


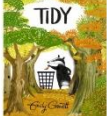

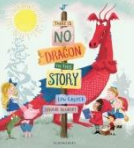







	Autumn		Spring		Summer	
	Why do squirrels hide their nuts? (8 weeks)	The Enchanted Woodland (7 weeks)	Towers, Turrets and Tunnels (6 weeks)	Bright Lights, Big City (7 weeks)	Rio de Vida (4 weeks)	Paws, Claws and Whiskers (7 weeks)
English	<p>The Gingerbread Man </p> <p>Superworm by Julia Donaldson </p>	<p>Three Billy Goats Gruff </p> <p>Tidy </p>	<p>Rapunzel </p> 	<p>Paddington at the Palace by Michael Bond </p> <p>Emma Jane's aeroplane by Katie Hanworth </p>	<p>Grandad's Island </p>	<p>The Lion  Inside</p> <p>Selection of fiction books big cats  non-on</p>
	<p><b>The Gingerbread Man</b> List writing Simple re-count of the story. <b>Superworm -</b> Character Descriptions – exploring contrasts between characters.</p>	<p><b>Three Billy Goats Gruff –</b> Recount using adjectives of the story. <b>Tidy:</b> First person narrative. Letter writing</p>	<p><b>Rapunzel -</b> First person recount on what life is like for Rapunzel in the tower.  <b>There is no dragon in this story -</b> Alternative version of their own story</p>	<p><b>Paddington at the Palace –</b> Recount through a letter around the Changing of the Guard Paddington's scrapbook  <b>Emma Jane's aeroplane</b> Narrative</p>	<p><b>Grandad's Island -</b> Narrative Non-fiction writing about Brazil</p>	<p><b>The Lion Inside –</b> Instructional writing to teach the mouse how to find his roar. <b>Non-fiction –</b> Fact files on a big cat</p>
Fave 5	<ul style="list-style-type: none"> <li>Lucy and Tom starting school</li> <li>Little red hen</li> <li>The proudest blue</li> <li>One fox</li> <li>The squirrels who squabbled</li> </ul>	<ul style="list-style-type: none"> <li>The leaf thief</li> <li>Winter sleep</li> <li>Festivals</li> <li>Elves and the shoemaker</li> <li>Delicious – a pumpkin soup story</li> </ul>	<ul style="list-style-type: none"> <li>George and the dragon</li> <li>See inside castles</li> <li>That's my flower</li> <li>The smartest giant in town</li> <li>The rapping princess</li> </ul>	<ul style="list-style-type: none"> <li>Oi dog</li> <li>The three little pigs</li> <li>The extraordinary gardener</li> <li>A river</li> <li>Katie in London</li> </ul>	<ul style="list-style-type: none"> <li>Carnival celebration in St Lucia</li> <li>Luna loves to dance</li> <li>Walking through the jungle</li> <li>Pele</li> <li>The Mexican Cinderella</li> </ul>	<ul style="list-style-type: none"> <li>Maybe</li> <li>Giraffes can't dance</li> <li>The tiger who came to tea</li> <li>Rapunzel (once upon a world)</li> <li>We're going on a lion hunt.</li> </ul>
Common exception words taught throughout	<p><b>SPaG:</b> Leaving spaces between words Using capital letters and full stops Capital letter for names and 'I' Combining words to make sentences</p>	<p><b>SPaG:</b> Leaving spaces between words Using capital letters, full stops and exclamation marks. Capital letter for names and 'I' Combining words to make sentences Adding the suffix -ed</p>	<p><b>SPaG:</b> Leaving spaces between words Using capital letters, full stops and exclamation marks. Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing Add the prefix –un Using 'and' to join clauses in a sentence Compound words.</p>	<p><b>SPaG:</b> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing Using 'and' to join clauses in a sentence Plural –s or –es</p>	<p><b>SPaG:</b> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing, -er, -est Using 'and' to join clauses in a sentence Plural –s or –es Putting sentences together to make small narratives</p>	<p><b>SPaG:</b> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing, -er, -est Using 'and' to join clauses in a sentence Plural –s or –es Putting sentences together to make small narratives</p>
Maths	<p>Place Value (within 10) Addition and Subtraction (within 10)</p>		<p>Geometry: Shape Addition and Subtraction (within 20) Place Value (within 20 and then 50) Length and Height Weight and Volume</p>		<p>Multiplication and Division Fractions Money Geometry – Position and Direction Time Place Value (within 100)</p>	
Science	<p><b>Plants:</b> Labelling parts of trees and comparing similarities and differences.</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Autumn. Weekly weather charts. Visit to Palfrey Park to see Autumn</p>	<p><b>Everyday Materials:</b> Naming and identifying everyday materials, closely comparing and describing their physical properties.</p> <p>Testing to see which material would be suitable for a troll/fairy house.</p> <p><b>Animals, including humans:</b> Identifying and classifying common animals. Exploring environments and habitats.</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Autumn. Weekly weather charts.</p> <p><b>Animals, including humans:</b> Looking closely at the features of the human body, including labelling, identifying and naming parts. Making connections between parts of the body and senses. Looking at differences of ourselves and how we vary</p>	<p><b>Everyday Materials:</b> Analysing objects and distinguishing the material from which it is made. Understanding and knowing a range of everyday materials and closely comparing and describing their physical properties.</p> <p>Suitable materials to build a castle tower; making a sturdy bridge; building a strong fortress.</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Spring. Comparisons to Autumn. Weekly weather charts.</p>	<p><b>Plants:</b> Exploring, identifying, classifying and naming common garden plants. Observing closely the basic structure of flowering plants.</p> <p>Labelling parts of plants and trees and comparing similarities and differences.</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Spring. Comparisons to Autumn. Visit to Palfrey Park and exploring our own playground garden to investigate plants in their habitat during Spring. Weekly weather charts.</p>	<p><b>Plants:</b> Observing changes to the plants grown in previous half term. Naming common and wildflower plants.</p> <p><b>Animals, including humans:</b> Looking at the 5 senses.</p> <p>Recap over classification of animals</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Summer. Comparisons to Autumn and Spring. Weekly weather charts.</p>	<p><b>Animals, including humans:</b> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describing and comparing the features of animals. Sorting and classifying.</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Summer. Comparisons to Autumn and Spring. Daily hours of sunlight. Daily weather charts. Weekly weather charts.</p>

<b>Art</b>	<b>Form/Texture/Shape</b> Creating natural art through transient art looking at Andy Goldsworthy. Using clay to add natural materials to, using the outdoors to make artwork. Mod roc to make autumnal objects	<b>Form/Texture/Shape</b> Henri Matisse The snail CP activity Christmas card & calendar		<b>Printing/Line/Shape</b> Focusing on detail, shapes and size when drawing with pencil, exploring line, specifically types of lines. Focus on Stephen Wiltshire as the artist. Observing London landmarks, following on from line, and using that to make polystyrene prints to make a large scale monoprint of a cityscape on cotton.		<b>Line/Colour/Pattern:</b> Line drawings of animals inspired by Pablo Picasso. Studying abstract art movement and using this to create big cat abstract drawings. Looking at colour wheels and mixing colours. Creating abstract paintings of a chosen big cat.
<b>Design &amp; Technology</b>	Designing and evaluating a gingerbread man Following recipe together as a class. Designing individual pre-made gingerbread men.  Design a healthy lunch box	<b>Project (Making a mini structure for a troll/fairy): Design/ Make/ Evaluate:</b> Researching and finding images of fantasy woodland homes. Comparing similarities and differences. Looking at what would be suitable for the fairy to live in and making their own designs, considering materials and features. Make it, thinking about a door to get in and out using a hinge/adhesive. Using a selection of different materials to test suitability. Describe how they made it, what materials they used and what they found out.	<b>Project (Building model bridges): Design/make/evaluate :</b> Looking at a range of bridges from across the world, identifying their structures and materials used as well as looking at their shape. Making bridges using a range of materials.		<b>Project (Baking cakes for a celebration): Research/make/evaluate –</b> Brazilian carrot cake.  Brazilian basket weaving  Samba Workshop	
<b>Geography</b>	Look at seasons and months of the year. Identify key landmarks within Walsall. Understanding Walsall is part of the UK. Human and physical geography of Walsall. Visit to Palfrey Park – Autumn walk	Looking at simple maps with keys and symbols. Using world map, atlases and globes to identify countries and cities.	Exploring structures from around the world and use maps to locate the countries they are in on a world map.	Characteristics of the 4 countries within the UK and the surrounding seas. Maps focusing on the city of London to find key landmarks. Using world map, atlases and globes to identify United Kingdom and the 4 countries and cities.	Find out about Brazil. What is the weather like in Brazil? Compare to the UK. Recap what it is like during seasons and months of the year. Human and physical features of Rio compared to Walsall. Using maps to name and locate 7 continents and 5 oceans in the world and locating those hot and cold areas to the Equator and North and South Poles	Locate the world's seven continents on a world map and identify some countries and continents that are home to different species of big cat. Looking at climate and vegetation by focusing on hot and cold areas with links to the Equator and North and South Poles. Comparing African savannah to African city (human and physical features) through aerial photographs.
<b>History</b>	<b>Black History Month:</b> Chadwick Boseman  Rosa Parks – Black History Month	<b>Remembrance Day:</b> Think about the meaning of symbols, in particular the Remembrance Day poppy.	<b>Castles</b> Person of British History – William the Conqueror Key features of a castle. Pictures of castles from different periods. Sequence on a timeline to show the castles in historical order.  Visit to Warwick Castle	<b>Great Fire of London</b> Sequencing of events Samuel Pepys – recording of events Charles II – King of England  Kings & Queens day.		
<b>RE</b>	<b>Y1B:</b> How do we say thank you for the Earth? Cycles of the year: creation, harvest, giving thanks	<b>Y1C:</b> Stories and prayers about Jesus	<b>Y1D:</b> Beginning to learn from Sikhs	<b>Y1C:</b> Stories and prayers about Jesus  Trip to Church	<b>Y1D:</b> Beginning to learn from Sikhs	<b>Y1A:</b> How do people celebrate? Baby, Wedding, Birthday
<b>PSHE</b>	<b>BM (Being Me in My World)</b> 'Who am I and how do I fit?'	<b>CD (Celebrating Difference)</b> Respect for similarity and difference. Anti-bullying and being unique	<b>DG (Dreams and Goals)</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>HM (Healthy Me)</b> Being and keeping safe and healthy	<b>RL (Relationships)</b> Building positive, healthy relationships	<b>CM (Changing Me)</b> Coping positively with change
<b>Computing</b>	1.1 Online Safety & Exploring Purple Mash (4 lessons)  1.2 Grouping and Sorting (2 lessons)	1.6 To create a story (5 lessons)	1.9 Technology outside of school (2 lessons)  1.4 Lego Builders (3 lessons)	1.7 Coding (6 lessons)	1.8 Spread sheets (3 lessons)  1.3 Pictograms (3 lessons)	1.5 Maze Explorers (3 lessons)
<b>Music</b>	Yukee 1-7	Yukee 8-13	Yukee 14-19	Yukee 20-27	Charanga – Your imagination	Charanga – Reflect, Rewind and Replay
<b>PE</b>	<b>Team Games:</b> Skills: Learning the importance of performing as a team. Collective sports. Understanding competitiveness. Preparing tactics to achieve the best outcome for the team.	<b>Gymnastics:</b> Skills: Begin to develop movement skills exploring changing speed, level and direction. Begin to develop balance, agility and coordination.	<b>Ball Skills:</b> Skills: Master basic ball skills (catching and throwing). Participate in team games, exploring skills such as attacking and defending.	<b>Tennis:</b> Skills: Develop balance and agility. Participate in team games.	<b>Dance and football:</b> Skills: Perform dance using simple movement patterns. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<b>Outdoor Games:</b> Activities relating to Sports Day. Skills: Participate in team games. Develop balance and agility. Develop basic movement skills. Running, jumping.