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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | ‘Wild’ (6 weeks) | Rhyme it!‘The Gruffalo’ (2 weeks)‘The Story Tree’ (2 weeks)Instructions (2 weeks- Christmas) | Who lives in your magic kingdom?Fairy tales (2 weeks)‘The Jolly Postman’ (3 weeks) | Our Planet‘10 things I can do to help my world’ (3 weeks)‘One day on our blue planet’ (3 weeks) | The Dark‘The Dark’(4 weeks) ‘Orion and the Dark’ (3 weeks) | Growing‘Lila and the secret of rain’ (4 weeks)‘The Storm Whale’ (3 weeks) |
| **WOW Starter** | Local area (Autumn walks/local Geography) | Poet visit | Postman in | Animal Man | Space tent | Chelsea physics garden |
| **Celebratory End** | Wild Woodland Day | Gruffalo trail | Visit to Painshill Park- Fairytale Walk | Open Charity Shop for WWF | Australia Day | Beach |
| **ENGLISH** | Sequencing Labels, lists, Name letters of the alphabetNouns and PluralsRead phonics books aloud Discuss significance of title and eventsAuthor of the Term:John Burningham  | Join in with predictable phrasesRepetition/rhymeOral compositionSpell days of the weekUse capital letters for proper nounsMatch graphemes for all phonemesAuthor of the Term: Julia Donaldson | SettingSentence and cohesionBegin to use ! and ?Make simple predictionsCharacterisationRead words with common suffixesRead writing aloudExplanation text- journey of a letter. Author of the Term: Alan Ahlberg  | Information textsRecountsAsk relevant questionsLink reading to own experiences Author of the Term: Dick King-Smith | Link reading to own experienceDiscuss significance of title & eventsMake simple predictionsUse common prefixes and suffixesAuthor of the Term:Anthony Browne  | Read accurately by blending soundsRead contractions and understand purposeAuthor of the Term: Michael Rosen |
| **ONGOING** | Handwriting, Guided reading (word level & comprehension), Spelling, Grammar & Punctuation, Spoken Language |
| **MATHS** | Number: Place Value (within 10)Addition and Subtraction (within 10) | Geometry: ShapeNumber: Place Value (within 20)Consolidation | Number: Addition and Subtraction (within 20)Number: Place Value (within 50) | Multiples of 2,5 and 10Measurement: Length and HeightMeasurement: Weight and VolumeConsolidation | Number: Multiplication and Division Multiples of 2,5 and 10Number: FractionsGeometry: Position and Direction | Number: Place Value (within 100)Measurement: MoneyTimeConsolidation |
| **ONGOING** | Place value, Number Facts, Times Tables, Big Maths, Mental Maths Workbooks |
| **SCIENCE** | Classifying animalsFind out about the animals and the habitat in which they live. Explore food chains in the context of the forest animals.  Classify animals in the forest environment. Observe changes in local woodland or trees across the four seasons.  | Body parts Senses  | MaterialsSorting & Using Investigate packaging materials. Identify materials that will keep something safe in the post. ‘Katie Morag Delivers the Mail’ to introduce.\*Resources in last year’s file | Habitats Predators/preyInvestigate different animals and habitats, looking at which animals live in the African Savannah and why. Relate to what can be found in local environment. Explore how animals have adapted to suit their environment. Look at food chains, explore predators and prey and define which animals are carnivores, herbivores and omnivores. Children can research endangered animals and the impact of humans on: - habitat - life cycles - adaptation - food chains | Learn about the sun as a light source. Make charts and tables based on observations of the seasons and length of day. Seasonal ChangeWeather (UK)Compare with places where the seasonal patterns and length of day can differ.Monitor the effect of weather on light.Planets | PlantsParts of & GrowingIn the local environmentContrast different areaInvestigate waterproof materials for Noi and his Dad to wear in a storm. |
| **COMPUTING** | Understanding Technology and staying safe | ProgrammingInstructions & Beebots | Computer Skills | Digital CreativityChildren illustrate information books including photography in e-books.Typing + voice recording | Data HandlingGraphs/pictogram | Digital Creativity/uses of ICT |
| **RELIGIOUS EDUCATION** | What is it like to live as a Jew? | NoahChristmas- Nativity Characters | Why are they having a Jewish Party? | Why are saints important?Why is Easter Important? | Responsibility for God’s creation | Parables of Jesus |
| **HISTORY & GEOGRAPHY** | Name and locate the four countries of the United Kingdom and their capitals Local Geography and familiar features. Geography of a town in comparison to a forest. | Bonfire NightSignificant local people- Josephine Butler. Robert Graves. Lord Nelson. Sir William Henry Preece. William Wilberforce History of Wimbledon tennis | Name and locate the four countries of the United Kingdom and their capitals Maps of the postman’s route or other postal routes from e.g Katie Morag/Postman Pat.Find out what route local postman takes look at the map or walk the route following a simple map. Practise reading addresses and identifying what each part means.Find out how the postal service works watch- Come Outside: A Letter | N/S/E/W World Maps. Children can name and locate the world’s continents and oceans.World Climate Locating worlds endangered animalsHow do you know? How can we check? What or who else lives there? What is the ideal habitat for a given animal? Can it be restored? How? | Use 4 compass directions.Investigate countries that experience differing seasons and periods of darkness. Compare UK to AustraliaDebate: Where would you rather live and why? ExplorersColumbus/Armstrong comparison | Compare UK to Kenya- Physical/Human geogN/S/E/W World Maps. Use 4 compass directions.Seaside Past/PresentInvestigate Island life, comparing it to other human settlements – focus on a child’s perspective. |
| **PHYSICAL EDUCATION** | Athletics (1)OAA | Dance (1)Gym (1) | Multiskills S and RDance (2) | Games (1)Games (2) | Athletics (2)Ball games | Athletics (3)Games H and S (3) |
| **ART & DESIGN TECHNOLOGY** | PrintingPattern & ShapeUse natural objects as a stimulus for polyblock printing inspired by the natural work of William Morris. Artists who explore nature. Describe the similarities and differences between different practices and disciplines and make links to their own work.Collage - TexturePortraiturePhotography - PicCollage | Christmas cards/wrappingStructuresCreating story backdrops and puppets, puppet theatre or story boxes. | Sculpture*Ian Rolls*3D modelsCastles*Iggy Peck, Architect**\*Add to it for enough lessons* | Children can create artwork to represent what they love best about the world as well as responding to poetry. Children could explore pattern and camouflage, focussing on the different animals in the text. MechanismsMoving PandasChildren can use a range of tools and recycled materials, and collaborate to design and make a toy for the class ‘Charity Shop’ | PaintingColourWeather & seasons*The Impressionists* DrawingLineEmma YarlettUse a range of materials. Develop art and design techniques exploring tone, creating shadows in still life and producing monochrome pieces of art. Describe similarities and differences between different practices and make links to their own work. | FoodWhere does it come from? |
| **PSHE & WELL-BEING** | Being me in my world | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing me |
| **MUSIC** |  |  |  |  |  |  |
| **FRENCH** |  |  |  |  |  |  |