



**NURSERY(FS1), RECEPTION (FS2), YEAR 1 & YEAR 2
CURRICULUM OVERVIEWS 2020-2021**

*If you require any further information regarding our curriculum, please contact the
School Office on 01908 312275*

NURSERY (FS1)

	AUTUMN 1 7 weeks & 2 days (learning week 3)	AUTUMN 2 7 weeks	SPRING 1 6 weeks	SPRING 2 6 weeks	SUMMER 1 6 weeks	SUMMER 2 7 weeks
Themes	Once upon a time – Nursery rhymes and traditional tales	Real life superhero's – People who help us	Transport and travel	In the Jungle/ At the zoo	Babies- Growing and changing	Pirates and seaside
Events	Scarecrow Festival Harvest	Diwali Bonfire Night	Chinese New Year		Ducks	Trip to Bushfield woods - explorers
Literacy	Phase 1 letters and sounds	RWI – learning sounds	RWI – learning sounds	A – know about 10 single letter sounds	B – know at least ¾ of the single sounds	C – orally blend
Core text	Nursery rhymes Goldilocks and the Three Bears Little Red Hen Gingerbread Man Pumpkin Soup	Mog and the V.E.T Twinkl texts – Charlie the Firefighter Busy people series – Lucy George Emergency – Margret Mayo	Bob and the Man on the Moon Good Night Spaceman We're off to Look for Aliens Here Come the Aliens Big Blue Train Naughty Bus Mister Grumps Motor Car Emma Janes Aeroplane	There's a Rumble in the Jungle Non- fiction Amazon Rainforest Sloth Slept On Sloths Don't Run Hello World – Rainforest Animal Board book Chameleon Colours Two Can Toucan Parrot Tico Ttango	Hattie Peck The Odd Egg Chickens Aren't the Only Ones Titch The Growing Story - Ruth Krauss Human body – non- fiction texts	The Pirate Next Door Pete the Cat and the Treasure Map Pirates Perfect Pet The Night Pirate Let's be Pirates The Snail and the Whale Commotion in the Ocean Flotsam Non-fiction book on seaside/sea creatures Billy's bucket

Role play	Home corner Goldilocks and the 3 bears crime scene Bakery	Doctors Police station Fire station Building yard Shop	Space centre Mechanics Airport Train station	Jungle vets	Farm Farm Shop Dragon cave Home corner with babies	Pirate ship Treasure Island Ice cream shop Underwater land
Communication and language	According to data					
PSED						
Maths	See long term overview					
Physical development	Baselining physical development then working on areas of weakness	Bushfield PE PD according to data	Bushfield PE PD according to data	Bushfield PE PD according to data	Bushfield PE PD according to data	Bushfield PE PD according to data
Understanding the World	'Mini Mes' Photo jigsaws Seasonal changes Harvest Baking bread and making soup Tasting porridge	Show interest in different occupations Diwali Bonfire night Cinnamon rolls/apple tart	Asks questions about the world around them. How things work? Chinese food	Jungle animals Countries with jungles Animal biscuits	Looking after ducks How we grow and change. Changes within their lifetime Cooking- egg recipes	Floating and sinking Making ice cream
Expressive art and design	Colour mixing skills Afremov artwork – seasonal colours	Bonfire pictures- printing Van Gogh Starry Night	Making hot air balloons Making kites	Henry Rousseau – tigers Exploring texture	Self portraits Family portraits	Treasure maps Flags Making jellyfish/ octopus



RECEPTION (FS2)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Themes	All about me - Our families - Autumn	- Fairy tales - Celebrations	Journeys through stories	- Healthy Eating - Growing	- Animals - Environment	- Fantasy - Dinosaurs
Events	Baseline Scarecrow Festivals Harvest Halloween Disco Diwali	Bonfire Night Christmas performance		Easter	Farm trip	Eid Transition
Literacy	RWI – initial sounds Single letter sounds Fred talk and word building Labelling- family portraits- ascribe meaning to marks, initial sounds	Special friends Reading CVC words/ Reading HF words Storytelling/ Retelling a story in the correct order Using Story telling language	Simple sentence Features of narrative and story structure Reading and Writing cvc and ccvc and cvcc words Writing HF words Where can they find out information? E.g. books, ICT	Fiction v.s. non-fiction Reading and Understanding Simple Sentences Writing phonetically plausible words Labelling Invitations	Using Narrative and recount language within own writing Writing sentences that can be read by themselves and others Continue writing simple sentences using Success Longer pieces with more than one sentence. Criteria Read the sentences back Self-correct the sentences	Writing longer words that are phonetically plausible . Using Features of Narrative in your Writing
Core Text	You Choose Grandparents Handa's surprise Tattyboggle- Autumn Diwali	Bonfire Night 3 Billy Goats Gruff Little Red Riding Hood Jack and Beanstalk The Jolly Postman Nativity Story	We're going on a Bear Hunt The Gruffalo Mr. Gumpy's Outing	Tiger Who Came to Tea What's the time Mr Wolf? Tiny seed – Eric Carle Easter Story	Farm The Great Pet Sale The Great Bean Machine	Fantasy text based on child initiated. Supertato Aliens Love Underpants Dinosaurs Changes

Communication and Language	Talking about what they like about school, personal preferences- fruit tasting, activities they prefer Showing an awareness of the listener's needs, class discussion, circle time	Give explanations of things they have observed Retell past events in their own lives	Listen to and retell a story in their own words Use a range of vocabulary that reflects their experiences	Describe and provide explanations. Give	This half term the children will be supported to express themselves effectively, showing awareness of listeners' needs and learning why it's important to listen to each other. The children will be asked 'how' and 'why' questions to help support their understanding and communication.	
Maths	Counting- one to one correspondence, estimating Practical Maths Activities- Numicon and counting songs	Counting objects and actions using one to one correspondence, number recognition 2D shapes, Comparing heights Positional language	Ordering Numbers One more than Comparing Weight and Size 3D Shapes Sequencing familiar Events	One less than Doubling Comparing Capacity Number problems	Halving Sharing Time Money	Number Sentences Halving, Doubling Ordering Numbers Counting in 2's, 5's, 10's
Physical Development	Healthy Choices Getting Dressed Moving in Different ways		Gymnastics			
Understanding the World	Similarities and differences between themselves and families Cultures- African culture Changing Seasons	Changes Growth and Decay Celebrations- Guy Fawkes/ Diwali Talking about their own traditions and notice similarities and differences Talk about events in their own lives (celebrations etc.)	Comparing environments Occupations	Changes in the environment- Seasons Talking about their own family traditions and notice similarities and differences Noticing differences in other religions and cultures Talk about events in their own lives	Dinosaurs- Why are they extinct? Features of dinosaurs	Observations about animals
Expressive Art and Design	Painting and Colour mixing Collages making Changing Textures- paper mache, playdough, goop Role play- home role play and Handa's Surprise	Act out and create narratives (fairy tales) Building props to go with the stories Building with purpose- beanstalks- bonfires Singing Songs	Combining Media- Story map collages Mask Making Explore and describe texture	Acting out narratives (stories from our topic) Creating their own designs- Boat making Making and painting clay food	Dinosaurs- Junk Modelling Adapting their approach if needed	Represent their own ideas in original ways- creating a space ship and superhero costumes Suggest and adapt their own designs as needed

	Building animal houses and lego scenes Making Instruments					
Music	<p>Songs – All about me (2 sessions)</p> <p>Hello – Beat and tempo (1)</p> <p>My turn, your turn – beat and tempo (1)</p> <p>Hands, feet and faces – beat and tempo (1)</p>	<p>Noah – High and low sounds (1)</p> <p>Tree Bears – High and low sounds (1)</p> <p>Rehearsal for Christmas play (4)</p> <p>Christmas music session (1)</p>	<p>Happy New Year (Chinese new year) – Beat and tempo (1)</p> <p>We're going on a bear hunt – Exploring sounds (1)</p> <p>The Gruffalo – Learn the song and explore sounds in the story (1)</p> <p>Robot – Exploring texture, focus KUW (1)</p> <p>Our town - Exploring texture, focus KUW (1)</p> <p>Light - Exploring texture, focus KUW (1)</p>	<p>Caterpillar – Exploring loud and quiet sounds (1)</p> <p>Storm - Exploring loud and quiet sounds (1)</p> <p>Tap talk - Exploring loud and quiet sounds (1)</p> <p>Bicycle counting – Exploring structure (1)</p> <p>Supermarket - Exploring structure (1)</p> <p>Stamp and clap - Exploring structure (1)</p>	<p>Dinosaurs – Exploring sounds and pulse (1)</p> <p>The special drum – loud and quiet sounds (1)</p> <p>All in a day – Exploring timbre (1)</p> <p>Litter – Exploring texture (1)</p> <p>Popcorn – Exploring high and low sounds (1)</p>	<p>Farm time – Exploring texture, focus KUW (1)</p> <p>Tap talk – Exploring texture, focus KUW (1)</p> <p>Teddy Bear picnic – Exploring timbre (1)</p> <p>Seaside - Exploring timbre (1)</p> <p>Spider tricks – Exploring beat and tempo (1)</p> <p>Cake maker - Exploring timbre (1)</p>



YEAR 1

	Autumn Term 1 <i>All About Us and Around the World</i>	Autumn Term 2 <i>Space</i>	Spring Term 1 <i>Toys</i>	Spring Term 2 <i>Growing</i>	Summer Term 1 <i>Animals</i>	Summer Term 2 <i>Great Fire of London</i>
Writing	<p>Text Type: Fiction Context: The Great Pet Sale FS2 Can recount experiences and imagine possibilities, often connecting ideas. CL(S) ELG Children can use key features of narrative in their own writing L (W) GLD FS2 Can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. L(W) ELG</p> <p>Can use a range of vocabulary in imaginative ways to add info, express ideas or to explain/justify actions/events. CL (S) ELG</p> <p>Text Type: Fiction Context: Harry and his bucket full of dinosaurs</p>	<p>Text Type: Instruction Context: Whatever Next! Children will be creating a list of what they would take with them to space using capital letters and commas. The children will also use the suffixes s and es Fiction</p> <p>Text type: Narrative Context: Whatever Next! Children will be involved in role play and will retell the narrative using correct story features. The children will be taught the spelling 've' and how to spell words such as have, live and give. Fiction</p> <p>Text type: Character description Context: Man on the Moon Children will be using adjectives to describe</p>	<p>Text type: Persuasive Text Context: Toy Story Children will have a look at a range of toys and write a persuasive advert to sell their toy. They will use question marks and exclamation marks. The children will be taught the spelling 'tch.' Fiction</p> <p>Text type: Instruction Context: Toy Story Children will watch a clip from Toy Story and write a set of instructions about how Woody was fixed using capital letters, finger spaces and full stops. Fiction</p> <p>Text type: Description Context: The Magic Toymaker Children will be read a letter from the Magic Toymaker. The children then will draw the toymaker and describe</p>	<p>Text type: Narrative Context: Jack and the Beanstalk Children will be involved in role play and will retell the narrative using correct story features. The children will then use new ideas to recreate the story. Fiction</p> <p>Text type: Recount Context: Jack and the Beanstalk The children will write from the giant's perspective to create a diary entry about what he does on a typical day using exclamation marks. Fiction</p> <p>Text type: Character Description Context: The Enormous Turnip Children will be using adjectives to describe a chosen character from the story. They will write</p>	<p>Text Type: Poetry Context: Commotion in the Ocean The children will choose a sea creature and write a riddle about it using question marks and adjectives. The children will be taught the spelling 've' and how to spell words such as have, live and give. Non-fiction</p> <p>Text Type: Narrative Context: Singing Mermaid Children will be involved in role play and will retell the narrative using correct story features, adjectives and exclamation marks. Non-fiction</p> <p>Text Type: Non-Chronological Report Context: Pets Children choose a pet and write facts about it and how it should be</p>	<p>Text Type: Recount Context: Great Fire of London The children will learn about the events of the Great Fire of London and recount the event. Non-fiction</p> <p>Text Type: Narrative Context: Toby and the Great Fire Children will be involved in role play and will retell the narrative using correct story features, adjectives, question marks and exclamation marks. Non-Fiction</p> <p>Text Type: Recount Context: Toby and the Great Fire The children will write a diary entry from Toby's perspective about an adventure whilst the Great Fire is happening. The children will be taught the suffixes ing, ed, er and est</p>

	<p>ELG Writing- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</p> <p>Text type: Narrative Context: Lost and Found (Arctic) Children will be ordering and retelling the story using capital letters, finger spaces and full stops. Fiction</p> <p>Text type: Description Context: Pokémon (Japan) Children will create their own Pokémon and describe it using descriptive sentences using adjectives and the suffix un. Fiction</p> <p>Text type: Letter Context: Spain Children will learn facts about Spain, they will learn the features of a letter and then write a letter to a friend about what they have done in Spain. The children will</p>	<p>the main character of the story. They will write sentences using capital letters and full stops. Fiction</p> <p>Text type: Narrative Context: Man on the Moon Children will be involved in role play and will retell the narrative using correct story features and exclamation marks. The children will be taught the spelling 'tch.' Fiction</p> <p>Text type: Recount Context: Moon Landing Children will learn about the moon landing and the first man on the moon and write a recount. Non-Fiction</p> <p>Text type: Instruction Context: Kipper's Birthday Children will read the story and decide on what they would like to buy for their own party and create a list using capital letters, commas and full stops. Fiction</p> <p>Text type: Recount</p>	<p>him using their imagination. The children will be taught the suffixes un and the spelling of un words. Fiction</p> <p>Text type: Recount Context: The Magic Toymaker Over the week the children will learn more about the Magic Toymaker and they will then write a diary entry in first person using suffixes. Non-fiction</p> <p>Text type: Recount Context: Kipper's Toybox The children will be writing a letter from Kipper's perspective thanking his friends for attending his birthday party. The children will use adjectives and finger spaces. Fiction</p> <p>Text type: Narrative Context: The Magic Key The children will be read a variety of Magic Key stories. The children will then write their own Magic Key story. Fiction</p>	<p>sentences using capital letters and full stops. Fiction</p> <p>Text type: Recount Context: The Enormous Turnip The children will retell the story in first person. They will use 'I', full stops and exclamation marks. The children will be taught the suffixes un and the spelling of un words. Fiction</p> <p>Text type: Recount Context: The Very Hungry Caterpillar The children will retell the story chronologically using capital letters for the days of the week. Fiction</p> <p>Text type: Context: Saving Easter Children will be involved in role play and will retell the narrative using correct story features. The children will write a thank you letter from the Bunny to his friends for helping him save Easter. The children will use features of a letter. The children will be taught the suffixes ing, ed, er and est Fiction</p>	<p>looked after. The children will use titles, headings and labelling. The children will be taught the suffixes un and the spelling of un words. Non-fiction</p> <p>Text Type: Descriptive Story Context: Pets The children will plan their own story using a story mountain about a pet. The children will ensure they have including a beginning, a problem and an ending. Non-fiction</p> <p>Text Type: Recount Context: Animal Trip The children will be writing a recount of their trip to the wildlife park. The children will be taught the suffixes ing, ed, er and est Non-fiction</p>	<p>Fiction</p> <p>Text Type: Recount Context: Samuel Pepys The children will write a letter to King Charles to tell him what has happened. The children will use 'dear', 'from' and capital letters for names. Non-Fiction.</p> <p>Text Type: Character Description Context: Sammy the Street Dog Children will be using adjectives to describe the main character of the story. They will write sentences using capital letters and full stops. Fiction</p> <p>Text Type: Instruction Context: Bread Making The children will have an opportunity to make bread. They will then write a set of instructions in order using time connectives. The children will be taught the spelling 'tch.' Non-fiction</p>
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	use finger spaces, capital letters and full stops. Fiction	Context: The Jolly Postman Children will learn about the purpose of a letter. They will write a letter to Santa telling him about what they would like for Christmas and why. Children will learn the spellings of plural words. Fiction				
	SPAG focus: full stops, capital letters, finger spaces, spelling un, er, est and ing	SPAG focus: full stops, capital letters, finger spaces, spelling -es and s	SPAG focus: full stops, capital letters, finger spaces, commas in lists, spelling -es and s, tch	SPAG focus: full stops, capital letters, finger spaces, pronoun I, exclamation mark, question mark, spelling un, er, est and ing	SPAG focus: full stops, capital letters, finger spaces, pronoun I, capital letters for days of the week and exclamation mark, spelling ve, un, est, er and ing	SPAG focus: full stops, capital letters, finger spaces, pronoun I, capital letters for days of the week and exclamation mark, spelling ve, un, est, er and ing, tch
Reading	ELG Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Author: Julia Donaldson Text Type: Fiction Focus: Familiar Authors	Text: Goodnight Spaceman Text Type: Fiction A book inspired by Tim Peak and his sons. We will retell, think of questions and discuss adventures. Text: The Way Back Home, The Darkest Dark, Space Tortoise Fiction We will explain what happens in the story, sequence events and start to infer.	Text: The Ugly Duckling, The Tree Billy Goats Gruff, Toys in Space, Nighttime in the Toyshop Text type: Traditional Tales- Fiction We retell key stories, fairy stories and traditional tales. We also predict events and endings. Then consider the particular characteristics of key stories, fairy stories and traditional tales.	Text: How Plants Grow, Sunflowers, The Growing Story Text type: Non-fiction We explore a range of print types in more detail and learn how to find information from the texts. The children will learn how to search for information in simple tables/ charts and learn that instructions/ information can be layout differently.	Text: The Tiger who came to tea, Paddington Bear Text type: Fiction Children explain their understanding of texts that are pitched beyond the level they can read independently. They retrieve key information from a text and draw on what they already know or on background information and vocabulary provided by the teacher.	Text: London's Burning, The Great Fire of London poem Text type: Poetry and Non-fiction The children will understand how written language can be structured differently according to genre. We will discuss word meanings, linking new meanings to those already known. The children will learn that voice telling the story (poem) is called the narrator.

	<p>We share, explore, make predictions, compare and express preferences about the familiar British author Julia Donaldson.</p> <p>Learns to appreciate rhymes and poems, and to recite some by heart</p>					
Maths	<p>FS2 ELG – SSM Children use money to compare quantities and objects and to solve problems. Topic: Place Value and number The children will count to and across 20, forwards and backwards, read and write numbers from 1 to 20 in numerals</p> <p>Topic: Place Value and number The children will count to and across 100, forwards and backwards, read and write numbers from 1 to 20 in numerals</p> <p>Topic: Addition The children will represent and use number bonds and related subtraction facts within 20. Add and subtract one digit numbers to 20, including zero.</p> <p>Topic: Subtraction</p>	<p>Topic: Place Value and number The children will read and write numbers from 1 to 20 in words. They will be given a number, identify one more and one less. They will identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Topic: Money The children will recognise and know the value of different denominations of coins and notes.</p> <p>Topic: Measure- Length and height The children will compare, describe and solve practical problems for lengths and heights. They will also begin to record length and height.</p>	<p>Topic: Addition The children will represent and use number bonds and related subtraction facts within 20. Add and subtract one digit numbers to 20, including zero.</p> <p>Topic: Subtraction The children will represent and use number bonds and related subtraction facts within 20. Add and subtract one digit numbers to 20, including zero.</p> <p>Topic: 2D and 3D Shape The children will recognise and name common 2-D and 3-D shapes</p> <p>Topic: Multiplication The children will count in multiples of 2's, 5's and 10's. They will solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations</p>	<p>Topic: Number and Place Value The children will count to and across 50, forwards and backwards, read and write numbers from 1 to 20 in numerals</p> <p>Topic: Measure-comparing The children will compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>Topic: Fractions Fractions of amounts Problems solving and reasoning fractions</p> <p>Topic: Addition and Subtraction The children will represent and use number bonds and related subtraction facts within 20 The children will add and subtract one-digit and</p>	<p>Topic: Number and Place Value The children will count to and across 100, forwards and backwards, read and write numbers from 1 to 20 in numerals</p> <p>Topic: Subtraction and Addition The children will represent and use number bonds and related subtraction facts within 20 The children will add and subtract one-digit and two-digit numbers to 20, including zero. They will solve word problems involving addition and subtraction.</p> <p>Topic: Position and direction The children will describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Topic: Multiplication The children will count in multiples of 2's, 5's and 10's. They will solve one-</p>	<p>Topic: Time The children will tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. They will solve word problems involving time.</p> <p>Topic: Fraction The children will recognise, find and name a half as one of two equal parts of an object, shape or quantity. They will recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Topic: Addition and Subtraction The children will represent and use number bonds and related subtraction facts within 20. The children will add and subtract one-digit and two-digit numbers to 20, including zero. They will solve word problems</p>

	<p>The children will represent and use related subtraction facts within 20 subtract one-digit and two-digit numbers to 20, including zero</p> <p>Topic: Multiplication The children will count in multiples of 2's, 5's and 10's. They will solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Topic: Division The children will solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Topic: Time The children will sequence events in chronological order, looking at days of the week, and months of the year.</p> <p>Topic: Fractions The children will recognise, find and name a half as one of two equal parts of an</p>	<p>Topic: Fractions They will recognise, find and name a quarter as one of four equal parts of an object and shape</p> <p>Topic: Shape 2D The children will recognise and name common 2-D</p> <p>Topic: Addition/Subtraction The children will represent and use number bonds and related subtraction facts within 20 The children will add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Topic: Multiplication/Division The children will count in multiples of 2's, 5's and 10's. They will solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>and arrays with the support of the teacher.</p> <p>Topic: Division The children will solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Topic: Time The children will tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Topic: Measure-Volume The children will compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Topic: Geometry Name and recognise 3D shapes Properties of 3D shapes (faces, edges, vertices) Sorting 3D shapes</p>	<p>two-digit numbers to 20, including zero</p> <p>Topic: Shape 3D The children will recognise and name common 3-D shapes, including: cuboids (including cubes), pyramids and spheres].</p> <p>Topic: Multiplication/Division The children will count in multiples of twos, fives and tens. They will solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Topic: Money Recognise notes and coins Value of notes and coins Finding totals</p>	<p>step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Topic: Division The children will solve one-step problems involving division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Topic: Fractions Fraction of amounts using a bar model</p> <p>Topic: Addition and subtraction Columns method to add and subtract 1-digit and 2-digit numbers</p>	<p>involving addition and subtraction.</p> <p>Topic: Multiplication/Division The children will count in multiples of twos, fives and tens. They will solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Topic: Position and Direction The children will describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Topic: Investigation The children will use all their mathematical understanding and skills to solve a range of problems and investigations.</p>
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	object, shape or quantity.					
Science	<p>FS2 Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>The children will have the opportunity to play with the slime and notice what happens when ingredients are added.</p> <p>Seasons (Autumn and Winter)</p> <p>The children will observe changes across the two seasons in the context of the weather. They will describe Autumn and Spring day length and discuss how long a day is. The children will have the opportunity to go on a walk and identify the signs of Autumn and Winter. They will also look at how some animals adapt in the winter.</p>	<p>Materials To identify and name a variety of different materials including wood, plastic, glass, metal, water and rock. The children will look at what certain objects are made from. They will look at materials and decide which are waterproof and which are not, which materials are strong and which are weak.</p>	<p>Scientific Skills The children will explore and experiment with a wide variety of materials. They will perform simple tests and communicate their findings in a range of ways. Children decide on which materials are best to create a strong house. They will look at opaque and transparent materials.</p>	<p>Growing/Plants The children will identify and describe the basic structure of common plants. Children will name a variety of common plants and garden plants. They will also get a chance to observe the growth of beans. The children will keep a diary and update it weekly looking closely at the plant growth.</p>	<p>Animals including human The children will identify, name and draw the basic parts of the human body. They will identify and name common animals including fish, amphibians, reptiles, birds and mammals. They will compare the structure of common animals and name carnivores, herbivores and omnivores.</p>	<p>Seasons -observe changes across four seasons We will observe and describe weather associated with the seasons and how day length varies. Well will look at trees, plants and clothes that we wear and how they change from Winter to Spring. We will gather and record data to help us answer questions by recording the temperature, rainfall and wind direction.</p>
Computing	<p>FS2 ELG- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>		<p>Coding We learn skills such as dragging, clicking and searching by designing a</p>	<p>Purple Mash Initially we will revise logging in and out. We will use technology purposefully to create, organise, store, manipulate and retrieve digital content by using the program Purple Mash. The children will learn</p>		

	<p>T6 Knows that information can be retrieved from computers</p> <p>T7 Completes a simple program on a computer Children may: choose activity and work in small groups or with a partner to complete a program.</p> <p><u>Internet safety</u> Children will learn how to use technology safely and respectfully. Children will identify where to go for help and support when they have concerns online. They will learn about what information is personal and what not to share online.</p>	<p>new code to make more characters move around the screen and start debugging programs.</p>	<p>how to make and fill different shapes and know how to change the fill and border colour of shapes using 2paint. They will know also know how to vary the thickness of the pen tool and manipulate the pen tool to create different effects using 2paint. we will be learning how to use the mirror tool and add symmetry to their drawings and they will learn how to add an image to their drawing and write a caption with it.</p>
History	<p><u>Significant individuals</u> Linking into our space topic we learn about Neil Armstrong and why he is significant in History. We also look at other explores in history such as Ibn Christopher Columbus then compare them. We will also focus on Tim Berners-Lee and William Caxton learning about their achievements and why they are significant.</p>	<p><u>Toys</u> We look at changes within living memory by comparing toys from the past and now. We also focus on Victorian toys and look at the local history of Wolverton by visiting Milton Keynes Museum.</p>	<p><u>The Great Fire of London</u> We will learn about the events that took place, look at the similarities and differences between life then and life now and learn about why the fire lasted for so long.</p>
Geography	<p><u>Where do I live?</u> The children will first learn about the geographical features of our local area and locate popular areas on a simple map. The children will then name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p>		<p><u>Continents</u> We will name and locate the world's seven continents, use world maps, atlases and globes to identify the seven continents and use basic geographical vocabulary to refer to key physical features.</p> <p><u>Oceans</u> We will learn about the 5 oceans and locate them on globes and maps. Then learn about how some factors are damaging the oceans and how we can protect them in the future.</p>

RE		Believing- Christianity The children will start to discuss their own beliefs and learn that we might not all have the same faiths. They will begin to understand the beliefs of Christians and learn about key features of a Christian church.		Belonging- Christianity Children will learn about the importance of Easter to Christians and why they celebrate Easter.		Behaving- Christianity We will learn about the 12 disciples, the parable of the good Samaritan and the role of church leaders.
PSHE	Belonging The children will discuss different groups they belong to and why being kind is important. They will discuss unkind behaviour and how to make the correct choice.		Living in the wider world The children will look at their own qualities and how they would like to develop. They will talk about jobs people can do and what they would like to achieve in the future.		Health and Wellbeing The children will learn how to make healthy choices about food, drink, exercise and sleep. To learn how to keep their bodies clean and safe.	
Art	<p>FS2 The children will have the opportunity to explore money rubbing. ELG EUMM- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>BI13 Create simple representations of events, people and objects. <u>EUMM – ELG</u> Children experiment with objects. They safely use and explore a variety of</p>			Outdoor painting The children will look at a range of artists who create outdoor paintings/ sculpture. The children will get a chance to create their own outdoor painting in the style of a famous artist	Henri Rousseau The children will learn about Henri Rousseau and his background. They will look at his famous 'Tiger in a Tropical Storm' painting and recreate their own.	

	<p>materials, tools and techniques, Experimenting with colour, design, texture, form and function. <u>Moving and handling - ELG</u> Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.</p> <p><u>Artists from around the world.</u> The children explore the primary colours and shading. The children will learn about different artists from around the world and the different techniques they use.</p>					
<p>Design Technology</p>	<p><u>FS2</u> ELG - BI Create simple representations of events, people and objects. Children will make animals/ dinosaurs from the story</p> <p>ELG – Exceeding: Develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find</p>	<p><u>Space buggy</u> The children will learn about how a moving vehicle works and the different features. They will then design and create their own moving space buggy.</p>	<p><u>Teddy Bears Picnic</u> The children will learn about where food comes from then design and create their own biscuit and fruit skewer.</p>			<p><u>Tudor Homes</u> The children will learn about Tudor houses, they will decide which tools and resources they will use to create their own Tudor house. The children will create their Tudor house and evaluate it.</p>

	out and make decision about how media and materials can be combined and changed. Dinosaur junk models					
Music	Ourselves Create and place vocal and body percussion sounds. Explore descriptive sounds. Keep a steady beat on instruments. Create word rhythms. Perform word rhythms with movement.	Space Explore duration - Learn how to use our voice to make a variety of long and short sounds. Respond to long and short sounds through movements. Improvise descriptive music. Control duration and dynamics using voices, body percussion and instruments.	Keeping a steady beat Using the theme of toys and machines, the children will explore beat through using movement, body percussion and instruments. They will combine a steady beat with word rhythms and explore changes in tempo/speed.	Pitch During this half term, the children will explore the musical dimension of pitch. Using the story of Jack and the Beanstalk, we will use pitch to describe events and characters. Learning about the seasons, we will explore changes in pitch and respond to them with movements and vocal sounds.	Animals Understand pitch by singing a song with contrasting high and low melodies. Identify and play high and low pitches in music. Make a steady beat with voices and body percussion. Count a steady beat in patterns of 2,3 and 4 beats (metre).	The Great Fire of London Learn popular songs around 1666. Keep the pulse in songs and rhymes. Play fast, slow, loud, quiet. Creating music that matches an event in a story.
PE	Multi-skills In PE the children will be looking at how exercise affects the body through multi skills. The children will be learning rugby, football, hockey, and basketball skills. The children will then move on to team games using the skills previously taught such as passing and dribbling.		Dance, striking and fielding and net and wall tennis In PE the children will be focusing on 'dance' where they will be exploring different movements and learning to move their bodies to the beat. In Games they will be looking at striking and fielding and net and wall tennis. The children will learn how to hold and use a racket.		Athletics and striking and feeling In athletics children will learn how to run, jump and throw. During striking and fielding lesson children will be applying their multi-skills to games.	
Enrichment	Tastes from around the world We will be tasting food from some of the countries we are exploring.	Planetarium To support our topic about space a Planetarium will come into school and the children will learn about the constellations and learn more about the moon landing. Astronaut food The children will have the opportunity to	MK Museum Visit As part of our Toys topic and to support our history learning we will visit the Milton Keynes museum to learn about toys through the ages.	Nature Walk Supporting our science topic learning about plants we will go on a nature walk around the local area to see what plants and trees there are.	Cotswold Wildlife Park To support our 'Animal' topic we will be visiting the park where the children will learn more about wild animals and their habitats.	

		experience astronaut food. We will discuss our preferences using adjectives and use our imagination to imagine what it is like for an astronaut surviving on the same food for months at a time.				
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YEAR 2

	Autumn Term 1 Year 1 Catchup <i>Animals (2 weeks)</i> <i>Great Fire of London (2 weeks)</i> Year 2 topic <i>Heroes</i>	Autumn Term 2 <i>Roald Dahl</i> Phonic Screening	Spring Term 1 <i>Castles</i>	Spring Term 2 <i>Travel and adventure</i>	Summer Term 1 <i>Seaside</i> SATS	Summer Term 2 <i>Natures Detectives</i> Phonic Screening Resits
Writing	<p>Text Type: Description Context: Traction Man Children will write a character description and a recount of the story. Fiction</p> <p>Text Type: Non-Chronological Report Context: Florence Nightingale Children to write a non-chronological report in the past tense using adverbs. Non- Fiction</p> <p>Text type: Recount Context: The lighthouse Children will create a recount of events based on the lighthouse keeper's point of view. Fiction</p>	<p>Text type: Poetry Context: Bonfire Night Children will write a poem using onomatopoeia and alliteration Poetry</p> <p>Text type: Description Context: The Twits Children to write a character description using expanded noun phrases and subordination Fiction</p> <p>Text type: Narrative Context: The BFG Children will be describing a dream using adventurous vocabulary and a range of suffixes, Fiction</p> <p>Text type: Narrative</p>	<p>Text Type: Fantasy Narrative Context: The Egg Children to write their own narrative using co-ordination and sub-ordination. Fiction</p> <p>Text Type: Explanation Context: How to Train a Dragon Children will write an explanation text on how to train a dragon using different sentence types. Non- Fiction</p> <p>Text Type: Non-Chronological Report Context: William the Conqueror and Warwick Castle Children will write about William the Conqueror and their visit to Warwick</p>	<p>Text Type: Drama and diary entry Context: Zeraffa Giraffa Children will explore characters thoughts and feeling using a range of Drama techniques. They will write a diary entry in the first person. Fiction</p> <p>Text Type: Narrative Context: Leon and the place between. Children will write a fantasy story based on Leon and the place between in the present tense using a range of suffixes. Fiction</p> <p>Text Type: Historical Non- Chronological report Context: Grace Darling</p>	<p>Text Type: Narrative Context: Something Fishy Children will rewrite the ending to the narrative using sub-ordination and co-ordination. Fiction</p> <p>Text Type: Poetry Context: Seaside Children Will explore feature of poetry including rhyming and repeated phrases. Non- Fiction</p>	<p>Text Type: Newspaper Report Context: Hansel and Gretel Children will write a newspaper report using contractions and a range of punctuation. Non- Fiction</p> <p>Text type: Postcard/Letter Context: The Jolly Postman Children will write a letter of response using persuasive language and they will proofread their work and make corrections, additions and revisions. Non-Fiction</p> <p>Text type: Explanation Context: Willy the Wimp</p>

	<p>Text type: Explanation text. Context: Superheroes Children to write an explanation of how to be a Superhero using technical language and different sentence types. Non- Fiction</p> <p>Text type: Adventure Narrative Context: Aisha the Superhero Princess Children will retell the story in their own words exploring emotive language. Fiction</p>	<p>Context: Charlie and the Chocolate factory. Children will write a story about based on Charlie and the Chocolate Factory using their own imaginations.</p>	<p>Castle using features of report writing. They will be learning to proofread their work. Non-Fiction</p>	<p>Children to write about Grace Darling and how she became a famous person using expanded noun phrases with commas. Non-Fiction</p> <p>Text type: Adventure Narrative Context: The Tunnel Children will write their own adventure story based on the book the Tunnel using sub-ordination. Fiction</p> <p>Text type: Recount Context: Gulliver's Travel Children will write a letter from Gulliver asking recounting his adventures using apostrophes. Fiction</p> <p>Text type: Narrative Context: The Journey Children will write an adventure story based of the images from the book the Journey. They will write in paragraphs and proofread and correct their work. Fiction</p>		<p>Children will write explain how Willy feels using emotive language. Non- Fiction</p> <p>Text type: Diary Context: Gingerbread Man Children will write a diary entry based on the events of the story using different types of punctuation. Fiction</p> <p>Text type: Fantasy Narrative Context: Willy the Wizard Children will write a fantasy narrative using fronted adverbials, sub-ordination, and co-ordination. Fiction</p>
	<p>SPAG Focus full stops, capital letters, finger spaces, pronoun I, capital letters for days of the week and exclamation mark, spelling ve, un, est, tch, er and ing. Expanded noun phrases and adverbs.</p>	<p>SPAG Focus Exclamation sentence, co-ordination (and, so, but), suffixes 'ful' 'ness', expanded noun phrases with commas in the correct places most of the time, subordination (if, when, because).</p>	<p>SPAG Focus Exclamation, question and command sentences, co-ordination (and, so, but, or), sub-ordination (because, when, that), adverbs.</p>	<p>SPAG Focus Use contractions, co-ordination (and, so, but, or). sub-ordination (because that, when, if), adverbs, different sentence types, start to use an apostrophe.</p>	<p>SPAG Focus Expanded noun phrases with commas, subordination (because, when, that, if), co-ordination (and, so, but, or), suffixes (ment, less).</p>	<p>SPAG Focus Different types of punctuation and different sentence types, contractions, fronted adverbials, apostrophise put in the correct place.</p>
Reading	Focus: Fiction Don't wake the Beastie	Focus: Traditional Tales Rapunzel	Focus: Poetry The Sound Collector	Focus: Non- Fiction	Focus: Fiction Blue Stone	Focus: Fiction (Chapter books)

	<p>Expresses preferences linked to own. With support, justifies their views about texts they have had read to them. Asks questions to clarify.</p> <p>Lost and Found Retrieves key information from a text</p> <p>Great Fire of London The children will understand how written language can be structured differently according to genre We will discuss word meanings, linking new meanings to those already known. The children will learn that voice telling the story (poem) is called the narrator</p> <p>The Day the Crayons Quit Draws on what they already know or on background information and vocabulary provided by the teacher.</p> <p>The Naughty Little Rabbit To answer questions about information stated within text (may not be obvious).</p> <p>Grace and Family To explore characters. I can recall some events in the story</p> <p>Independent reading text</p>	<p>Identify effective language choices.</p> <p>Beauty and the Beast Sequence and retell a familiar story.</p> <p>Jack and the Beanstalk Identify the sequence of events by using what I already know about traditional tales.</p> <p>Revolting Rhymes Little Red Riding Hood Predict events in an unfamiliar version of a traditional tale.</p> <p>Revolting Rhymes Goldilocks and the Three Bears Recognise that different characters have different thoughts/feelings about, views on and responses to particular scenarios.</p> <p>Revolting Rhymes Three Little Pigs Refer to the text for evidence.</p> <p>Rumpelstiltskin Identify evidence of change as a result of events.</p> <p>Independent reading text Can read words with contractions, e.g. I'm, we'll, he's. Take into account full stops and read different types of punctuation.</p>	<p>To identify simple literary language in poetry.</p> <p>The Sleepy Dragon Explain and discuss your understanding of poems that they have listened to.</p> <p>Dragonfly in the sun Refer to the text for evidence (poem)</p> <p>Castle on the Hill Answer retrieval questions.</p> <p>The Fisherman Answer retrieval questions.</p> <p>Cobwebs Answer questions and make inferences about information stated within text (may not be obvious).</p> <p>Independent reading text Identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over? Discusses effective language choices, e.g. 'slimy' is a good word there because...</p>	<p>A range on non-fiction texts on a variety of topics.</p> <p>The First Encyclopaedia of Seas and Oceans- Usborne Show that you are aware that non-fiction texts are structured in a different way.</p> <p>All about Dogs/ Pocket Science books Begin to use difference sources to locate information.</p> <p>Seaside's in the past Show and evaluates simple persuasive devices.</p> <p>Louis Braille- Watts Use evidence from the text to make inferences and justify my views.</p> <p>Coronation of Elizabeth II- Watts Retrieve information from a non-fiction text.</p> <p>The First Encyclopaedia of Animals- Usborne Explain and discuss a range of non-fiction books.</p> <p>Independent reading text Self-corrects spontaneously and at the point of error. Explains differences between fiction and non-fiction. Shows awareness of use of features of organisation e.g. <i>index, bold headings</i></p>	<p>Make inferences based on a character's descriptions and actions.</p> <p>Tin Forest Explore contrast in a book.</p> <p>Independent reading text Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms). With support, justifies their views about what they have read</p>	<p>Guard Dog Make a prediction and then change it in light of new information and make inferences using more than one justification.</p> <p>Hansel and Gretel Make links with other stories.</p> <p>Georges Marvellous Medicine Make predictions based on other stories in the author's style. Answer retrieval questions about the text. Make inferences with more complex texts.</p> <p>Independent reading text Identifies common themes in traditional tales. Sustains silent reading most of the time Makes inferences with more complex texts perhaps with using more than one justification.</p>
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	Continues to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent					
Maths	<p>Topic: Number Understand different representations of number. Partition tens and ones.</p> <p>Topic: Addition and subtraction The children will be taught / consolidate numbers bonds to ten and twenty, adding and subtracting using number lines. Begin to use the column method.</p> <p>Topic: Multiplication and division Children will continue to develop their skills in times tables (2, 10) using arrays and dividing through sharing.</p> <p>Topic: Measurement (money) Recognising notes and coins. Know the value of coins. Adding coins to make totals using a number line. Different combination of coins to make the same amount under 50p.</p> <p>Topic: Fractions Children will recognise, find, name, and write $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p>	<p>Topic: Time Time related facts Sequencing intervals of time O'clock, half past, quarter past and quarter to.</p> <p>Topic: Fractions To count in fractions to 10 and find $\frac{2}{4}$ and $\frac{3}{4}$ of a shape. To find $\frac{2}{4}$ and $\frac{3}{4}$ of a quantity and to find $\frac{2}{4}$, $\frac{2}{3}$ and $\frac{3}{4}$ of a quantity</p> <p>Topic- Geometry (shape) Identifying 2D shapes Properties of 2D shapes. Symmetry</p> <p>Topic- Statistics Presenting data -tally charts and pictograms Interpreting data – tally charts and pictograms.</p> <p>Topic: Multiplication and Division Multiplication facts for 2, 3, 5, and 10 times tables. Division facts for 2, 3, 5, and 10 times tables Arrays .</p> <p>Topic: Measure To estimate and measure length/height, mass using scales,</p>	<p>Topic: Number Count in steps of 2, 3, and 5 from 0. Identify and represent numbers using different representations. To estimate numbers on a number line</p> <p>Topic: Addition and subtraction. To consolidate column method with bridging and exchanging. Mentally add three one-digit numbers.</p> <p>Topic: Multiplication and Division Understand the relationship between multiplication and division (fact families) To recall and use multiplication and division n facts for the 2, 3, 5 and 10-times tables. Solve 2 step multiplication problems.</p> <p>Topic: Measurement (money) Solve simple and complex problems involving adding money. Give change from 50p and £1.</p> <p>Topic: Fractions Fractions of shapes Fractions of amounts -unit and non-unit fractions.</p>	<p>Topic: Addition and Subtraction Solve missing number calculations, Solve more complex missing number problem. Solve 2 step word problems.</p> <p>Topic: Multiplication and Division Solve one and two step multiplication and division problems. To know which operation to use in mixed word problems.</p> <p>Topic: Time To solve problems for o'clock, half past, quarter past and quarter to. To read and write the time for five-minute intervals.</p> <p>Topic: Fractions Problem solving and reasoning.</p> <p>Topic- Geometry (shape) To recognise, name, sort and compare 2D and 3D shapes.</p> <p>Topic- Statistics Interpreting and drawing pictograms and block graphs (2, 5, 10).</p>	<p>Topic: Revision Over this half term, topics from across the Maths curriculum are revisited to prepare children for sitting KS1 SATs.</p>	<p>Topic: Number Reading scales Using number facts Problems solving and reasoning.</p> <p>Topic: Addition and Subtraction. Number bonds to 100 Missing number calculations. Inverse 2-step problems</p> <p>Multiplication and Division Multiplication and division facts (2, 3, 5, 10). Making deductions outside known facts 2 – step problems</p> <p>Topic: Measurement (scales) Reading scales (1, 2, 5 and 10) and reading scales with missing numbers. Comparing length, mass, capacity, and temperature.</p> <p>Topic: Geometry (position and direction)</p> <p>Topic: Position and direction Learning about different turns i.e. quarter turn, half turn etc. Clockwise and anticlockwise turns as well as ordering and</p>

		temperature using thermometer (°C) and capacity using measuring vessels.				arranging combination of mathematical objects in patterns and sequences. Topic: Investigation To use trial and improvement to solve problems. To work systematically, use visualising skills and to use logical reasoning to solve problems. Topic: Reviewing Number, measure, calculation, and geometry review.
Science	<p><u>Animals including human (catch-up)</u> The children will identify, name, and draw the basic parts of the human body. They will identify and name common animals including fish, amphibians, reptiles, birds, and mammals. They will compare the structure of common animals and name carnivores, herbivores and omnivores.</p> <p><u>Seasons -observe changes across four seasons (catch up)</u> We will observe and describe weather associated with the seasons and how day length varies. Well will look at trees, plants and clothes that we wear and how they change from winter to spring. We will gather and record data to help us answer questions by recording the</p>	<p><u>Materials</u> Children will be able to identify and name different materials. They will be able describe and compare properties based on their physical properties.</p>	<p><u>Plants</u> Children will identify and name a variety of common and wild plants including Deciduous and Evergreen trees. They will be able to describe the basic structure of a variety of common flowering plants including trees. To write a set of instructions on how to plant a seed or bulb using technical language, time openers and adverbs.</p>		<p><u>Living things and their Habitats</u> Children will explore and compare the differences things that are dead, living and have never been allowed. Identify different habitats and describe how different habitats provide the needs of different kinds of animal and plants. Children will explore simple food chains.</p>	<p><u>Habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats or micro- habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>

	<p>temperature, rainfall and wind direction.</p> <p>Animals including Humans (Year 2) Children will learn that animals including humans have offspring, are able to find out and describe basic needs of animals. Children will learn about the importance of a healthy lifestyle.</p>					
Computing	<p>Purple Mash (catch-up) Logging into Purple Mash and to create a Great Fire of London using the 2Paint tool.</p> <p>Internet safety Children will learn how to use technology safely and respectfully. Children will identify where to go for help and support when they have concerns online.</p>	<p>Coding Children will understand what an algorithm is and how to create a simple programme as well as debug existing programmes.</p>	<p>Coding Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Coding To program and debug a bebot.</p>	<p>Internet searching and word processing To find and copy an image from the internet. To learn to type using Microsoft Word.</p>	<p>Fact File Children will make a fact file Children will develop their word processing and presentation skills.</p>
History	<p>The Great Fire of London (catch up) Learn about the events that took place, look at the similarities and differences between life then and life now and learn about why the fire lasted for so long.</p> <p>Famous People Children will learn about significant individuals in the past (Queen Victoria, Mary Seacole, Florence Nitinghale, Rosa Parks, Emily Davison, Emmeline Pankhurst, and Greta Thurnberg). that have contributed to national and international achievements. Children</p>		<p>Castles Children will learn about the history of castles and how they have changed over time. Children will learn about different aspects of life in the castle. They will also learn about William the Conqueror and Warwick Castle.</p>	<p>Transport Children will learn about how transport has evolved and how it may develop in the future. Children will learn about famous inventors such as Wright Brothers.</p>		

	will compare aspects of life in time periods.					
Geography	<p><u>Oceans (catch up)</u> We will learn about the 5 oceans, locate them on globes and maps. Then learn about how some factors are damaging the oceans and how we can protect them in the future.</p>	<p><u>UK</u> To identify human features of a city and to identify the physical features and landmarks of London using aerial photographs. Devise a simple map of London and its landmarks and compare London to Sydney and Wolverton.</p>			<p><u>Comparison of a non-European country and a small area of the UK.</u> To locate and research into Wolverton and Kiama, New South Wales. To look and compare the physical and human features of Wolverton and Kiama.</p>	<p><u>Field work and Seasons</u> Explain how seasons affect my school day. Investigate why Wyvern was built in this location. Measure the site of Wyvern school. Use weather recording equipment to investigate the site. To create a map of Wyvern site and to present the fieldwork findings.</p>
RE	<p><u>Believing- Christianity (catch up)</u> Discuss their own beliefs and learn that we might not all have the same faiths. They will begin to understand the beliefs of Christians and learn about key features of a Christian church.</p>	<p><u>Believing</u> To be able to discuss own beliefs. To understand the importance of the Torah to Jews. To understand the story of the life of Moses. To explain the significance of the ten commandments and understand symbols related to Christmas.</p>		<p><u>Belonging</u> To understand the Shabbat and to understand the story of the ten plagues including how Passover is celebrated by the Jews. Know the important religious symbols for Jews. (Star of David and the Menorah). To look at Hanukkah and a Bar and Bat Mitzvah.</p>		<p><u>Behaving</u> Understand what makes a special place. Understand the layout of a Synagogue and Jewish prayer. Know the story of Noah and David and Goliath.</p>
PSHE	<p><u>Health and Wellbeing (catch up)</u> The children will learn how to make healthy choices about food, drink, exercise and sleep. To learn how to keep their bodies clean and safe.</p> <p><u>Mental Health (Year 2)</u> Know the importance of physical activity and diet for a healthy lifestyle. Develop children's understanding of emotions.</p>	<p><u>Growth Mindset</u> Mindfulness and putting in effort to achieve our goals.</p>	<p><u>Communities</u> Understand their role in communities and recognise similarities and differences between people. Understand the meaning of cooperation And the difference between right and wrong and what the consequences. Learn to take responsibility for our own actions.</p>		<p><u>Healthy Living</u> Learn about the physical changes in our body as we grow. To identify and respect the differences between girls and boys. To look at the importance of dental hygiene, physical activity, medicine safety and how to look after money.</p>	

	<p><u>Growth Mindset (catch up)</u> Growth and fixed mindset and how-to preserve when up against a challenge.</p>					
Art	<p><u>Henri Rousseau (catch up)</u> The children will learn about Henri Rousseau and his background. They will look at his famous 'Tiger in a Tropical Storm' painting and recreate their own.</p> <p><u>Aboriginal and POP art</u> To look at the dot technique used in Aboriginal art. Children will create artwork inspired by Pop Art. We will look at Julian Opie and Roy Lichtenstein.</p>			<p><u>Claude Monet</u> Children will recreate the Claude Monet bridge painting and evaluate their own and others work.</p>		<p><u>Andy Goldsworthy</u> Children will look at the famous artist Andy Goldsworthy and recreate 2D and 3D sculptures using natural materials.</p>
Design Technology	<p><u>Tudor Homes (catch up)</u> The children will learn about Tudor houses, they will decide which tools and resources they will use to create their own Tudor house. The children will create their Tudor house and evaluate it</p>	<p><u>Roald Dahl chocolate</u> Children will test and evaluate existing food products. They will make their own chocolate bar and packaging. Children will design, produce, and evaluate their own chocolate bar inspired by Charlie and the Chocolate Factory.</p>	<p><u>Castles</u> Children look at different castle designs and use these to create their own drawbridge. They will need to design, produce, and evaluate the mechanisms and materials used in their castle.</p>		<p><u>Puppets</u> Children will design, produce, and evaluate their own puppet. They will need to be able to join the fabric by sewing.</p>	
Music	<p><u>The Great Fire of London (catch up)</u> Listen to popular songs around 1666. Keep the pulse in songs and rhymes. Play fast, slow, loud, quiet. Creating music that matches an event in a story.</p>	<p><u>Roald Dahl</u> Children will develop a wider appreciation for music and musical styles.</p>	<p><u>Castles</u> Children will explore rhythm in a variety of musical genres.</p>	<p><u>Travel and adventure</u> Children will explore pitch and sound in songs from around the world.</p>	<p><u>Seaside</u> Children will explore pitch and sound. Compose music to support a story.</p>	<p><u>Nature Detectives</u> To use a variety of songs such as The Lion Sleeps tonight to learn how to use tuned percussion instrument.</p>

	<p>Heroes Children will be exploring sounds and beat in music and composing a piece of superhero music.</p>					
PE	<p>Multi-skills and Gymnastics In PE, the children will be looking at how exercise affects the body through multi skills. The children will be learning rugby, football, hockey, and basketball skills. The children will then move on to team games using the skills previously taught such as passing and dribbling.</p> <p>Children will focus on balance and ways of traveling and perform a simple sequence of movements.</p>		<p>Dance, striking and fielding (badminton) and net and wall (tennis), OAA In Dance children will be learning traditional dances including Waltz. In Games they will be looking at striking and fielding and net and wall tennis. The children will learn how to hold and use a racket. In OAA children will focus of teamwork and problems solving skills.</p>		<p>Athletics and striking and fielding In athletics children will learn how to run, jump, and throw. During striking and fielding lesson children will be applying their multi-skills to games.</p>	
Enrichment	<p>Science and Maths day We will be spending a whole day dedicated to fun and engaging activities.</p>	<p>Roald Dahl Storyteller Children will be visited by a storyteller. They will share stories about Roald Dahl's life.</p>	<p>Warwick Castle Children will learn about the features of a castle and the famous Kings and Queens that lived there.</p>	<p>Local Artist Visit Children will learn about canal art and use paint to recreate canal art from a local artist.</p>	<p>Author Visit Children will have a visit by an author.</p>	<p>Gulliver's Land Children are rewarded for their hard work with a fun day out at Gulliver's land.</p> <p>PSHE (money) Children will have an employee of the banks to come and visit them to explain about saving money.</p> <p>Athlete visit Children will have a question and answer session with an athlete.</p>