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|  | **Advent 1** | **Advent 2** | **Lent 1** | **Lent 2** | **Pentecost 1** | **Pentecost 2** |
| **Theme / Topic:** | Oi Animals! | Wheels on the bus | Toys and teddies | Giants and Beanstalks | Kings and queens | Beside the sea |
| **English:** | **Oi Frog!****Mixed up Chameleon****Handa’s Surprise**Labelling and captionsNon- Fiction information bookletSequencing Rhyming | **The Naughty Bus**Non-Fiction Wanted posterRulesRetellStory writing  | **Goldilocks and the 3 Bears****Traction man**Invitations InstructionsRetell a familiar story | **Jack and the Beanstalk****The Smartest Giant**Instructions Letter writingQuestion marks, exclamation marks and full stops. | **The Queen’s Knickers**FactfilesDiaryStory writingThe Queen’s Hat/ The Queen’s bag. | **Storm Whale****Tom and Lucy go to the seaside****Snail and the Whale**Story writingPostcardsPosters |
| **Maths:** | Place value to 10Addition and subtraction to 10 | Geometry – shapePlace value to 20 | Addition and subtraction to 20Multiples of 2, 5, 10Place value to 50 | Measurement Length and HeightWeight and volume | Multiplication and divisionFractionsPosition and direction | Place value to 100MoneyTime |
| **Science:** | ANIMALSIdentify and name a variety of common animals including carnivores, herbivores and omnivores.Describe and compare their structure.Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.Working scientifically | SEASONSObserve changes across the four seasons. Observe changes across Autumn and winter  |  MATERIALSDistinguish between an object and the material from which it is made. Identify, name and describe the properties of a variety of everyday materials.Compare and group.Working scientifically |  PLANTSIdentify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.Working scientifically. | PLANTSContinued… | SEASONSObserve changes across four seasons. Observe changes across spring and summer Observe and describe weather associated with the seasons and how day length varies. |
| **computing:** | * Computing Skills
* Using a mouse
* Switch on and shut down
* Applications and windows
* Folders and save
* dragging
 | * Using and applying
* Use Technology purposefully to create, organise, store, manipulate and retrieve digital content
 | * Online safety
* Keep personal information safe
* Identify where to go to for help and support when they have concerns about content or contact on the internet or other online technologies
 | Word processing* Typing
* Symbols and save
* Editing
* Undo and redo
* Select and format
* Format text
 | Coding * Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.
 | Coding* Create and debug simple programs
* Use logical reasoning to predict the behaviour of simple programs
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| **History:** |  |  | CHANGES Changes within living memory linked to toys topic. |  |  FAMOUS PEOPLE Significant historical events, people and places in their own locality. |  |
| **Geography:** |  | OUR LOCAL AREA Geographical skills and fieldworkMap work, use simple compass directions and locational and directional language. |  |  |  | SEASIDELinked to seaside topic. Human and Physical GeographyUse basic geographical vocabulary. |
| **RE:** | Families | BelongingWaiting  | Special PeopleSpecial meals | Change | Holidays and holy daysReconciliation | Our wonderful world |
| **PE:** | **Games- Val Sabin unit 1-** **focus on ball skills and games.**Using a ball and other apparatus. Play games as an individual and in two’s. To move safely and actively around the space.**Gymnastics- Val Sabin unit D-** Flight, body shapes, sequencing actions. | **Games- Val Sabin unit 2 throwing and catching and aiming games** **Dance Val Sabin *u*nit 1**To respond to stimuli, make shapes and create patterns to create dance sequences. | **Dance- Val Sabin unit 2**Create movement ideas in response to a story or repeated rhythm to create a dance.To observe themselves**Games- val sabin unit 3**- **bat ball skills and games skipping**Understand the importance of rules  | **Athletics- Val Sabin unit 1**Running, throwing and jumping activities, using equipment appropriately.**Gymnastics – Val Sabin unit E-** points and patches.To link 2 balances together. To adapt floorwork safely onto apparatus. | **Athletics- val sabin unit 2**Combine actions,choose suitable equipment.**Multiskills- Teeball**Take part in a competitive game **Gymnastics Val Sabin unit F.**To spin, rock, turn and roll with control on various parts of the body. To plan and link a series of movements together.Maypole practise ahead of May day celebrations and maypole display. | **Games- Val Sabin****Unit 4-Developing partner work**.Running games, sending, receiving and travelling.**Dance- Val Sabin unit 3**Rolling and sliding.Change and vary actions, work in pairs  |
| **Design & Technology:** | Printing using various means to create print eg wax crayon, tie dye | Working in clay to create a Christmas decorationFood Technology – melting chocolateCreate a model vehicle | Design and create a toy using junk modelling Cooking and nutrition | Construct - Use materials to make known objects for a purpose - Carve, Pinch and roll coils and slabs using a modelling media. Make simple joins | Technical Knowledge Construction of a shield and castle. | Design and create a simple kite that will fly |
| **Art:** | TexturesObserve patterns and simple anatomy. Colours -name, mix, collect and apply colours with a range of tools | Ink MarblingRubbings - Print with variety of objects Develop impressed images Autumn artwork.Pencil drawings Christmas Card | Winter scenes in paint, chalk and pencil Mosaic teddy bearsDigital Art | Spring flowers drawn from reality and memoryMothers’ Day Card | Outdoor sketching of plants and treesPortraits – self and Queen | Seaside collage sceneDrawing shells to create texture |
| **Music:** | PulseKeep a steady pulse and recognise long and short sounds. | VoiceSing and follow performance instructions to start and stop. Recognise high and low sounds. | RhythmPlay and copy rhythm patterns using graphic notation. | PitchSing and perform songs recognising changes in timbre, tempo, pitch and dynamics. | Music technology and structureUse technology to create and change sounds. | 20th Century MusicFolk music,, experimental and disco |
| **PHSE** | Being Me – what makes me, me?Difference and Diversity – same and differentLink to Science topic – Humans and other animals. | Bullying– being unkindExploring Emotions/relationships – emotionsLink to Anti bullying week | Being Safe – people who keep us safeLink to RE topic special people | Being Healthy- foodMoney Matters – Jack and the beanstalkLink to plants and Jack and the Beanstalk Literacy | Being Responsible – Rules and responsibilitiesLink to Kings and Queens History topic | Drug Education – feeling unwellChanges – Growing upLink to RSE |