	Autumn Term Who am I?	Spring Term Toy Story	Summer Term One day on our plannet	
Values	Kindness, Equality, Friendship, Love	Hope, Thoughtfulness, Respect	Courage, Resilience, Individuality, Courtesy	
Enrichment (Visits / visitors)	Walk around Stoke Poges (local area) Nordon Farm	Build a Bear	Zoo Lab workshop	Cliveden
English	**Poetry** **Main Text: Out and about – Shirley Hughes** Listen and respond to core text, understand how a poem is formed, including rhyming aspects, recite and perform in groups. • To listen and discuss a wide range of poems at a level beyond that at which To read independently. • To learn to appreciate rhymes and poems, and recite them by heart. • To spell words containing each of the 40+ phonemes already taught. • To spell common exception words. • Children will be encouraged and supported to link what they read to their own experiences. **Main Text: Wild by Emily Hughes** Character and setting descriptions. Exploring emotions and feelings. • To discuss the significance of the title and events and their implications on the character and story. • To compose a sentence orally before writing it. • To use adjectives to describe characters and settings.	**Toy Story (Film)** Labels, lists, captions, making own junk model toy. Writing instructions and evaluation. • To listen and discuss a wide range of non-fiction texts at a level beyond that at which To read independenetly. • Use time connectives to write a list of instructions. • Use their own experiences to enhance their writing. **Main Text: Dogger by Shirley Hughes** Character and setting descriptive writing, story mapping and story stepping. Story writing. • To write sentences by sequencing sentences to form short narratives. • Plan and write own story about a lost toy of their choice. • Use story stepping to discuss what you have written with your peers. • To re-read what I have written to check that it makes sense. • To speak clearly and confidently in front of people in my class.	**Traditional tales** **Main Text: The Three Little Pigs** Considering particular characteristic. Re-telling a traditional tale. • To become familiar with key stories, fairy stories and traditional tales. • To retell traditional tales and consider their particular characteristics. • To re-tell a well known story and remember the main characters. • To recognise and join in with predictable phrases.	**Main Text: Beegu (1 week)** Aliens words. Create own character and describe it. • To use read accurately to blend sounds in unfamiliar words containing GPCs that have been taught. **Main Text: One day on our Blue Planet… in the Ocean.** Persuasive writing, descriptive poetry. • To write sentences by sequencing sentences to form short narratives. • To speak clearly and confidently in front of people in my class.

- To write a sentence with finger spaces, a capital letter and a full stop.

Main Text: The Bear and the Piano – David Litchfield
Character and setting descriptions. Predicting what might happen next in the story. Write about their own hobby.

- To predict what might happen on the basis of what has been read so far.
- To explain clearly my understanding of what is being read to me.
- To write a sentence with finger spaces, a capital letter and a full stop.

Main Text: The Queen's Hat
Sequencing the story. Descriptive writing.
Write own sequence of events based on animal encounters.
- To write sentences by sequencing sentences to form short narratives.
- To re-read what I have written to check that it makes sense.
- To combine words to make sentences.
- To use adjectives and conjunctions to add detail to your sentences.

Non-fiction writing (1 week)
Invitations to share writing.

- To read aloud my writing clearly enough to be heard by my peers, teachers and grandeparents.

Grammar Focus	Finger spaces, capital letters, full stops, exclamation marks, adjectives, verbs, nouns, adverbs, conjunctions.
	- To leave spaces between words.
	- To join words and join clauses using 'and'.
	- To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark in some of my writing.

Spelling Focus	- To spell common excepetion words.
	- To apply simple spelling rules.
	- To use letter names to distinguish between alternative spellings of the same sound.
	- To understand how the prefix un- changes the meaning of verbs and adjectives.
	- To use –ing, -ed, and –est where no change is needed in the root word.

Maths			
Number and Place Value • Count, read and write numbers to 20. • Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number. • Identify one more and one less than a given number. • Compare numbers within 20. • Order numbers within 20. • Count in multiples of two and ten. **Addition and subtraction** • Read, write and interpret mathematical statements involving addition, subtraction and equals signs. • Represent and use number bonds and related subtraction facts within 10. • Solve one-step problems that involve addition and subtraction. **Shape** • Recognise and name common 2D shapes. • Recognise and name common 3D shapes. • Sort information, shapes or objects. **Position and direction** • Describe position, directions and movements, including half, quarter and three quarter turns. **Length** • Compare, describe, and solve practical problems for lengths and heights. • Measure and begin to record lengths and heights. **Volume** • Compare, describe, and solve practical problems for capacity and volume. • Measure and begin to record capacity and volume.	**Place Value** • To count, read and write numbers to 50. • To count to 50, forwards and backwards, beginning with 0 or 1, or from any given number. • To identify one more and one less than a given number. • To compare numbers within 50. • To order numbers within 50. • To count in multiples of two, five and ten. **Weight** • To compare, describe, and solve practical problems for mass/weight. • To measure and begin to record mass. **Addition and subtraction** • To read, write and interpret mathematical statements involving addition, subtraction and equals signs. • To represent and use number bonds and related subtraction facts within 20. • To solve one-step problems including missing number problems. **Money** • To recognise and know the value of different demoninations of coins and notes. • To make make a value using coins and notes. **Length** • To use standard units of measurment to measure and record lengths and heights.	**Place Value** • To count, read and write numbers to 100. • To count to 100, forwards and backwards, beginning with 0 or 1, or from any given number. • To identify one more and one less than a given number. • To compare numbers within 100. • To order numbers within 100. • To read and write numbers from one to twenty in numerals and words. **Money** • To recognise and know the value of different demoninations of coins and notes. • To make make a value using coins and notes. **Fractions** • To recognise, find and name a half as one of two equal parts of an object, shape or quantity. • To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Multiplication and division** • To understand multiplication and division through grouping and sharing. **Addition and subtraction** • To read, write and interpret mathematical statements involving addition, subtraction and equals signs. • To represent and use number bonds and related subtraction facts within 10 and 20. • To solve one-step problems including missing number problems.

	Fractions • Recognise, find and name a half as one of two equal parts of an object, shape or quantity. • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Time • To sequence events in chronoloical order.recognising and using language relating to days and months. • To compare, describe and solve practical problems for time. • To tell the time to the hour. • To tell the time to half past the hour. • To draw the hands on a clock face to show these times. Mulitplication and Division • To solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays. • To understand multiplication and division through grouping and sharing.	Time • To compare, describe and solve practical problems for time. • To measure and begin to record times. Shape • To recognise and create repeating patterns with objects and with shapes. Weight and volume • To measure and begin to record mass. • To measure and begin to record capacity and volume.
Science	**Seasonal change (continued throughout the year)** • Use their observations to describe how plants, including trees, change each season • Use their observations to describe how the weather and day length change over the seasons **Humans** • Name the main body parts of a human. • Describe the role of the main body parts of a human. • Describe which body parts allow us to hear, see, taste, smell and touch.	**Materials** • Identify and name everyday materials • Recognise objects and state what material they are made from • Describe everyday materials • Use scientific vocabulary to describe everyday materials • Identify similarities and differences between materials • Sort objects into groups based on their physical properties • Explain why certain materials are used to make specific objects • Use evidence from investigations to suggest materials for specific purposes • The lifecycle of plastic – looking at how it is made, where it goes and how long it stays on our planet.	**Animal classification** • Sort known animals into fish, amphibians, reptiles, birds and mammals • Give examples of fish, amphibians, reptiles, birds and mammals • Identify similarities and differences between fish, amphibians, reptiles, birds and mammals • Use evidence from their investigations to give examples in	**Plants** • Sort objects including twigs, flowers and leaves, based upon observable features • Sort leaves into deciduous and evergreen • Use scientific vocabulary to name the different parts of a plant (flower, blossom, petal, root, leaf, stem, trunk, bulb, seed, branches) • Identify similarities and differences

			the local environment	• between different plants • Use evidence from their investigations to describe how plants change as they grow
Computing	We are treasure hunters – using programmable toys. • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Recognise common uses of information technology beyond school.	We are collectors – finding images using the web. • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • Recognise common uses of information technology beyond school.	We are celebrating – creating a card digitally. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
History	Our Local Area • Changes of our Local area within living memory. Comparing past and present photos of Stoke Poges. • Changes of the body from a baby, childhood, adolescent, adult (parent) and grandparent.	Toys • Changes within living memory – looking at how toys have changed over time. • Label timelines about the development of toys with words or phrases such as: past, present, older or newer • Use words or phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time • The lifecycle of plastic – looking at how it is made, where it goes and how long it stays on our planet.	Royals • Changes within living memory – looking at the current and past monarchy. • To recognise the lives of significant individuals who have contributed to national and international achievements	Seaside • Changes within history – from a Victorian beach until present day.

				– Queen Elizabeth II. • To compare aspects of life in different periods, comparing Queen Elizabeth II to Queen Victoria. • Significant historical events, people and places in their own locality – the coronation and jubilee of Queen Elizabeth II.	
Geography	Our Local Area • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and				Seaside • Identify seasonal and daily weather patterns in the United Kingdom. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

	basic human and physical features; devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.					• Lifecycle of plastic recap.
RE	Is everybody special? • Does it feel special to belong? • Who do I believe I am? Christianity/ God/ belonging	Should we celebrate harvest or Christmas? • Are religious celebration important to people? • Is God important to everyone? Christianity/ Harvest/ Christmas/ Celebration	How should people care for the world? • Does the world belong to God? • Should we take care of the world? Christianity/ Judaism/ creation	Should everyone follow Jesus? • What can I learn from stories from religious traditions? • Should people follow religious leaders and teachings? Christianity/ Jesus/ leaders/ Rabbi/ Vicars	Are some stories more important than others? • What can I learn from stories from religious traditions? • Should people follow religious leaders and teachings? Christianity/ Judaism/ old testament stories/ moral stories	Do we need shared special places? • Does it feel special to belong? • Who do I believe I am? Judaism/ synagogue/community/ symbols
PE	Kaso dance scheme Games- 'Real PE' • Co-ordination through ball skills. Cricket – • Ball skills, batting, fielding.	Kaso dance scheme Dance – christmas performances.	'Real Gym' – going through the jungle. • To perform different movements • To join movements to make a sequence. • To use gym equipment (such as ribbons) to perform a sequence. Kaso dance scheme Games- 'Real PE' • Small-sided games and teamwork.		'Real Gym' – jumping • To perform different types of jumps. • To jump from and to apparatus. Kaso dance scheme Games- 'Real PE' • Athletics skills development through Sports Day activities including the fundamentals of throwing, catching, passing and running.	
Art	Self Portraits Artist – Brenda Kato		Animal prints Make own animal stamp.		Weaving - Make own crown. To use a range of materials creatively to design and make products.	

	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Clay portraits • Using a range of materials to design and make products. • Developing techniques in using colour, pattern, texture, line, shape, form and space using clay to a large scale and in 3D.	• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	
DT	Sliders and leavers All about me cards with moving body parts.	Making junk model toys Design • Design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products	Preparing food • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.

		• evaluate their ideas and products against design criteria Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. • Form simple, practical and useful tasks. • Explore different materials, and become familiar with their properties and uses.	
Food Technology			Preparing food • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.
Music	Autumn Term: • Name games • Action songs • Body percussion • Keeping a beat • Introduction to unpitched instruments • Harvest Festival songs • Christmas songs (KS1 Production)	Spring Term: Tcahikovsky (Musician and Composer) • Clockwork movements • Body percussion • Clapping to a beat • Introduction to Tempo • Comparing the Tempo of different Tchaikovsky pieces • Songs about Toys • Marching in time • Actions involving position and direction	Summer Term: • Continuing work on Tempo • Understanding the difference between 'Largo', 'Presto' and 'Moderato' tempos and using this vocabulary to describe tempo in a piece of music. • Using unpitched instruments to create pieces with different tempo's. • Royal music • Songs about plants and growth