

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Humanities Topic</b>	<b>Seasons</b> (this runs throughout the year) <i>What are the seasons?</i>					
	<b>Toys</b> <i>How have toys changed?</i>		<b>Our World (continents and oceans)</b> <i>What and where are the continents and oceans?</i>	<b>The First Flight and Bessie Colman</b> <i>What is so great about Bessie Colman?</i>	<b>Brilliant Britain</b> <i>What is the United Kingdom?</i>	
<b>Core Texts</b>	Ruby's Worry The Colour Monster The Giant Jam Sandwich The Ugly Duckling My Monster and Me Owl Babies	Funnybones The Gingerbread Man Not Now Bernard Look Up! Stickman	Gorilla	Nimesh the Adventurer	Wild	The Extraordinary Gardener
<b>Writing Units</b>	Narrative retelling    Setting description    Diary writing Trip Recount    Poetry (shape)    Non-Chronological report		Writing in role    Postcard writing    Letter of advice Narrative retelling    Diary writing    Film review Character description    Instructional writing		Persuasive letter    Trip recount    Postcard writing Setting description    Character description    Diary writing	
<b>Mathematics</b>	<b>Unit 1:</b> Numbers to 10 <b>Unit 2:</b> Addition and subtraction within 10 <b>Unit 3:</b> Shape and patterns	<b>Unit 4:</b> Numbers to 20 <b>Unit 5:</b> Addition and subtraction within 20	<b>Unit 6:</b> Time <b>Unit 7:</b> Exploring calculation strategies within 20 <b>Unit 8:</b> Numbers to 50	<b>Unit 9:</b> Addition and subtraction within 20 (comparison) <b>Unit 10:</b> Fractions <b>Unit 11:</b> Measures: Length and mass	<b>Unit 12:</b> Numbers 50 to 100 and beyond <b>Unit 13:</b> Addition and subtraction (applying strategies) <b>Unit 14:</b> Money	<b>Unit 15:</b> Multiplication and division: 3 and 4 <b>Unit 16:</b> Measures: Capacity and volume
<b>Science</b>	<b>Biology</b> Animals including Humans <i>The Five senses and me</i>	<b>Physics</b> Seasonal Change <i>Our changing Earth</i>	<b>Chemistry</b> Use of everyday materials <i>Describing and Grouping</i>	<b>Biology</b> Animals including humans <i>The Animal Kingdoms</i>	<b>Biology</b> Plants <i>Common British Plants</i>	<b>Consolidation</b>
<b>PE</b>	<b>Basics</b> Fundamental movements and skills (recap the ABCs) Effort Physical Ability	<b>Athletics</b> Technique Effort Confidence	<b>Gymnastics</b> Feedback Analysis Technique	<b>Invasion Skills</b> Resilience Physical Ability Confidence	<b>Striking and Fielding Skills (Cricket)</b> Technique Confidence Rules Sports Day Prep: rules, confidence	<b>Multi Skills – master throwing and catching</b> Coordination Agility

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<b>Computing</b>	Continuous provision	Computing Systems and networks: Technology around us	Creating media-Digital painting	Programming A - moving a robot	Data and information: Grouping data	Creating Media: Digital writing
<b>RE</b>	<b>Harvest</b> Why should we be grateful for our food, how Christians and Jews celebrate	<b>How and why do Christians celebrate Christmas</b> What is the Christian story about Jesus' birth and how do Christians describe Jesus	<b>Who are the Muslims in our community?</b> Describe the 5 pillars, discuss why Allah is important to Muslims	<b>What does Divali teach Hindus about good and evil</b> What can we learn from the story of Rama and Sita	<b>What is important to Jews</b> What do Jews believe and how do they practise their beliefs	Academy decided unit
<b>Music</b>	<i>Music in continuous provision as transition from EYFS</i>	<b>Hey You!</b> Pupils learn how pulse, rhythm and pitch work together	<b>Rhythm in the way we walk and The Banana Rap</b> Pupils learn how to be in time with different styles of music	<b>In the Groove</b> Pulse, rhythm and pitch in different styles of music	<b>Round and Round</b>  <b>Bossa Nova</b>	<b>Your Imagination</b>  <b>Pop Music</b>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Our PRIDE values</li> <li>What rules are and how they make us feel</li> <li>A right to safety</li> </ul>	<ul style="list-style-type: none"> <li>Roles of different people</li> <li>Families</li> <li>Feeling cared for</li> <li>Kind and unkind actions</li> </ul>	<ul style="list-style-type: none"> <li>How behaviour affects others</li> <li>Being polite and respectful</li> </ul>	Strengths and interests Jobs in the community	<ul style="list-style-type: none"> <li>Healthy Eating</li> <li>Hygiene Routines</li> <li>Sun Safety</li> </ul>	<ul style="list-style-type: none"> <li>Recognising what makes them unique and special</li> <li>Feelings and managing when things go wrong</li> <li>Naming body parts</li> </ul>
<b>Art and DT</b>	<b>Painting:</b> <i>Introduction to painting – Yayoi Kusama</i> (Introduction how to paint – using a brush, mixing paint, colour theory) End outcome: Yayoi Kusama inspired still life		<b>Drawing:</b> <i>Introduction to Drawing – Elizabeth Blackwell</i> (introduction to drawing – exploring drawing mediums) End outcome: multiple different sketches in different mediums, line drawing of flower with chalk and glue		<b>Sculpture:</b> <i>Tile Art – Islamic tile art</i> (Introduction to clay – slab making, scoring, impressions, simple joins) End outcome: 4 tiles, inspired by the 4 seasons	
<b>Spanish</b>	<b>Hola, ¿que tal estias?</b> Greetings Name and wellbeing Age Introduction to Spanish meeting: Days of the week and months of the year		<b>? Que forma es?</b> Shapes and Colours		<b>Mi cuerpo</b> Body parts	