

Subjects	Autumn Term 1 <i>Marvellous Me</i>	Autumn Term 2 <i>Toy Story</i>	Spring Term 1 <i>Twisted Fairy Tales</i>	Spring Term 2 <i>Roar</i>	Summer Term 1 <i>Out of this World</i> Phonics Focus	Summer Term 2 <i>Heroes</i>
<b>Immersion and Trips</b>	Show and Tell  Local Walk	Toy Day Dress up as favourite character	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>Key Text/Film: What makes me a me?</b> <b>Focus:</b> Writing to Entertain – Description Writing to Inform - Letter	<b>Key Text/Film: Toy Story 4</b> <b>Focus:</b> Writing to Entertain – Description. Writing to Inform – Instructions and Recount  <b>Text:</b> Edgar the Excitable Dragon <b>Focus:</b> Writing to Entertain – Description and Story. Writing to Inform - Letter	<b>Key Text/Film: Jack and the Jelly Beanstalk</b> <b>Focus:</b> Writing to Entertain – Description and Story Writing to Inform – Instructions: How to make beans on toast.	<b>Key Text/Film: How to look after your Dinosaur &amp; Dinosaur Drip</b> <b>Focus:</b> Writing to Inform – Instructions Writing to Entertain – Story  <i>Paradise Wildlife Park Trip – Writing to Inform - Recount</i>	<b>Key Text/Film: Aliens Love Underpants</b> <b>Focus:</b> Writing to Entertain – Description and Story Writing to Inform - Letter	<b>Key Text/Film: Supertato</b> <b>Focus:</b> Writing to Entertain – Description and Story Writing to Inform - Letter
<b>Maths</b>	<b>Place Value</b> <b>Addition</b> <b>Subtraction</b>	<b>Place Value</b> <b>Measures – Money</b> <i>including addition and subtraction</i> <b>Measures – Length</b> <i>including addition and subtraction</i> <b>Geometry – Shape</b>	<b>Place Value</b> <b>Addition</b> <b>Subtraction</b> <b>Measures – Time – O'clock</b> <b>Measure –Capacity and Weight</b> <i>including addition and subtraction</i>	<b>Multiplication and Division</b> <b>Fractions</b> <b>Addition and Subtraction</b> <b>Measures – Time – Half Past</b>	<b>Geometry – Shape</b> <b>Addition and Subtraction</b> <b>Fractions</b> <b>Multiplication and Division</b> <b>Position and Direction</b> <i>(to be covered during Geography sessions)</i>	<b>Key areas identified from PiXL testing</b> <i>Including addition, subtraction, multiplication, division and fractions</i>
<b>Science</b>	<b>Working Scientifically</b> I can ask simple questions I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things.	<b>Working Scientifically</b> I can ask simple questions. I can identify and classify things. I can suggest what I have found out. I can use simple data to answer questions.	<b>Working Scientifically – Broad Bean Experiment</b> I can ask simple questions I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things.	<b>Working Scientifically</b> I can ask simple questions I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things.	<b>Working Scientifically</b> I can ask simple questions <b>Everyday Materials</b> I can describe the properties of everyday materials. I can group objects based on the materials they are made from.	<b>Working Scientifically</b> I can ask simple questions I can use simple equipment to make observations. I can carry out simple tests. I can suggest what I have found out. <b>Humans</b>

	<p>I can suggest what I have found out.</p> <p>I can use simple data to answer questions.</p> <p><b><u>Seasonal Changes</u></b></p> <p>I can observe and comment on changes in seasons.</p> <p><b><u>Humans</u></b></p> <p>I can name the parts of the human body that I can see.</p>	<p><b><u>Everyday Materials</u></b></p> <p>I can distinguish between an object and the material it is made from.</p> <p>I can explain the materials that an object is made from.</p> <p>I can name wood, plastic, glass, metal, water and rock.</p>	<p>I can suggest what I have found out.</p> <p>I can use simple data to answer questions.</p> <p><b><u>Plants</u></b></p> <p>I can name a variety of plants.</p> <p>I can name parts of a plant.</p> <p>I can name parts of a tree</p> <p><b><u>Seasonal Changes – Winter</u></b></p> <p>I can observe and comment on changes in seasons.</p>	<p>I can suggest what I have found out.</p> <p>I can use simple data to answer questions.</p> <p><b><u>Animals and Humans</u></b></p> <p>I can name a variety of animals.</p> <p>I can classify and name animals by what they eat.</p> <p>I can sort animals into categories.</p> <p>I can sort living and non-living things.</p>		<p>I can link the correct part of the human body to each sense.</p>
<b>Computing</b>	<p><b><u>Information Technology</u></b></p> <p>I can use a camera.</p> <p><b><u>Digital Literacy</u></b></p> <p>I can use technology safely.</p>	<p><b><u>Switched on Computing “We are treasure hunters” - Algorithms and programming - Beebots</u></b></p> <p>I can create a series of instructions.</p> <p>I can plan a journey for a programmable toy.</p>	<p><b><u>Switched on Computing “We are storytellers” – Produce a talking book</u></b></p>	<p><b><u>Switched on Computing “We are collectors” – A safe computer user</u></b></p> <p>I can follow the school’s internet rules.</p> <p>I can use the internet for learning, making choices when navigating through sites.</p> <p>I can recognise advertising on websites and learn to ignore them.</p> <p><b><u>Information Technology</u></b></p> <p>I can use a website.</p>	<p><b><u>Switched on Computing “We are painters” (Link to Art Unit)</u></b></p> <p><b><u>Information Technology</u></b></p> <p>I can log onto the computer.</p> <p>I can create digital content.</p> <p>I can store digital content.</p> <p>I can retrieve digital content.</p>	<p><b><u>A safe computer user</u></b></p> <p>I can begin to evaluate websites and know that everything on the internet isn’t always true.</p> <p>I know that it is not always possible to copy some text and pictures from the internet.</p> <p><b><u>Information Technology</u></b></p> <p>I can use a website.</p>
<b>History</b>	<p>I can explain how I have changed since I was born.</p>	<p><b><u>Old and New Toys</u></b></p> <p>I can ask and answer question about old and new objects.</p> <p>I can spot old and new things in a picture.</p> <p>I can give examples of things that were different when my grandparents were children.</p> <p><b><u>Past and Present</u></b></p> <p>I can use phases like past and present, now and then.</p>				<p><b><u>Old and New</u></b></p> <p>I can spot old and new things in a picture.</p> <p>I can ask and answer question about old and new objects.</p> <p><b><u>Past and Present</u></b></p> <p>I can use phases like past and present, now and then.</p> <p><b><u>Famous People – Nurturing Nurses</u></b></p> <p>I can talk about someone famous who was born or lived near out town.</p>

						I know why there is a monument to a famous person or event in the town centre.
<b>Geography</b>	<b><u>My local area and me</u></b> I can explain where I live and tell someone my address. I can say what I like and do not like about the place I live.		<b><u>Weather</u></b> I can keep a weather chart and answer questions about the weather.	<b><u>Hot and Cold</u></b> I can sort animals based on if they live in a hot or cold place. I can explain the clothes that I would wear in hot and cold places.	<b><u>The World</u></b> I can name the four countries in the UK and locate them on a map. I can point to the equator, North and South pole on an atlas and globe. I can name the four main directions on a compass – North, South, East and West. I can describe some of the features of an island.	<b><u>Seasonal Changes – link to Science learning.</u></b> I can explain how the weather changes throughout the year and name the seasons.
<b>D&amp;T</b>		<b><u>Toy</u></b> I can use my own ideas to make something. I can make my model stronger. I can make a simple plan before making.	<b><u>Cooking – Beans on Toast (English Link)</u></b> I can cut food safely. I can choose appropriate resources and tools. I can describe how something works. I can make a simple plan.  <b><u>Moving Pictures (Twinkl Unit)</u></b> I can describe how something works. I can make a product that moves. I can explain to someone else how I want to make my product. I can choose appropriate resources and tools. I can make a simple plan before making.			<b><u>Cooking – Fruit Tasting (Science Link)</u></b> I can cut food safely.  <b><u>Cooking – Fruit Kebabs</u></b> I can cut food safely. I can make a simple plan. I can choose appropriate resources and tools.
<b>Art &amp; Design</b>	<b><u>Colour Chaos (Twinkl Unit) - Artist: Kandinsky</u></b>			<b><u>Animal Line Art – Artist: Alexandra Laza</u></b>	<b><u>Computer Art – Alien Pictures – Artist: Hal Lasko</u></b>	

	<p>I can name the primary and secondary colours.</p> <p>I can create a repeating pattern in print.</p> <p>I can mix paint to create all the secondary colours..</p> <p>I can create tints with paint by adding white.</p> <p>I can create tones with paint by adding black.</p> <p>I can describe what I can see and give an opinion about the work of an artist.</p>			<p>I can use pencils to create lines of different thickness in drawings.</p> <p>I can ask questions about a piece of art.</p> <p>I can describe what I see and given an opinion about the work of an artist.</p>	<p>I can use IT to make a picture.</p> <p><b><u>Clay – Clay aliens</u></b></p> <p>I can cut, roll and coil materials</p>	
<b>Music</b>	<p><b><u>Pitch</u></b></p> <p>I can use my voice to speak, sing and chant.</p> <p>I can sing notes SO and MI.</p> <p>I can produce high and low voice sounds.</p>	<p><b><u>Rhythm and Pulse</u></b></p> <p>I can keep a pulse – body percussion.</p> <p>I can repeat 4 beat rhythm patterns.</p>	<p><b><u>Instrumental</u></b></p> <p>I can play un-tuned instruments.</p> <p>I can internalize and recall short rhythmic and melodic patterns.</p>	<p><b><u>Appreciation</u></b></p> <p>I can whether I like or dislike a piece of music.</p> <p>I can respond to different moods in music.</p> <p>I can choose sounds to represent different things.</p> <p>I can make a sequence of sounds.</p>	<p><b><u>Singing Games</u></b></p> <p>I can learn new songs.</p> <p>I can internalize parts of songs.</p> <p>I can clap short patterns or pulse/ rhythm.</p>	<p><b><u>Performance</u></b></p> <p>I can use instruments to perform.</p> <p>I can follow instructions about when to play/sing</p> <p>I can perform with a partner.</p> <p>I can perform in a small group.</p>
<b>PE/Games</b>	<p><b><u>Games</u></b></p> <p>I can learn to throw underarm and to move and stop safely.</p> <p>I can understand games and the rules that come with them.</p>	<p><b><u>Gymnastics</u></b></p> <p>I can use my body to make different shapes.</p> <p>I can control how to travel and balance around the hall.</p>	<p><b><u>Gymnastics</u></b></p> <p>I can learn different types of rolls.</p> <p>I can use equipment safely and be aware of my surroundings.</p>	<p><b><u>Multi Skills</u></b></p> <p>I can take part in team games and work with others.</p> <p>I can understand about exercising, safety and healthy eating.</p>	<p><b><u>Striking and Fielding</u></b></p> <p>I can strike a ball with a bat.</p> <p>I can stop a ball and collect it.</p> <p>I can throw towards a target.</p>	<p><b><u>Athletics</u></b></p> <p>I can learn the rules of running races.</p> <p>I can compete in a team and individually.</p> <p>I can throw a variety of objects.</p>
<b>RE</b>	<p><b><u>Christianity/ Judaism</u></b></p> <p><b>What is amazing about the world?</b></p> <p><b>Creation Story, Harvest and Sukkot</b></p> <p>I can order the Bible story of creation.</p> <p>I can learn why Jews and Christians celebrate Harvest and Sukkot.</p> <p>I can response to the idea of an amazing world with my own creative ideas.</p>	<p><b><u>Christianity/ Hinduism</u></b></p> <p><b>What do people have celebrations?</b></p> <p><b>Light –</b></p> <p>Hindu festival of Diwali</p> <p>Jewish festival of Hanukkah</p> <p>Christian festival of Christmas.</p> <p>I can learn how light is part of these festivals.</p> <p>I can begin to understand why people celebrate festivals.</p>	<p><b><u>Christianity</u></b></p> <p><b>What makes a Christian person special?</b></p> <p>I can begin to understand Christian family life.</p> <p>I know what Christians do at home.</p> <p>I know where Christians worship and what they do at church. (Visit to local church)</p> <p>I can begin to understand and ask and answer questions about what Christians and Christian faith communities believe and practice.</p>	<p><b><u>Hinduism</u></b></p> <p><b>How do Hindus worship?</b></p> <p>Using all their senses (True Tube – Charlie and Blue – worship at a Hindu temple)</p>	<p><b><u>Christianity/ Judaism</u></b></p> <p><b>What do these Christian stories tell us?</b></p> <p>e.g. Noah’s ark, Moses, David and Goliath.</p> <p>I can begin to suggest meanings behind these stories.</p>	

<p><b>SMSC / PSHE</b></p>	<p><b><u>Beginning and Belonging</u></b> I can explore new beginnings as I start KS1. I can look after my belongings. I can say why it is good to be me.</p> <p><b><u>Respectful Relationships</u></b> I can understand the conventions of courtesy and manners. I can follow our class/school rules.</p> <p><b><u>Families and people who care about me</u></b> I can talk about who is in my family. I can explore how families are important for me because they can give me love, security and stability.</p>	<p><b><u>Caring Friendships</u></b> I can understand how important friendships are in making me feel happy and secure. I can see how people chose and made friends.</p>	<p><b><u>Online Relationships</u></b> I can understand the importance of asking an adult for help with I am online. I can begin to understand that people sometimes behave differently online, including pretending to be someone they are not – use of fairytale scenarios (Twinkl)</p>	<p><b><u>Being Safe</u></b> I know which adults help to keep my safe. I know where to get advice/ask for help e.g. family, school and/or other sources. I know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p><b><u>Science</u></b> I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b><u>Respectful Relationships</u></b> I can understand the importance of respecting others, even when they are very different from them (for example, physically, in character)</p> <p><b><u>Being Safe</u></b> I can understand that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	
<p><b>Learning Outdoors</b></p>	<p><b>Maths</b> Chalk numbers Counting natural objects</p> <p><b>English</b> Reading Tree – Favourite Books Alphabet ordering Chalk letters Phonics games</p> <p><b>Fine Motor</b> Leaf Necklace (Outdoor learning lesson idea) Adventure trails</p> <p><b>Topic</b> Making Faces (Outdoor learning lesson idea)</p>	<p><b>Maths</b> Chalk numbers Counting natural objects Shape hunt Bigger or Smaller (Outdoor learning lesson idea)</p> <p><b>English</b> Reading Tree – Toy Books Role Play – Toy Story toys Phonics games</p> <p><b>Fine Motor</b> Stilts and Space Hoppers Adventure trails Puzzles</p> <p><b>Topic</b> Mud Kitchen</p>	<p><b>Maths</b> Making numbers with natural objects Water tray – Filling containers</p> <p><b>English</b> Reading Tree – Fairy Tales Dressing Up Phonics games</p> <p><b>Fine Motor</b> Leaf Necklace (Outdoor learning lesson idea) Adventure trails</p> <p><b>Topic</b> Painting leaves (Outdoor learning lesson idea) Winter Tuff Tray</p>	<p><b>Maths</b> Bigger or Smaller (Outdoor learning lesson idea) Estimate jars (Outdoor learning lesson idea)</p> <p><b>English</b> Reading Tree – Animals and dinosaur books</p> <p><b>Topic</b> Sorting and grouping animals Digging for dinosaur bones</p>	<p><b>Maths</b> Numbers to 100</p> <p><b>English</b> Reading Tree – Alien books Phonics games Alphabet ordering</p> <p><b>Fine Motor</b> Stilts Space Hoppers Puzzles</p> <p><b>Topic</b> Caring for plants Build an alien space ship Chalk aliens</p>	<p><b>Maths</b> Rope Shapes (Outdoor learning lesson idea)</p> <p><b>English</b> Reading Tree – Superheroes Role Play Phonics games</p> <p><b>Fine Motor</b> Adventure trails Puzzles</p> <p><b>Topic</b> Potato Planting Potato repeating patterns printing</p>

	Colour Treasure Hunt (Outdoor learning lesson idea) Building Homes Mud Kitchen Chalk bodies Paint stones to make repeated patterns Autumn Tuff Tray	Outdoor History Museum (Outdoor learning lesson idea) Junk Model Toys Old and New Toys Train Set	Planting plants Bean TeePee Playhouse (Outdoor learning lesson idea)			
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