

Term 1 – Oliver’s Vegetables (Healthy Choices)	Term 2 – The Greatest Stories Ever Told (Traditional Tales and Myths)	TERM 3 – Over in Australia
<p>English</p> <ul style="list-style-type: none"> • Reading – word reading (including phonics) • Reading – comprehension • Writing – transcription (including spelling and handwriting) • Writing – composition (including grammar and punctuation) <p>Mathematics</p> <ul style="list-style-type: none"> • Number – number and place value • Number – addition and subtraction • Number – multiplication and division • Geometry – properties of shapes • Measurement – money <p>Science</p> <ul style="list-style-type: none"> • Find out about the basic needs of animals for survival • Describe the importance of exercise, eating the right amounts of different types of food and hygiene <p>Computing</p> <ul style="list-style-type: none"> • Use technology to purposefully create, organise, store, manipulate and retrieve digital content <p>Religious Education</p> <ul style="list-style-type: none"> • Recognise that Creation is the beginning of the ‘big story’ of the Bible • Say what the story of Creation tells Christians about God, creation and the world <p>Personal, Social and Health Education</p> <ul style="list-style-type: none"> • Describe examples of good and bad behaviour in myself and others • Make healthy snacks and explain why they are good for my body <p>History</p> <ul style="list-style-type: none"> • Find out about the past by using artefacts • Learn about the lives of significant individuals in the past who have contributed to national and international achievements [Neil Armstrong and Tim Peake] <p>Geography</p> <ul style="list-style-type: none"> • Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles <p>Creative (Art and Design & Design and Technology & Music)</p> <ul style="list-style-type: none"> • Learn to use sculpture in the outdoor environment to develop and share their ideas, experiences and imagination • Learn about the work of a range of artists, craft makers and designers [Andy Goldsworthy] <p>Physical Education</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently • Use a range of strokes effectively • Master basic movements including running, jumping, throwing and catching [Mrs Oakley, PPA] 	<p>English</p> <ul style="list-style-type: none"> • Reading – word reading (including phonics) • Reading – comprehension • Writing – transcription (including spelling and handwriting) • Writing – composition (including grammar and punctuation) <p>Mathematics</p> <ul style="list-style-type: none"> • Number – number and place value • Number – addition and subtraction • Number – multiplication and division • Number – fractions • Geometry – position and direction • Measurement – time <p>Science</p> <ul style="list-style-type: none"> • Identify and compare the suitability of everyday materials for particular uses • Find out how the shape of solid objects can be changed <p>Computing</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented on digital devices; and that programs execute following precise and unambiguous instructions <p>Religious Education</p> <ul style="list-style-type: none"> • Recognise that incarnation is part of the ‘big story’ of the Bible • Think, talk and ask questions about the Christmas story and the lessons they might learn from it • Give at least two examples of ways in which Christians respond to the Christmas story in churches and at home <p>Personal, Social and Health Education</p> <ul style="list-style-type: none"> • Describe different ways that people can be teased and understand that these are wrong • Know how to resist teasing and who to go to for help if you see it <p>History</p> <ul style="list-style-type: none"> • Start to know and understand significant aspects of the history of the wider world, focusing on the achievements and follies of mankind [WW1] • Learn about events beyond living memory that are significant nationally or globally [WW1] • Start to understand how significant historical events affected people in their own locality [WW1] <p>No geography this term</p> <p>Creative (Art and Design & Music)</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Develop a wide range of art and design techniques using pattern, texture and form • Sing and use their voices expressively and creatively by singing songs <p>Physical Education</p> <ul style="list-style-type: none"> • Develop balance, agility and co-ordination, and begin to apply these in a range of activities [dance] • Perform dances using simple movement patterns • Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities [Mrs Oakley, PPA] 	<p>English</p> <ul style="list-style-type: none"> • Reading – word reading (including phonics) • Reading – comprehension • Writing – transcription (including spelling and handwriting) • Writing – composition (including grammar and punctuation) <p>Mathematics</p> <ul style="list-style-type: none"> • Measurement – time • Measurement – length, capacity, temperature • Number – number and place value • Number – addition and subtraction • Number – multiplication and division • Geometry – properties of shapes <p>Science</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Computing</p> <ul style="list-style-type: none"> • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs <p>Religious Education</p> <ul style="list-style-type: none"> • Explain what a ‘prophet’ is and list three responsibilities of a prophet • Retell a story about Mohammed • Recognise that Jesus is a prophet of Islam <p>Personal, Social and Health Education</p> <ul style="list-style-type: none"> • Identify positive things about myself <p>Geography</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans • Understand geographical similarities and differences through studying... a small area of the United Kingdom and a small area in a contrasting non-European country [Australia] • Use basic geographical vocabulary to refer to key physical features and key human features • Use world maps, atlases and globes to identify countries, continents and oceans • Use simple compass directions and locational and directional language to describe the location of features and routes on a map and use and construct basic symbols in a key <p>Creative (Art and Design & Design and Technology & Music)</p> <ul style="list-style-type: none"> • Know about craft makers and designers, and understand the historical and cultural development of their art forms • Use drawing and painting to develop and share their ideas, experiences and imagination • Learn how to cook • Listen with concentration and understanding to a range of high-quality recorded material. <p>Physical Education</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently and • Use a range of strokes effectively • Perform dances using simple movement patterns [Mrs Oakley, PPA]

Term 4 – Watch Me Grow (Life Cycles)	TERM 5 – Dinosaurs in my School	TERM 6 – Yo Ho Ho! A-Pirating We’ll Go
<p>English</p> <ul style="list-style-type: none"> • Reading – word reading (including phonics) • Reading – comprehension • Writing – transcription (including spelling and handwriting) • Writing – composition (including grammar and punctuation) <p>Mathematics</p> <ul style="list-style-type: none"> • Number – number and place value • Number – addition and subtraction • Number – multiplication and division • Number – fractions • Geometry – position & direction • Statistics – pictograms, bar charts & tables <p>Science</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grown into adults [apple tree, butterfly, frog and human life cycles] <p>Computing</p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school <p>Religious Education</p> <ul style="list-style-type: none"> • Recognise that salvation is part of the ‘big story’ of the Bible • Think, talk and ask questions about whether the Easter story has something to say to Christians [eg. about whether forgiveness is important], exploring different ideas <p>Personal, Social and Health Education</p> <ul style="list-style-type: none"> • Identify ways in which my friend is different to me • Identify some of things that may cause conflict between me and my friends <p>Geography</p> <ul style="list-style-type: none"> • Use simple compass directions and locational language to describe the location of features and routes on a map of the local area • Construct a map with basic symbols in a key <p>Creative (Art and Design & Design and Technology & Music)</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques using texture and shape • Select from and use a range of tools and equipment to perform practical tasks • Explore and use mechanisms in their products • Use their voices expressively and creatively by singing songs • Play untuned instruments musically [pulses, beats and rhythms] <p>Physical Education</p> <ul style="list-style-type: none"> • Develop balance, agility and co-ordination [gymnastics] • Perform dances using simple movement patterns [Mrs Oakley, PPA] 	<p>English</p> <ul style="list-style-type: none"> • Reading – word reading (including phonics) • Reading – comprehension • Writing – transcription (including spelling and handwriting) • Writing – composition (including grammar and punctuation) <p>Mathematics</p> <ul style="list-style-type: none"> • Statistics • Number – number and place value • Number – addition and subtraction • Number – multiplication and division • Number – fractions • Measurement – money <p>Science</p> <ul style="list-style-type: none"> • Describe how animals [including dinosaurs] 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>Computing</p> <ul style="list-style-type: none"> • 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 <p>Religious Education</p> <ul style="list-style-type: none"> • Recognise that Muslims believe that there is one God, called Allah • Explain that Muslims believe that Allah has many characteristics, shown in the 99 names given to Him <p>Personal, Social and Health Education</p> <ul style="list-style-type: none"> • Identify my own goals for learning <p>History</p> <ul style="list-style-type: none"> • Start to understand some ways in which we find out about the past • Start to understand the methods of historical enquiry and discern how and why contrasting arguments and interpretations of the past have been constructed • Start to use a wide vocabulary of everyday historical terms • Learn about the lives of significant individuals in the past who have contributed to national and international achievements [Mary Anning] <p>Creative (Design and Technology & Music)</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks • Select from and use a wide range of materials and components according to their characteristics • Evaluate their ideas and products against design criteria [sock puppets] • Use their voices expressively and creatively by singing songs • Play untuned instruments musically [timbre, tempo and dynamics] <p>Physical Education</p> <ul style="list-style-type: none"> • Develop balance, agility and co-ordination and begin to apply these in a range of activities [gymnastics and games] • Participate in team games, developing simple tactics for attacking and defending (Mrs Oakley, PPA) 	<p>English</p> <ul style="list-style-type: none"> • Reading – word reading (including phonics) • Reading – comprehension • Writing – transcription (including spelling and handwriting) • Writing – composition (including grammar and punctuation) <p>Mathematics</p> <ul style="list-style-type: none"> • Number – number and place value • Number – addition and subtraction • Number – multiplication and division • Number – fractions • Geometry – position & direction • Number – patterns <p>Science</p> <ul style="list-style-type: none"> • Identify that most living things live in habitats to which they are suited and how animals and plants depend on each other <p>Computing</p> <ul style="list-style-type: none"> • Use technology to purposefully create, organise, store, manipulate and retrieve digital content <p>Religious Education</p> <ul style="list-style-type: none"> • Describe how Christians and Muslims pray. • Understand that there are different types of Muslim and Christian prayers • Understand that there are different reasons why people of faith pray • Talk about the significance of the Lord’s Prayer to Christians <p>Personal, Social and Health Education</p> <ul style="list-style-type: none"> • Recognise the differences between boys and girls and use the correct names for body parts. • Explain some of the ways I can work co-operatively in a group. <p>History</p> <ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • Start to understand the methods of historical enquiry and discern how and why contrasting arguments and interpretations of the past have been constructed [Grace O’Malley and Francis Drake] <p>Geography</p> <ul style="list-style-type: none"> • Use simple compass directions and locational language to describe the location of features and routes on a map • Construct a map with basic symbols in a key <p>Creative (Art and Design & Design and Technology & Music)</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques using space [eg. relief printing] • Use a range of tools and equipment to perform practical tasks • Use a wide range of materials and components, including textiles • Play tuned percussion instruments musically • Experiment with, create, select and combine sounds using pitch <p>Physical Education</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently • Use a range of strokes effectively • Develop running, jumping, throwing and catching skills and begin to apply these in a range of activities [tennis and rounders] • Participate in team games, developing simple tactics for attacking and defending (Mrs Oakley, PPA)