

| | Autumn 1 Commotion in the Ocean | Autumn 2 Commotion in the Ocean | Spring 1 Wagons Roll | Spring 2 Wagons Roll | Summer 1 Open your Eyes! | Summer 2 Open your Eyes! |
|-----------------------------------|--|--|--|--|---|--|
| Visits/Visitors/Experiences | | | | | | |
| English | Narrative: Different Stories by the same author Outcome: Using patterned and rhythmic language in varied ways. Identifying and describing characters Non-Fiction: Information Texts Outcome: Biography/Report/ Explanation | Narrative: Stories with familiar settings Outcome: Story retell/ Lighthouse inspired narrative Poetry: Patterns on the Page-Outcome: Shape poems based on the movements of the waves and the sea | Narrative: Traditional/adventure stories Outcome: Write an imaginary wild west themed adventure story. Character Descriptions and Patterned Language Outcome: Being a cowboy Non-Fiction: Non- chronological reports Outcome: WANTED poster Poetry: Poems on a Theme Outcome: Descriptive poems | Non-Fiction: Explanations Outcome: Settlers in USA Non chronological reports- Pocahontas Outcome: Life and legacy non fiction Poetry: Silly Stuff: Outcome Poem in theme of song- changing language for meaning | Narrative: Extended Stories: Looking at structure Outcome: Setting description Stories with familiar setting/Story of a seed's journey Non-Fiction: Recounts, instructions and invitations Outcome: Gardening/ Planting instructions Poetry: Really Looking Outcome: Minibeast riddle | Narrative: Stories on a theme Outcome: Stories set in a garden including minibeast- beginning, middle and end/ retell Instructions Non-Fiction: How to grow a seed Outcome: Instructions Poetry: Silly Stuff Outcome Poems with rhythm and repetition |
| Mathematics | Positional Language and Sequencing Subitising - Leading to More and Fewer Number Magnitude, Estimation and Comparison Place Value—Making Ten(s) and Some More Place Value—Making Ten(s) and Some More Time—Estimating, Sequencing and Comparing | Additive Reasoning—the Understanding and Language of Operations Additive Reasoning—the Understanding and Language of Operations Part Whole Equality and Comparison Equality and Comparison Measures—Length, Height and Mass | Geometry 1 Regrouping to Add and Subtract Regrouping to Add and Subtract Strategy Choices for Addition and Subtraction Problem Solving with Addition and Subtraction | Doubling and Halving Multiplication—Counting, Multiples and Repeated Addition Multiplication—Number of Groups, Group Size and Product Division—Sharing and Grouping Problem Solving with Multiplication and Division | Money Fractions Fractions Fractions Problem Solving—All Four Operations Time—Turns and Telling the Time | Time— Drawing the Hands on a Clock and Intervals of Time Measures and Reading Scales Statistics Geometry 2 Place Value with Larger Numbers Calculation Review |
| Science | Living Things and their Habitats Identify a variety of common animals that we find in and around the ocean (fish, reptiles, birds and mammals). Use the context of the ocean to create simple food chains. Identify and understand what an ecosystem is: deep sea ocean, coral reefs, rock pools. Seasonal changes Observe changes in weather, e.g. Autumn to Winter Observe changes in length of day linked to seasons | | Everyday materials Identify and compare the suitability of a variety of materials (including wood, metal, glass, rock) for particular uses in the context of the Wild West/cowboys. Discover the difference between natural and man made materials such as wool and leather and examine how their properties suit different purposes. Find out how the shapes of solid objects can change shape by bending, squashing and stretching. Plants Name and identify plants that grow in the desert and how they are adapted to be able to survive in an arid climate. Compare these to plants that grow in our school environment | | Plants Identify parts of a plant above ground and below ground. Examine the characteristics of living things and what they need in order to survive. Observe and describe how seeds and bulbs grow into mature plants. Understand that seeds and bulbs have a food store inside of them and observe growth changes over time. Animals including humans Examine the characteristics of an insect and describe their structures. Use the context of the school wildlife area to create simple life cycles such as a butterfly. | |
| RE | God UC 1.1 (Core) What do Christians believe God is like? | Creation UC 1.2 (core) Who do Christians believe made the world? | LAS (Compulsory) Being Human - Islam How does faith and belief affect the way Muslims live their lives? | | LAS (Additional) Places of Worship Where do people of different religions go to worship and how do they worship? | LAS (Additional) Places of Worship Where do people of different religions go to worship and how do they worship? |
| Computing | IT Around Us How is information technology being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it . | IT Around Us How is information technology being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it | Robot Algorithms This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. | | Making Music They will make patterns and use those patterns to make music with both percussion instruments and digital tools. Learners will share their creations and compare creating music digitally and non-digitally | |
| Citizenship P.S.H.C.E/SEAL/SRE | PSHCE theme: Developing confidence and responsibility and making the most of my abilities. RSE: <i>Myself and others</i> Similarities and difference | PSHCE theme: Preparing to play an active role as citizens. RSE: <i>Friendships</i> <i>Myself and Others</i> | PSHCE theme: Developing good relationships and respecting the differences between people. RSE: <i>Family Networks</i> Safety and Choices | PSHCE theme: Developing good relationships and respecting the differences between people. RSE: <i>Family</i> <i>Secrets and Body Awareness</i> | PSHCE theme: Developing a healthy safer lifestyle. RSE: <i>Body Parts</i> <i>Body Development</i> <i>Family</i> | PSHCE theme: Developing a healthy safer lifestyle. RSE: <i>Looking after their bodies.</i> <i>Hygiene</i> |
| History | Changes within living memory Changes to the seaside | | Significant individuals Christopher Columbus, Matthew Henson, Gertrude Bell | | Significant individuals Florence Nightingale, Edith Cavell, Mary Seacole | |
| Geography | Why do we love to be beside the seaside so much? (Physical and human features of the seaside) | | Why does it matter where our food comes from? (Introduction to farms and farming, including trade and being sustainable) | | How does Kampong Aire (Brunei) compare with where I live? (Finding similarities, and differences, between where we live and a small area in Brunei, Asia) | |
| Design & Technology | Design and make a model lighthouse using fixing techniques. Use scooping and spreading techniques. E.g. making a sandwich. | | Use simple movement components and fixing techniques, such as wheels and axels to design, make and evaluate a moving wagon. | | Design a minibeast applique using different stitches and decoration techniques. | |
| Art & Design | Drawing /Painting: Developing pencil skills using tone and shading techniques. Living things inc. coral reef. Colour mixing secondary colours from primary colours Design - Famous Artist – David Hockney 'Garden' Use of texture in painting linked to light, colour and movement. Using oil pastels to add further details. | | Design & Evaluate - Famous Artist - explore the abstract work of Kandinsky, to explore shape and form. Shapes and Lines. Using mixed media (e.g. printing, marbling, collage) Painting - Use Kandinsky's abstract work to explore different shades of the primary colours by adding black (shade) and white (tint). Use mixed media (e.g. printing, marbling, collage). | | Drawing: Further develop sketching skills: drawing from observation. Painting: add colour details to work - Colour mixing– water colour. Design and Famous Artist –Matisse Sculpture: Use digital media for textures in nature research. Create clay relief tile, use tools, objects to create texture. | |
| Music | Listening & Appraising Y1 -Listen to audio recordings and/or music and describe how sounds are being made. Describe how sounds makes children feel. Y2—Identify and name instruments being played in music. Describe how different sound are made. | Perform & Evaluate Y1—Singing Use voices to sing in unison with some control. Y2—Sing in unison and with expression in groups when performing rounds, partner songs. Describe what went well | Perform & Evaluate -Instrumental Y1 -Play simple rhythms on untuned percussion instruments. Y2 - Perform differing rhythmic patterns using a variety of percussion instruments. | | Create & Compose Y1 - Create/select sounds for a purpose. Y2 - Use a Graphic Score to organise sounds for a specific purpose. | |
| Physical Education | Real PE Unit 1 Personal Skills Games: Val Sabin 'Games in the Curriculum' Unit 1 + 2 | Real PE Unit 2 Social Skills Dance: Val Sabin SoW Unit 1 | Real PE Unit 3 Cognitive Skills Gym: Rawmarsh SoW | Real PE Unit 4 Creative Skills Dance: Val Sabin SoW Unit 3 | Real PE Unit 5 Applying Physical Skills Athletics | Real PE Unit 6 Health and Fitness Games: Val Sabin 'Games in the Curriculum' Unit 3 + 4 |