

Subjects	Autumn Term 1 <i>Marvellous Me</i>	Autumn Term 2 <i>Toys</i>	Spring Term 1 <i>Twisted Fairy Tales</i>	Spring Term 2 <i>Roar</i>	Summer Term 1 <i>Paddington</i>	Summer Term 2 <i>What makes a hero?</i>
<b>Immersion and Trips</b>	Show and Tell  Local Walk	Toy Day	Pyjama Day Bedtime Story  Church Visit	Dinosaur hunt  Paradise Wildlife Park	Alien Day – Focused around phonics	Superhero Day
<b>Celebrations / Parental engagement</b>	Phonics workshop – Parents to create a game to play with their child at home	Grandparents to share pictures of them when they were younger with toys.  Christmas Singing	Story sharing with parents		Phonics workshop – Parents to create a game to play with their child at home	Phonics Celebration Party
<b>English</b>	<b>Core Text: Riley can be Anything</b>  Fiction: <b>Poetry – calligram (1 week)</b>  Non-Fiction: <b>Autobiography</b>	<b>Core Text: Lost in the Toy Museum</b>  Fiction: <b>Setting Description</b>  Non-Fiction: <b>Instructions</b>	<b>Core Text: Little Red and the Very Hungry Lion</b>  Fiction: <b>Fairytale Story</b>  Non-Fiction: <b>Instructions</b>	<b>Core Text: Gorilla</b>  Fiction: <b>Character Description</b>  Non-Fiction: <b>Recount</b>	<b>Core Text: Paddington</b>  Fiction: <b>Adventure Story</b>  Non-Fiction: <b>Instructions</b>	<b>Core Text: Supertato</b>  Fiction: <b>Poetry - pattern and rhyme (1 week)</b>  <b>Adventure Story</b>  Non-Fiction: <b>Letter</b>
<b>Maths</b>	<b>Place Value</b>	<b>Addition Subtraction Geometry – Shape</b>	<b>Place Value Measure – Money Measure – Time Measure – Length, capacity &amp; Mass</b>	<b>Multiplication Division Fractions</b>	<b>Geometry – Shape Place Value Addition and Subtraction Position and Direction</b>	<b>Fractions Multiplication and Division Measures</b>
<b>Science</b>	<b><u>Working Scientifically</u></b> <ul style="list-style-type: none"> <li>I can ask simple questions</li> <li>I can use simple equipment to make observations.</li> <li>I can carry out simple tests.</li> <li>I can identify and classify things.</li> <li>I can suggest what I have found out.</li> <li>I can use simple data to answer questions.</li> </ul> <b><u>Seasonal Changes – Autumn</u></b> <ul style="list-style-type: none"> <li>I can observe and comment on changes in seasons.</li> </ul> <b><u>Humans</u></b> <ul style="list-style-type: none"> <li>I can name the parts of the human body that I can see.</li> <li>I can link the correct part of the human body to each sense.</li> </ul>	<b><u>Working Scientifically</u></b> <ul style="list-style-type: none"> <li>I can ask simple questions.</li> <li>I can identify and classify things.</li> <li>I can suggest what I have found out.</li> <li>I can use simple data to answer questions.</li> </ul> <b><u>Everyday Materials</u></b> <ul style="list-style-type: none"> <li>I can distinguish between an object and the material it is made from.</li> <li>I can explain the materials that an object is made from.</li> <li>I can name wood, plastic, glass, metal, water and rock.</li> </ul>	<b><u>Working Scientifically – Broad Bean Experiment</u></b> <ul style="list-style-type: none"> <li>I can ask simple questions</li> <li>I can use simple equipment to make observations.</li> <li>I can carry out simple tests.</li> <li>I can identify and classify things.</li> <li>I can suggest what I have found out.</li> <li>I can use simple data to answer questions.</li> </ul> <b><u>Plants</u></b> <ul style="list-style-type: none"> <li>I can name a variety of plants.</li> <li>I can name parts of a plant.</li> <li>I can name parts of a tree</li> </ul> <b><u>Seasonal Changes – Winter</u></b>	<b><u>Working Scientifically</u></b> <ul style="list-style-type: none"> <li>I can ask simple questions</li> </ul> <b><u>Animals and Humans</u></b> <ul style="list-style-type: none"> <li>I can name a variety of animals.</li> <li>I can classify and name animals by what they eat.</li> <li>I can sort animals into categories.</li> </ul> <b><u>Seasonal Changes - Spring</u></b> <ul style="list-style-type: none"> <li>I can observe and comment on changes in seasons.</li> </ul>	•	<b><u>Working Scientifically</u></b> <ul style="list-style-type: none"> <li>I can ask simple questions</li> <li>I can use simple equipment to make observations.</li> <li>I can carry out simple tests.</li> <li>I can suggest what I have found out.</li> </ul> <b><u>Everyday Materials</u></b> <ul style="list-style-type: none"> <li>I can describe the properties of everyday materials.</li> <li>I can group objects based on the materials they are made from.</li> </ul> <b><u>Seasonal Changes - Summer</u></b> <ul style="list-style-type: none"> <li>I can observe and comment on changes in seasons.</li> </ul>

			<ul style="list-style-type: none"> <li>I can observe and comment on changes in seasons.</li> </ul>			
<b>Computing</b>	<b><u>Creating Media – Digital painting</u></b>	<b><u>Programing A – Moving a Robot</u></b>	<b><u>Data and Information – Grouping Data</u></b>	<b><u>Programing B – Introduction to animation</u></b>		<b><u>Computing systems and networks – Technology around us</u></b>
<b>History</b>	I can explain how I have changed since I was born.	<b><u>How have toys changed?</u></b> <ul style="list-style-type: none"> <li>I can ask and answer question about old and new objects.</li> <li>I can spot old and new things in a picture.</li> <li>I can give examples of things that were different when my grandparents were children.</li> <li>I can use phases like past and present, now and then.</li> </ul>			<b><u>What made the Great Fire of London great?</u></b>  <b><u>Significant Event - Great Fire of London</u></b> <ul style="list-style-type: none"> <li>I can discuss events beyond living memory which are significant nationally and globally.</li> <li>I can discuss the life of a significant individual in the past.</li> <li>I can compare life in different periods.</li> </ul>	<b><u>What makes a hero?</u></b>  <b><u>Famous People – Nurturing Nurses</u></b> <ul style="list-style-type: none"> <li>I can talk about someone famous who was born or lived near our town.</li> <li>I know why there is a monument to a famous person or event in the town centre.</li> <li>I can discuss the life of a significant individual in the past.</li> </ul>
<b>Geography</b>	<b><u>Where do I go in my local area?</u></b> <ul style="list-style-type: none"> <li>I can explain where I live and tell someone my address.</li> <li>I can say what I like and do not like about the place I live (local Peterborough on a map).</li> <li>I can use simple fieldwork and observational skills to study the geography of my school and its ground.</li> <li>I create a simple map of my local environment (key human and physical features).</li> </ul>		<b><u>What makes up the UK?</u></b> <ul style="list-style-type: none"> <li>I can name the four countries in the UK and locate them on a map.</li> <li>I can name the four main directions on a compass – North, South, East and West.</li> <li>I can describe some of the features of an island.</li> <li>I use maps, atlases and globes to locate countries in the UK.</li> </ul>	<b><u>Why doesn't the weather stay the same?</u></b> <ul style="list-style-type: none"> <li>Locate hot and cold areas of the world in relation to the equator, North and South poles.</li> <li>I can identify seasonal and daily weather patterns in the UK.</li> <li>I can explain how the weather changes throughout the year and name the seasons.</li> <li>I can keep a weather chart and answer questions about the weather.</li> </ul>		
<b>D&amp;T</b>		<b><u>Workshop - Structure</u></b>  <b>User:</b> The Children <b>Product:</b> Marble Run <b>Purpose:</b> To create a toy to play with and enjoy that words. <ul style="list-style-type: none"> <li>I use my own ideas to make something</li> <li>I describe how something works</li> <li>I make my model stronger</li> </ul>	<b><u>Workshop - Moving Pictures</u></b>  <b>User:</b> The Children <b>Product:</b> Moving Picture <b>Purpose:</b> To create a picture linked to a fairy tale that has a moving part to help retell a familiar story. <ul style="list-style-type: none"> <li>I can describe how something works.</li> <li>I can make a product that moves.</li> <li>I can explain to someone else how I</li> </ul>			<b><u>Cooking</u></b>  <b>User:</b> The Children and adults <b>Product:</b> Fruit Kebab <b>Purpose:</b> To make a yummy snack to share with parents at a party! <ul style="list-style-type: none"> <li>I can cut food safely.</li> <li>I can make a simple plan.</li> <li>I can choose appropriate resources and tools.</li> </ul>

		<ul style="list-style-type: none"> <li>I explain to someone else how I want to make my product</li> <li>I choose appropriate resources and tools</li> <li>I make a simple plan before making</li> </ul>	<p>want to make my product.</p> <ul style="list-style-type: none"> <li>I can choose appropriate resources and tools.</li> <li>I can make a simple plan before making.</li> </ul>			
<b>Art &amp; Design</b>	<p><b><u>Colour Chaos (Twinkl Unit) - Artist: Kandinsky</u></b></p> <ul style="list-style-type: none"> <li>I can name the primary and secondary colours.</li> <li>I can create a repeating pattern in print.</li> <li>I can mix paint to create all the secondary colours.</li> <li>I can describe what I can see and give an opinion about the work of an artist.</li> </ul>			<p><b><u>Animal Line Art – Artist: Alexandra Laza</u></b></p> <ul style="list-style-type: none"> <li>I can use pencils to create lines of different thickness in drawings.</li> <li>I can ask questions about a piece of art.</li> <li>I can describe what I see and give an opinion about the work of an artist.</li> </ul>	<p><b><u>Mixed Media Landscapes Artist: LS Lowry</u></b></p> <ul style="list-style-type: none"> <li>I can describe what I can see and given an opinion about the work of an artist.</li> <li>I can ask questions about a piece of art.</li> <li>I create moods in art work. (Painted background)</li> <li>I cut materials.</li> <li>I show how people feel in paintings and drawings.</li> </ul>	
<b>Music</b>	<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>Understand warm up importance, demonstrate an understanding of posture, breath, diction and impact on their vocal health.</li> <li>Speak and chant together</li> <li>Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</li> <li>Co-ordinate actions to go with a song</li> <li>Sing in time to a steady beat</li> <li>Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> </ul>	<p><b><u>Playing</u></b></p> <ul style="list-style-type: none"> <li>Play instruments by shaking, scraping, rattling, tapping etc</li> <li>Play in time to a steady beat, using instruments or body sounds</li> <li>Play loudly, quietly, fast, slow Imitate a rhythm pattern on an instrument</li> <li>Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song</li> <li>Play a single pitched note to accompany a song (drone)</li> <li>Play with help the rhythmic pattern of a spoken sentence</li> <li>Follow simple hand signals indicating: loud/quiet and start/stop</li> </ul>	<p><b><u>Exploring</u></b></p> <ul style="list-style-type: none"> <li>Different sounds made by the voice and hands (timbre)</li> <li>High and low sounds (pitch) Long and short sounds (duration)</li> <li>Loud and quiet sounds (dynamics)</li> <li>Fast and slow sounds (tempo)</li> <li>Pitch shapes (moving up and down) and rhythmic patterns</li> <li>Movement</li> <li>Collaboration</li> </ul>	<p><b><u>Composing</u></b></p> <ul style="list-style-type: none"> <li>Add sound effects to a story (structure)</li> <li>Choose musical sound effects to follow a storyline or match a picture</li> <li>Use graphics/symbols to portray the sounds they have made</li> <li>Sequence these symbols to make a simple structure (score)</li> <li>Compose own sequence of sounds (Structure) independently and perform</li> </ul>	<p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>Listen to a piece of music and move in time to its steady beat</li> <li>Recognise and respond through movement/dance to the different musical characteristics and moods of music.</li> </ul>	<p><b><u>Reflecting and Appraising</u></b></p> <ul style="list-style-type: none"> <li>Participate in appropriate peer feedback</li> <li>Identify and respond to the mood created by a piece of music</li> <li>Recognise, describe, evaluate and respond using interrelated dimensions</li> </ul>
<b>PE/Games</b>	<p><b><u>Games</u></b></p> <ul style="list-style-type: none"> <li>I can learn to throw underarm and to move and stop safely.</li> </ul>	<p><b><u>Fundamental Skills</u></b></p> <ul style="list-style-type: none"> <li>I copy actions.</li> <li>I repeat actions and skills.</li> </ul>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>I can learn different types of rolls.</li> </ul>	<p><b><u>Multi Skills</u></b></p> <ul style="list-style-type: none"> <li>I can take part in team games and work with others.</li> </ul>	<p><b><u>Striking and Fielding</u></b></p> <ul style="list-style-type: none"> <li>I can strike a ball with a bat.</li> </ul>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>I can learn the rules of running races.</li> </ul>

	<ul style="list-style-type: none"> <li>I can understand games and the rules that come with them.</li> <li>Healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>I move with control and care.</li> <li>I use equipment safely.</li> <li>Healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>I can use equipment safely and be aware of my surroundings.</li> <li>I can use my body to make different shapes.</li> <li>I can control how to travel and balance around the hall.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand about exercising, safety and healthy eating.</li> </ul>	<ul style="list-style-type: none"> <li>I can stop a ball and collect it.</li> <li>I can throw towards a target.</li> </ul>	<ul style="list-style-type: none"> <li>I can compete in a team and individually.</li> <li>I can throw a variety of objects.</li> </ul>
RE	<p><b>Christianity/ Judaism</b>  <b>What is amazing about the world?</b>  <b>Creation Story, Harvest and Sukkot</b></p> <ul style="list-style-type: none"> <li>I can order the Bible story of creation. I can learn why Jews and Christians celebrate Harvest and Sukkot.</li> <li>I can response to the idea of an amazing world with my own creative ideas.</li> </ul>	<p><b>Christianity/ Hinduism</b>  <b>What do people have celebrations?</b>  <b>Light –</b>                  Hindu festival of Diwali                  Jewish festival of Hanukkah                  Christian festival of Christmas.</p> <ul style="list-style-type: none"> <li>I can learn how light is part of these festivals.</li> <li>I can begin to understand stories that link to these festivals.</li> <li>I can learn about some signs and symbols related to these festivals</li> <li>I can begin to understand why people celebrate festivals.</li> </ul>	<p><b>Christianity</b>  <b>What makes a Christian person special?</b>  <i>(Visit to local church)</i></p> <ul style="list-style-type: none"> <li>I know where Christians worship and what they do at church.</li> <li>I can understand what belonging to a group means.</li> <li>I can become familiar with the main features of the building.</li> <li>I can begin to understand Christian family life.</li> <li>I know what Christians do at home.</li> <li>I can find out what life is like in a Christian family (going to church, reading the Bible, prayer, grace before meals)</li> <li>I know that reading the Bible, praying etc. can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness.</li> <li>I can explore special times for Christians (welcoming new babies – including baptism, link to baptism of Jesus story).</li> <li>I can begin to understand and ask and answer questions about what Christians and Christian faith communities believe and practice.</li> </ul>		<p><b>Hinduism</b>  <b>How do Hindus worship?</b>  <b>Using all their senses</b> (True Tube – Charlie and Blue – worship at a Hindu temple)</p> <ul style="list-style-type: none"> <li>I can begin to understand how Hindus worship at home and at the Mandir (temple)</li> <li>I can understand that Hindu worship (puja) involves all five senses of touch, taste, smell, sight and hearing</li> </ul> <p><b>Judaism</b>  <b>How do Jewish people worship?</b></p> <ul style="list-style-type: none"> <li>I can begin to know the important features of a Synagogue.</li> <li>I know that a Synagogue is a meeting place and a place where Jewish people celebrate most of their Festivals.</li> </ul>	<p><b>Christianity/ Judaism</b>  <b>What do these Christian stories tell us?</b></p> <ul style="list-style-type: none"> <li>I know that Christian stories come from their special book, The Bible e.g. Noah's ark, Moses, David and Goliath.</li> </ul> <p><b>What do these Jewish stories tell us?</b></p> <ul style="list-style-type: none"> <li>I know that Jewish stories come from their special book, The Torah (the first part of the Bible) E.g. Moses and the Ten commandments (link with Christianity), Jacob</li> <li>I can begin to suggest meanings behind these stories.</li> </ul>
	<p><b>RE day</b>  <b>Shabbat</b></p> <ul style="list-style-type: none"> <li>I know that Shabbat is the most important Jewish Festival and that it starts on Friday evening and finishes on Saturday evening.</li> <li>I know that it has been celebrated by the Jewish people for thousands of years in memory of God's resting day during the creation of the world.</li> <li>I know that Jewish people are supposed to rest on Shabbat</li> <li>I can begin to recognise some Shabbat blessings and songs, and know that they are recited and sung in Hebrew.</li> </ul>					
SMSC / PSHE	<p><b>Myself and My relationships 4 – Beginning and Belonging</b></p> <ul style="list-style-type: none"> <li>I can understand how to be happy at school</li> </ul>	<p><b>Myself and my relationships 5 – My Emotions</b></p> <ul style="list-style-type: none"> <li>I can recognise strengths of emotions</li> </ul>	<p><b>Citizenship 4 – Diversity and Communities</b></p> <ul style="list-style-type: none"> <li>I can understand how roles and characteristics of</li> </ul>	<p><b>E-safety – Me and my Online Identity</b></p> <ul style="list-style-type: none"> <li>I can talk about my identity both in real life and online and</li> </ul>	<p><b>Healthy and Safer Lifestyles – Healthy Lifestyles 7 – Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>I know about the range of things that</li> </ul>	<p><b>Healthy and Safer Lifestyles 6 - Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>I can name external body parts including</li> </ul>

	<ul style="list-style-type: none"> <li>I can develop relationships with others in my class</li> <li>I can understand what it is like to be new in a school and know how to help others</li> <li>I can identify adults who I trust and can help me</li> </ul>	<p>and the effects on myself and others</p> <ul style="list-style-type: none"> <li>I can understand the difference between impulsive and thoughtful behaviour</li> <li>I can understand how to change my mood</li> <li>Working together</li> </ul> <p><b>Citizenship 3 – Working Together</b></p> <ul style="list-style-type: none"> <li>I can recognise and practise the skills of listening, turn taking and explaining</li> <li>I can recognise and practise effective group work skills</li> </ul>	<p>boys and girls can be stereotyped</p> <ul style="list-style-type: none"> <li>I can understand about my own culture and beliefs and those of other people</li> <li>I can understand what 'my community' means</li> </ul> <p>I can learn how to look after the school/home environment</p>	<p>know what information I can use to create a safe online profile.</p> <ul style="list-style-type: none"> <li>I can begin to understand that people sometimes behave differently online, including pretending to be someone they are not</li> <li>I can begin to recognise when I see or hear something online that makes me feel uncomfortable and know what to do</li> <li>I can understand the importance of asking an adult for help when I am online.</li> </ul>	<p>help make and keep me healthy such as healthy eating and exercise.</p> <ul style="list-style-type: none"> <li>I can understand that I need food to grow, be active and maintain health.</li> <li>I can understand the basic food groups in the Eatwell guide, and what constitutes a balanced meal, including the need to eat 5 fruits/vegetables per day.</li> <li>I know how to make choices which promote healthy living.</li> </ul> <p><b>Healthy and Safer Lifestyles – Managing Safety and Risk</b></p> <ul style="list-style-type: none"> <li>I can identify a range of familiar situations which might entail risk and consider ways to keep myself safe.</li> <li>I can identify emotions associated with risky behaviour or situations.</li> </ul>	<p>names of sexual body parts</p> <ul style="list-style-type: none"> <li>I can describe what their bodies can do and that I have responsibility for my body's actions and that my body belongs to me.</li> <li>I know how to keep my body clean.</li> <li>I can understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease</li> </ul> <p><b>Healthy and Safer Lifestyles – Managing Safety and Risk</b></p> <ul style="list-style-type: none"> <li>I know basic personal information and when I might need to give it to someone, including how to ask for help in an emergency.</li> <li>I can understand the range of people in the community who help keep us safer.</li> <li>I can know how to reduce risk and keep myself and others safer in a variety of situations.</li> </ul>
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