

Subject	Autumn Term		Spring Term		Summer Term
English	RWI Grammar Handwriting		RWI Grammar Handwriting Report Writing Story Writing		RWI Grammar Handwriting Report Writing Story Writing
Maths	To know number bonds to 10. Write calculations using +, -, =. Identify shapes and patterns and count up to 30 objects accurately. Use terms re-grouping and begin to know tens and ones		Continue to focus on knowing number bonds to 10 and using this information to help with addition and subtraction. To calculate using numbers to 20 and beyond. The children will also learn to count in 2s and 5s and 10s. Mass and length using standard and non-standard units of measure. Recognise halves and quarters. Know the days of the week. Read numbers to 100 and understand place value using tens and ones.		Read numbers to 100, count forwards and backwards from given number. Add and subtract one and two digit numbers from numbers to 20. Introduce multiplication and division and use them to solve one step problems. Tell the time using o'clock and half past. Know the months of the year.
Science	Observe weather and four seasons, length of daylight variation				
	Plants : name common plants including deciduous and evergreen trees. Plant broad beans indoors.	All About Me Id, name and draw and label the basic parts of the human body and parts of body associated with each sense- action songs	Materials Compare properties of materials. Use terms such as shiny, transparent, opaque, rigid, flexible etc. to describe materials. Sort materials into groups according to properties.	Id and name common animals including fish, amphibians, reptiles, birds and mammals Omnivore, carnivore and herbivore Describe and compare structure of above - wing, tail,	Id and name common plants and trees Use local environment Plants - id and name common wild and garden plants. Id basic structure of a variety of common flowering plants including trees (leaves, flowers, blossom, petals, fruit, roots,

			Investigate magnetic and non magnetic materials.	fin, scale etc. (arrow diagrams?)	bulbs, seeds, trunk, branch, stem. Plant seeds and trend allotment. Know names of common weeds. Grow veg - lettuce, radish, tom, broad beans, potatoes (early) rhubarb, strawberries. Grow plants - pansy, snap dragon, geraniums, lobelia etc. Draw leaves and flowers a la Victorian Lady to make own identification book.	
Computing	Recognise common uses of information technology beyond school plus internet safety. Naming parts of computer, computers in everyday life.	Keep personal information private. Where to go for help if they have any concerns about content on the internet. Word processing skills	Understand what algorithms are. Verbal instructions. Human robots (optional Beebots)	Use technology purposefully to create and organize and manipulate digital content. Drawing and text labels.	Understand what algorithms are and how they are implemented in programs on digital devices. Programs execute by following precise instructions.	Use technology purposefully to create and organize and manipulate digital content (iPod)
R.E	1.6 Who is Muslim and how do they live? (PART 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.5 Why does Easter matter to Christians?	1.4: What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
P.E.	Gym	Dance	Gym	Dance	Swimming	Swimming

	Games Underarm Throw	Games Rolling a ball	Games Catching and Striking	Games Overarm Throw	Games Athletics	Games Athletics
History/ Geography	Why does it matter where my food comes from?	Life and times in Britain during the period of the First World War, Why was Charles sent to prison?	How does the weather affect our lives?	Why do we know so much about Sappho and where did she live? (Pompeii, Life in Roman Times)	Why do we love being beside the sea so much?	What does it take to become a great explorer? Scott of the Antarctic_Amy Johnson Christopher Columbus Neil Armstrong
Observe weather on regular basis and note seasonal changes						
Art	Painting Look at work by Van Gogh, Mondrian, Kandinsky Name the primary and secondary colours; Experiment with different brushes (including brushstrokes) and other painting tools; Mix primary colours to make secondary colours;	Printing (Xmas) Use a variety of materials, e.g. sponges, fruit, blocks;	Textiles Show pattern by weaving; Decorate textiles with glue or stitching, to add colour and detail;	Collage (link with science) Matisse Use a combination of materials that have been cut, torn and glued; Sort and arrange materials; Add texture by mixing materials; Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.	Sculpture Look at work by Andy Goldsworthy Class sculpture Clay	Drawing link with science (plants and animals) Painting Georgia O'Keefe

	Add white and black to alter tints and shades; a					
D+T			Textiles mother's day pin cushions	Wheels and axles	Box Modeling	Making Sandwich
PSHE	<p>Things I can do by myself - think about themselves.</p> <p>I'm special : We are different, we are all the same and different! - name parts of the body. (Science Topic Link)</p> <p>Agree to follow rules for their group and classroom, and understand how rules help them. (* To be reinforced throughout the year)</p> <p>Trust - Safe people (Link strangers) How to make simple choices that improve their health and wellbeing.</p> <p>To identify and respect the differences and similarities between people.</p>		<p>To understand household products can be dangerous if not used properly.</p> <p>Rules for, and ways of keeping safe, and about people who can help them to stay safe. What can I do when I'm frightened, upset, lost, bullied?</p> <p>To recognise what is fair/unfair, right and wrong. To talk about likes/ dislikes.</p> <p>How to make simple choices that improve their health and well being, including exercise, rest and healthy eating.</p> <p>To listen to other people, and play and work co-operatively.</p> <p>Getting on with others - coping with teasing/bullying.</p>		<p>Contribute to the life of class and school.</p> <p>Keeping safe (Road safety and sun protection)</p> <p>To understand they belong to various groups and communities, such as family and school.</p> <p>To recognise choices they can make and the differences between right and wrong.</p>	
	<p>To contribute to the life of class and school</p> <p>To make simple choices that improve their health and well being</p> <p>To maintain personal hygiene</p> <p>To listen to other people, and play and work co-operatively</p> <p>To respect the differences and similarities between people</p> <p><i>Breadth of opportunities</i></p> <p>All children should be given the opportunities to:</p>					

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| | <ol style="list-style-type: none">1) Take and share responsibility2) Feel positive about themselves3) Take part in discussions4) Make 'real' choices5) Meet and talk with people6) Develop relationships through work and play7) Consider social and moral dilemmas that they come across in everyday life.8) Ask for help |
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