

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
English	Jack and the Jelly Beanstalk Fiction/Narrative Sequencing, character description Audience – pre School Purpose – To write own stories based on a model Performance Poetry – Autumn Audience – to perform to each other (Oak and Elm) Purpose – To perform a poem orally. Features of non-fiction texts/posters Bonfire Night Posters Audience – whole school Purpose – To create their own posters/videos to inform each class about staying safe on bonfire night.	A Walk in the Woods Non-Fiction Letter writing Audience – Hayley from Bluebell Woods to thank her for our activity day Purpose – To write a letter to Hayley Excitable Edgar-Narrative Story – sequence story into beginning, middle and ending That's Not My... Fiction Narrative – story writing Purpose – to create a feeling book for pre-school Audience – pre-school	That's Not My..... Fiction/ Narrative Audience- Pre School or younger sibling. Purpose- To create a simple book for Pre-school, using simple sentence and textures. Animal fact files Non-fiction (using information learnt from the previous science unit.) Purpose – to create a fact sheet for our class book Audience – year 1 class library Poetry- Book week Pancake Day - Non Fiction Instructions Purpose – to write instructions for Zog to make pancakes at dragon school for his friends (Linked to book week) Audience – Zog – send them off to Zog at dragon school	The magic Paintbrush Fiction Story writing/character descriptions Purpose – to write a story with a clear beginning, middle and ending. Audience – share with partner from elm/oak Seasons - Non-Fiction Purpose – to write simple facts Audience – to create a game in pairs for their peers to match the fact with the picture	Grandads Island/ Grandads Camper Non-fiction Purpose – to research holidays and activities for information to write a holiday review. Audience – holiday review to share with year 2 (linked to year 2s Victorian holidays and holidays now) Grandads Camper – fiction Compare stories and activities Fiction Purpose to write their own travel story Audience – display	Song of the sea – non-fiction/myths Myths from the UK e.g. tooth fairy loch ness monster leprechauns Easter bunny Research – what is a myth? Purpose – to write about their favourite myth Audience – Year 5 (linked to their ancient Greek history unit).

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Guided Reading	Decoding and fluency CEW recognition	Themes/conventions Decoding and fluency work-space	Inference Phonic work Real and nonsense words	Comprehension/ Retrieval Phonics focus	Comprehension written answers preparation for Y2	Read contracted words Comprehension
GPS	See Vocab Ninja Overview - ongoing all year linked to the English Units (Spelling, Punctuation and Grammar).					
Maths	Numbers to 10 Number bonds Addition within 10 Subtraction within 10 Max's Marvellous maths (Year 1 catch up programme alongside) TTRS Tuesdays <i>Y1 Maths passport objectives daily</i>	Positions Numbers to 20 Addition and subtraction within 20 TTRS Tuesdays <i>Y1 Maths passport objectives daily</i>	Shapes and patterns Length and Height Numbers to 40 Addition and subtraction word problems <i>Y1 Maths passport objectives daily</i>	Multiplication Division Fractions Numbers to 100 <i>Y1 Maths passport objectives daily</i>	Time Money Volume and Capacity Mass Space <i>Y1 Maths passport objectives daily</i>	CATCH UP and consolidate on previous topics Plug gaps and teach Year 2 preparation <i>Y1 Maths passport objectives daily</i>
Science	Animals Sorting and Grouping	Enquiry Based Science Seasonal Changes	Everyday Materials	Seasonal Changes/ Weather	Plants	Animals Inc Humans Seasonal Changes/ weather
	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	- observe changes across the 4 seasons - observe and describe weather associated with the seasons and how day length varies	- 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	- observe changes across the 4 seasons - observe and describe weather associated with the seasons and how day length varies	- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. Children might work scientifically by: - Observe closely using magnifying glasses whilst comparing and	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Pupils might work scientifically by: - asking simple questions and recognising that they can be answered in different ways. - using their observations and

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			compare and group together a variety of everyday materials on the basis of their simple physical properties		contrasting familiar plants. Describe how we are able to group them whilst drawing diagrams to show the parts. Keep records of how plants change over time.	ideas to suggest answers to questions - gathering and recording data to help in answering questions - observe changes across the 4 seasons - observe and describe weather associated with the seasons and how day length varies
Geography (for coverage - see long term plan for Geography and key skills)	Continents and Oceans name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles			The United Kingdom and Capital Cities name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries		Maps and the School Grounds use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
History (for coverage - see long term plan for History and key skills)		The Great Fire of London events beyond living memory that are significant nationally or globally.	Queen Elizabeth II/King Charles III changes within living memory. Where appropriate, these should be used to		Inspirational People – historical and modern day figures that have impacted our lives.	

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			reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		events beyond living memory that are significant nationally or globally he lives of significant individuals in the past who have contributed to national and international achievements.	
Art (w6)	Drawing/printing animals/camouflage To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Charlotte Oxenham			Cityscape collage- Andy Burgess Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use a range of materials creatively to design and make products.	Drawing /painting – observational drawings/paintings of plants and flowers around the school grounds. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	
DT		Make a moving picture for a Christmas Card. Sliding mechanisms. Design purposeful, functional, appealing products for	Design a scarf/umbrella for King Charles III Design purposeful, functional, appealing products for themselves and other			Food Technology- Design, make and evaluate a healthy fruit salad (Health and Fitness week) Design purposeful, functional, appealing

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		themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including materials and construction according to their characteristics. Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Technical Knowledge Explore and use mechanisms.	users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including materials and textiles according to their characteristics. Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria		products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including ingredients, according to their characteristics Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.
RE KEY QUESTION What do people say about God?	What do Christians say God is like? What does Christian music and art work tell us about their belief in God?	Who do Christians say Jesus is? Why do Christians celebrate Jesus' birth?	What do different people understand about God? Do you need to see it to believe it? What do Muslims believe about Allah? What do Hindus believe about Brahman? Does everyone believe there is a God?	Why might some people put their trust in God? What does it mean to trust someone? Why do Jewish people put their trust in God? What does Jesus tell Christians about trusting in God?	

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	What do Bible stories tell us about Christian beliefs in God?	Why do Christians call Jesus the 'light of the world?' How can I shine like a light in the world?	What do I believe?		Who can I trust during difficult	
PSHE	Making friends: playing and learning together. Explores how to listen, share, work together and when to ask for permission. Friendships, falling out and how to recognise bullying. PANTS – Cover Pantasaurus where necessary throughout the year when required	Mental health and wellbeing Notice and name different types of feelings and thoughts. Learn simple self-regulation strategies to manage them.	Celebrating me, you and our families. Similarities and differences as well as everyone's individuality. Look at different families, how family members care show care and love for each other.	Showing Kindness to others. Revisits feelings and explores the importance of kindness.	Safety at home. Introduces the hazards and risk in the context of the home. Explores strategies for staying safe, in relation to household products and medicines.	Being Healthy Teaches about healthy lifestyles, including sleep, healthy food and drink choices, physical activity, hygiene routines (brushing teeth) and sun safety.
PE	FMS Baseline Unit- Lost & Found NC Objective <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> Key Skills Underarm throwing and hopping Overarm throwing and skipping Catching and bouncing a ball Running and jumping Kicking and Rolling a ball.	FMS Rolling a Ball NC Objective <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> <i>*Participate in team games, developing simple tactics for attacking and defending</i> Key Skills Demonstrate rolling a ball with some accuracy.	Gymnastics 1 NC Objective <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> Key Skills Demonstrate a travel and pencil roll Show a jump 2 feet to 2 feet with a straight shape Demonstrate travelling actions i.e. frog & bunny hop.	Gymnastics 2 NC Objective <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> Key Skills Show a jump 2 feet to 2 feet with a straight shape Climb with confidence Jump 2 feet to 2 feet with a wide shape Perform an egg roll with some control	FMS- Overarm Throw NC Objective <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> <i>*Participate in team games, developing simple tactics for attacking and defending</i> Key Skills Demonstrate an overarm throw with some accuracy	FMS- Kicking NC Objective <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> <i>*Participate in team games, developing simple tactics for attacking and defending</i> Key Skills Explore different ways of kicking objects with increasing accuracy and control.

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	Catching & Bouncing NC Objective <i>*Participate in team games, developing simple tactics for attacking and defending</i> Key Skills Demonstrate catching a ball with some accuracy. Demonstrate catching and bouncing a ball with some accuracy. Show a simple tactic in a game.	Demonstrate rolling different equipment with some accuracy. Demonstrate a simple tactic in a rolling game. Show two simple tactics in a game. FMS- Underarm Throwing NC Objective <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> <i>*Participate in team games, developing simple tactics for attacking and defending</i> Demonstrate an underarm throw with some accuracy. To show a side gallop. Demonstrate an underarm throw with some accuracy at different targets. Demonstrate a simple tactic in a game. Show two simple tactics in a game.	Show an egg roll Show a travel and roll with a shape Jump 2 feet to 2 feet with a wide shape Apply the skills of travelling, rolling, jumping into a sequence. Apply the skills of travelling, rolling, and Show a jump 2 feet to 2 feet with a tuck shape. Demonstrate travelling actions jumping into a sequence with two different shapes. Show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus. Dance- Fire! Fire! <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> Key Skills Experiment with travelling dances, creating our own movements. Learn about the Great Fire of London and	Show a jump 2 feet to 2 feet with a tuck shape. Demonstrate a travel and roll with a shape. Roll a ball at a target with accuracy. Show the skills of travelling, rolling, and jumping into a sequence with two different shapes. Swimming Develop confidence in the water. Develop simple swimming strokes. Enter and exit the water safely. Demonstrate basic water safety/ survival skills. Recognise water safety flags and emergency contacts.	Show a fast running technique. Demonstrate an overarm throw with some accuracy in a game. Demonstrate a simple tactic in a game Swimming As previously stated	Receive a kick with control. Intercept a ball. Explore kicking with a variety of equipment. Choose skills effectively for a game. Athletics NC Objective <i>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i> Key Skills Show a hopping skill with rhythm. Demonstrate rolling a ball with some accuracy. Show running and changing direction quickly. Demonstrate throwing underarm with some accuracy. Demonstrate jumping as far as possible and landing safely with control. Show good posture when running fast. Demonstrate rolling a ball with some accuracy and control. Complete a running and jumping course.
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			contribute to descriptions. Learn a dance as a class, performing the movements correctly and in the right order Learn and create ways of moving around obstacles. Develop stillness and balance skills. Demonstrate movement memory skills in the Bakery Dance. Demonstrate a range of movement qualities with the body Tell a story through movement using expression and dynamics Work well with a team to make shapes with your bodies Be supportive to a partner and make exciting travelling dances Use action words to create interesting movement ideas			Demonstrate the skills of running and changing direction.
Computing	Getting Started Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Digital Imagery Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Introduction to Data Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Programming-Beebots Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Understand what algorithms are.	Algorithms-unplugged Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.	Rocket to the Moon Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

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	Use technology safely and respectfully.	Recognise common uses of information technology beyond school.			Create and debug simple programs. Espresso Coding	
MFL	N/A Simple words, numbers and phrases throughout the year.	N/A Simple words, numbers and phrases throughout the year.	N/A Simple words, numbers and phrases throughout the year.	N/A Simple words, numbers and phrases throughout the year.	N/A Simple words, numbers and phrases throughout the year.	N/A Simple words, numbers and phrases throughout the year.
Music	All About Me Pulse and Rhythm Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities. Performance – clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Listening – understanding the difference between pulse and rhythm. Composing - improvising vocally within a given structure.	Christmas Production Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Glockenspiels Using Charanga to develop the children skills.	Superheroes Pitch and Tempo Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting. Performance – playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo) Listening – recognising tempo and pitch changes. Composing – Experimenting with tempo and pitch using tuned and untuned instruments.		By the Sea Vocal and Body Sounds Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments. Performance – performing from graphic notation. Listening – listening to and commenting on descriptive features of music. Composing – selecting appropriate instruments to create an intended effect, using dynamics and temp to add interest.

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