	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Traditional Tales	Journeys	Castles	Changes	Growth	Into the Woods
	Little Red Riding Hood - story focus for Autumn I	We're Going on a Bear Hunt story focus for Autumn 2	Rapunzel – story focus for Spring I.	The Very Hungry Caterpillar story focus for Spring 2	Jack and the Beanstalk story focus for Summer I	The Gruffalo story focus for Summer 2
Literacy links	Wolves – NF focus	Journeys - NF focus	Castles and Towers- NF focus	Caterpillars / Butterflies - NF focus	Plants + Growth - NF focus	"Gruffalo Crumble" / Recipes - NF focus
	Seasons – Summer/Autumn seasonal daily/weather patterns (Geography)	Seasons – Autumn/Winter seasonal daily/weather patterns (Geography)	Seasons - Winter seasonal daily/weather patterns (Geography)	Seasons – Spring seasonal daily/weather patterns (Geography)	Seasons – Spring/Summer seasonal daily/weather patterns (Geography)	Seasons – Summer seasonal daily/weather patterns (Geography)
Mathematics links	Data Handling – supporting work in Science – graphs in eye/ hair colour, height, birthday months.	Shape / Measurement – supporting work in DT designing a vehicle / boat  Position, Direction and Movement – instructions	Position, Direction and Movement – supporting map work and ICT Beebots.	Number – supporting work in Science life cycles, recording days of Caterpillar growth	Measuring – supporting work in Science on growing plants/changes	Fractions – supporting work in DT and Literacy making a picnic.
Science Weeks 1 & 2	To identify, name, draw and label the basic parts of the human body.	for a journey  To identify and name the basic parts of the human body and say which part of the body is associated with each sense.	To identify and describe the basic structure of a variety of common plants – trees – seasonal changes – buds forming, blossom, spring bulbs flowering	Describe and compare the structure of a variety of common animals – including pets – life cycles	Identify and name a variety of common wild and garden plants including trees	Identify and name a variety of common animals — reptiles, birds and mammals -identifying carnivores/herbivores/ omnivores
	Ourselves	Ourselves	Plants	Animals	Plants	Animals
Science Weeks 3 & 4	Distinguish between an object and the material it is made from  Identify and name a	To identify and describe the basic structure of a variety of common plants – trees – seasonal changes – leaves falling, fruits, berries	To recognise, name, sort, compare and describe properties of everyday materials.	To recognise, name, sort, compare and describe properties of everyday materials.	To identify and describe the basic structure of a variety of common flowering plants,	To investigate waterproof materials -
	variety of everyday materials	Planting bulbs	To investigate materials suitable to create bird feeders - boxes	To investigate materials suitable to create bug hotels	To plant herbs, sunflower seeds, cress	
	Materials	Plants	Materials	Materials	Plants	Materials

Science Weeks 5 & 6	To identify, name, describe and compare a variety of common farm mammals.	To identify, name, describe and compare a variety of common reptiles/amphibians	To identify, name, describe and compare a variety of common birds.	To identify, name, describe and compare a variety of common fish and amphibians.		Consolidation and assessment.
	Animals	Animals	Animals	Animals		
Art	To use a range of materials creatively.			To develop techniques using colour, texture, pattern, line, shape, form and space.	To develop techniques using colour, texture, pattern, line, shape, form and space.	
	Andy Goldsworthy, nature collage.			Camouflage/Collage Animals	Observational drawing of plants	
	DL 1.1 Recognise common uses of information technology beyond school.	DL 1.2 / 1.3 Use technology safely and respectfully keeping personal information private. Think U Know – Hector's World.	DL 1.2 / 1.3 Use technology safely and respectfully keeping personal information private. Think U Know - Hector's World.	DL 1.2 / 1.3 Use technology safely and respectfully keeping personal information private. Think U Know - Hector's World.	DL 1.2 / 1.3 Use technology safely and respectfully keeping personal information private. Think U Know - Hector's World.	DL 1.2 / 1.3 Use technology safely and respectfully keeping personal information private. Think U Know – Hector's World.
Computing	IT I.I – To use technology purposefully to create.  2Paint –Ourselves, Paint my own face.	CS 1.2 To recognise that programs execute by following precise and unambiguous instructions.  Beebots	IT I.2 – To organise, store and retrieve. Performing – Record video of groups of pupils acting out We're Going on a Bear Hunt	IT I.3 – To manipulate digital content.  2Create a Story – write about life cycle of a butterfly.	IT I.1—To use technology purposefully to create. <b>2Paint</b> — Garden using a range of tools and techniques.	IT I.3 – To manipulate digital content. <b>2Graph</b> – creating and interpreting data on favourite sandwiches.
Design and Technology		To design, make and evaluate structures fit for purpose.  Models - Vehicles	To design, make and evaluate structures with <b>Moving Parts</b> . Story Puppets			To use the principles of a healthy and varied diet to prepare savoury dishes.  Making Sandwiches for picnic day.
History		Explorers – Columbus/Armstrong/Scott	Kings and Queens – The Royal Family Tree / Timeline - Queen Victoria		Capt William Smith  - Local hero / explorer	
Geography	My School – local map work (school grounds and Newsham)  Geographical	UK – Four countries and capital cities.  Geographical		Continents and Oceans— name and locate the 7 continents and 5 oceans of the world.		Skills and fieldwork – devise simple map and construct basic symbols in a key.  Geographical
	vocabulary	vocabulary		Geographical vocabulary		vocabulary

	Charanga I – Me ! (Rec)	Charanga 2 – Big Bear Funk (Rec)	Charanga I – Hey You!	Charanga 3 – In the Groove	Charanga 4 – Jack and the Beanstalk	Charanga 5 – Round and Round
Music	Performance - Harvest Festival.	Performance - Christmas Concert.	Performance – Easter Service	Performance - Percussion	Performance – Class Assembly JATBS	Performance - NDGT
	Multiskills	Athletics – Val Saben, Year I, Unit I	Games – Val Saben, Year I, Unit I	Athletics – Val Saben, Year 1, Unit 3	Games – Val Saben, Year 1, Unit 2	Sports Day activity rehearsal.
PE	<b>Gymnastics</b> – Val Saben, Year I, Unit D 'Flight – bouncing, jumping, landing'	Dance – Val Saben, Year I, Unit 4 'Bear Hunt'	Athletics – Val Sabin. Year 1. Unit 2	<b>Gymnastics</b> – Val Saben, Year I, Unit E 'Points and Patches'	Dance – Val Saben, Year I, Unit 2 'Jack and the Beanstalk'	Gymnastics – Val Saben, Year I, Unit G 'Wide, narrow and curled'
RE	Christianity – Unit I God	Hinduism - Unit I Festivals and celebrations - Divali and Christmas Christianity Nativity Story	Christianity – Unit 2 Jesus – Stories from the Bible	Christianity – Unit 5 Festivals and celebrations - Easter	Judaism - Unit I Festivals and celebrations - Shabbat	Judaism Unit 3 Stoies - The Torah
PSHE	SEAL New Beginnings	SEAL Say No to Bullying	SEAL Good to be Me	SEAL Relationships	SEAL Getting On and Falling Out	SEAL Going for Goals
	LUCINDA AND GODFREY					