest assembly**	William Tell Overture (Gioachino Rossini) 2. Popular: What a Wonderful World (Louis Armstrong) 3. Traditional: Fanfarra Cabua-Le-Le (Sérgio Mendes/Carlinhos Brown) **Songs for carol concert** Practise vocal warm-ups Improve posture	and playing, e.g. 4 dots = 4 taps on the drum. Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. **Songs for Year 1 production**	Respond to leaders directions with increasing accuracy speed.	replicate menacing footsteps. Develop breathing techniques Explore dynamics	or sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example Improvise simple vocal chants, using question and answer phrases. play something new improve the performance discover something new, consciously or subconsciously, about playing, music or themselves

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Religious Education • Hertfordshire Agreed Syllabus of Religious Education	**What should we be thankful for** Children explore what they are thankful for, to whom they are thankful and how they show this. How does Harvest Festival help Christians to show thanks to God? How does Sukkot help Jews to show thanks to God? Compare similarities and differences with how religions show thankfulness and how children do Gratitude-are there some things that we all should be thankful for?	**Why is light such an important symbol?** How do we feel in the dark? In the light? Why is light important? What happens at Divali? What happens at Hannukah? How do Christians use light to celebrate Advent and Christmas? Why is light used in these celebrations? *Learn about and perform The Nativity (Christianity) *Attend Christingle and The Christmas Journey (Christianity)	**What makes some people important to us.** Who has authority over me. Who is a Rabbi and why is he (or she) important in Judaism. Who is a vicar, and what does she or he do? Why do we need leaders?	**Why is the cross such an important symbol of Christianity.** What do I know about the cross? Where have you seen it before? What Christian symbols am I aware of related to Easter? What happens during Easter week? *Ash Wednesday and Palm Sunday (Christianity) *Good Friday and Easter Sunday (Christianity)	**Why should we care for the world** What do I do to look after animals and nature and why? What does the Bible say about people caring for Creation. What does Prophet Muhammad say about how we should treat animals. ·What can we do to look after animals and the world. Why should we do this?	**How do we know what is right and wrong** Where do we get our ideas of right and wrong from? Why are the Ten Commandments important to Jews and Christians? What does the Bible say about the importance of love? Are there any rules that you think everyone should follow/obey?
Physical Education • Get Set 4 PE	**Yoga – key skills** **Physical** - Develop balance, strength, flexibility and co ordination **Social** – move safely, listen to others, collaborate **Emotional** – concentration, identify focus, identify feelings **Thinking** – observation, copy and repeat, recognise, create, select and apply **Target Games- key skills**	**Dance – key skills** **Physical** – actions, dynamics, space, relationships, balance and jumps **Social** – respect, work safely, collaboration, communication **Emotional-** empathy, confidence, acceptance, determination, kindness **Thinking** – creativity, select and apply actions, copy and repeat action, recall, provide feedback	**Gymnastics- key skills** **Physical** – travelling actions, shape, jumps, shape jumps, barrel rolls, forward roll **Social** – respect, collaboration, work safely, sharing **Emotional** – confidence, self-regulation, perseverance **Thinking** – comprehension, select and apply actions, creativity	**Fitness – key skills** **Physical** – run, jump, co-ordination, stamina, strength, agility, balance, throw **Social** – communication, cooperation, work safely, support **Emotional** – kindness, perseverance, honesty, determination **Thinking** – comprehension, creativity, cooperation, problem solving, reflection, feedback	**Striking and fielding – key skills** **Physical** - Underarm throw, over arm throw, catch, track, balance, bat, jump, run **Social** – communication, collaboration, support and encourage others **Emotional** – manage emotions, perseverance **Thinking** – use tactics, select and apply, decision making	**Athletics- key skills** **Physical** – run, balance, agility, coordination, hop, jump, leap, throw **Social** – work safely, collaboration **Emotional** – independence, perseverance, determination **Thinking** – reflection, select and apply skills **Sports Day prep**

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	Physical – Underarm throw, over arm throw, balance **Social** – collaboration, leadership, work safely, encourage others **Emotional** – perseverance, honesty **Thinking** – comprehension, select and apply, creativity	**Ball skills – key skills** **Physical** – dribble with hands, roll, throw, catch, dribble with feet, track, balance, run **Social** – communication, support others, co-operation **Emotional** – perseverance, honesty, determination **Thinking** – exploration, make decisions, comprehension, use tactics	**Trampolining – external provider**	**Invasion games- key skills** **Physical** – dribble, throw, catch, kick, receive, run, jump, change direction, change speed, balance **Social** – supporting others, communication, cooperation **Emotional** – perseverance, confidence, honesty **Thinking** – identify strengths and areas for development, select and apply	**Sending and receiving- key skills** **Physical** – roll, throw, catch, track, kick, receive with feet, send with racquet, balance **Social** – support others, communication **Emotional** – determination, independence **Thinking** – comprehension, select and apply skills	
Behaviour	Focus: Establishing classroom culture Social Interaction • Practise turn-taking. • Listen and respond during 10-minute inputs .• Introduce "Stop I don't like it when…" script. Behaviour for Learning • Regular Zones of Regulation check-ins. • Learn stop and listen routines. • Recall class charter and expectations .Independence Skills • Manage belongings. • Learn classroom routines.	Focus: Relationships and self-management Social Interaction • Use friendship language .• Understand others may make different choices. • Begin showing empathy and kindness. Behaviour for Learning • Access regulation tools independently. • Use calming strategies. Independence Skills • Return resources correctly. • Take responsibility for classroom jobs.	Focus: Learning behaviours Social Interaction • Resolve conflicts with support. Behaviour for Learning • Respond positively to feedback. • Make improvements to learning. Independence Skills • Work independently. • Articulate daily routines.	Focus: Empathy and kindness Social Interaction • Develop empathy. • Encourage inclusive friendships. • Understand the difference between equity and equality Behaviour for Learning• Review class charter.• Discuss positive choices and incidents. Independence Skills • Take responsibility for classroom roles.	Focus: Increasing responsibility Social Interaction • Demonstrate kindness and empathy. Behaviour for Learning • Persevere with challenges .• Use strategies independently. Independence Skills • Complete tasks independently .• Manage resources.	Focus: Preparing for Year 2 Social Interaction • Independently use conflict strategies. Behaviour for Learning • Demonstrate resilience and respond to feedback. Independence Skills • Take responsibility for learning and resources.

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	• Complete independent tasks with support. • Line up appropriately.					