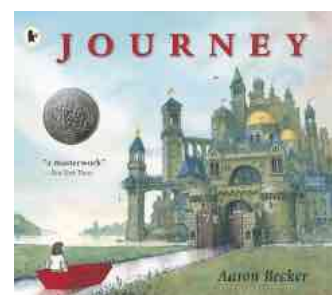




	AUTUMN		SPRING		SUMMER	
RE	Branch 1: Creation and Covenant	Branch 2: Prophecy and Promise	Branch 3: Galilee to Jerusalem	Branch 4: Desert to garden	Branch 5: To the Ends of the Earth	Branch 6: Dialogue and Encounter
	That all that is comes from God. Prayer is a way to draw closer to God.	The Christmas story reveals God's love by sending Jesus his Son.	Jesus encountered lots of people in His life and changed their lives for the better.	The events of the last week of Jesus' life.	The narrative sequence of the life of Jesus Christ.	To understand the Christian belief in One God. Jewish belief in One God.
BTK question	Should we be stewards of the planet or just do what we want?	Why do some people have so much and some people have so little?	How can we work together as people of peace in our school, community and in our wider world?	How can our participation help our school community grow and flourish?	Why is going to work and having a job so important and worthy of respect?	What can we do to make sure everyone is treated as a child of God?
Year 1 BTK question	Science creating maps of our playground How can noticing what our playground looks like and how we would like to change it help us care for God's world and look after one another?	Science - using materials and creating classroom jobs How we can care for classroom resources, and how making wise choices about using, reusing and recycling materials helps us care for creation and serve the common good.	Science - sensitive bodies and making a stickman How does listening, noticing and caring for others help to build a team?	History and toys How do we play with toys? How can we play to build community? Which toys will help us with this?	Geography and explorers What would I like to be when I grow up and why is this an important job worthy of respect?	Art and sculpture What can we do to show respect to another human being at school? - tree of life.
Catholic Social Teaching Rooted in love	Care for Creation The world was made by God, so we take care of God's creation.	Preferential Option for the Poor The 'preferential option' means allowing someone to have the first choice.	Solidarity and Peace God calls us to be peacemakers in the world – to stand in solidarity with those in need.	Community and Participation As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.	Dignity of Workers Work is fundamental to the dignity of a person	Human Dignity Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.



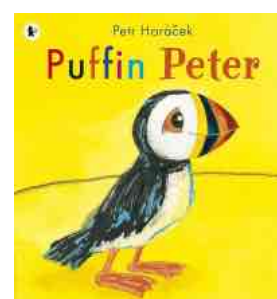
English

Whole school writing project
(1 week)

Essential Writing



Writing outcome:
Labels and instructions

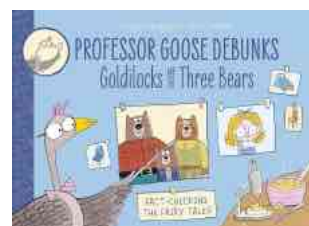
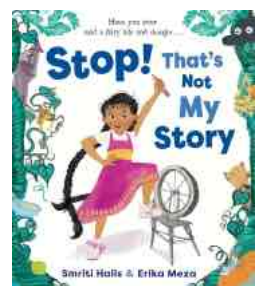
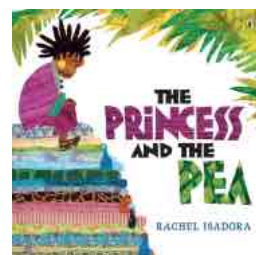


Writing outcome:
A narrative

Essential Writing

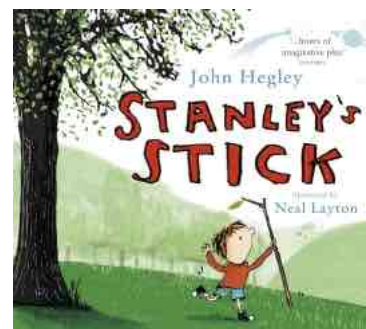


Writing outcome:
A recipe



Writing outcome:
A narrative

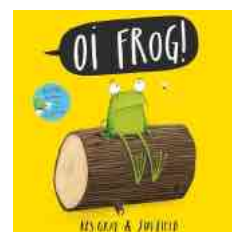
Essential Writing



Writing outcome:
A narrative

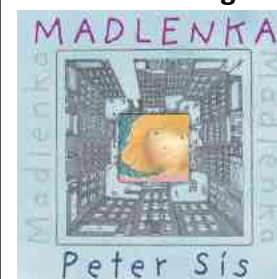


Writing outcome:
Writing rules and a recount

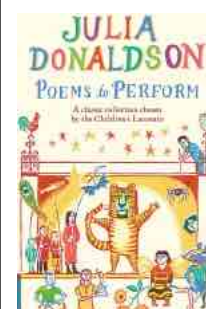


Writing outcome:
Poetry (rhyme)

Essential Writing

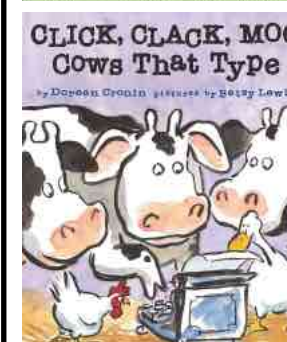
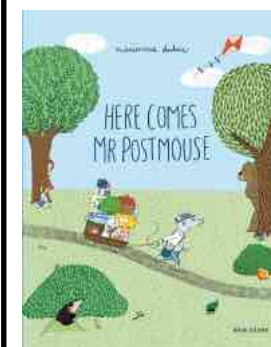
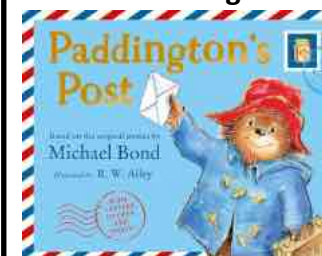


Writing outcome:
A narrative

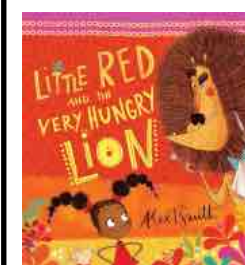


Outcome:
Performance poetry

Essential Writing



Writing outcome:
A letter



Writing outcome: A narrative

Essential Writing



Writing outcome:
An explanation text



Writing outcome:
A narrative



Phonics and Spelling	Phase 3/4 review + Phase 5 GPCs ai, er, ee, ay, igh, oo, oo, ck, ou, oa, or, ar, ea, ur, ear, air, oy, ow, oi Tricky words was, are, like, there, one, you, sure, some, little, what, they, said, love, when, says, all, have, were, come, here	Phase 5 graphemes ay, e (red, she), e-e, u-e, u(cup, unicorn), ir, ea, aw, ew (chew, few), i-e, a-e, ie (fried, field), oy, a (rat, acorn), o-e, o (pot, go), i (child, fin), ue (glue, argue), ou Tricky words their, people, your, could, want	Phase 5 graphemes wh, ea (each, head), ph, se (please, house), oe, ow (cow, snow), ou (sound, boulder, group), ce, y (yes, silly, fly), ve, ey, le Tricky words who, many, two, school, friend	Phase 5 graphemes or (world), tch, ear (hear, earth, wear), oul, ch (chat, school, chef) ture, are, sc, au, wr Tricky words thought, through, many, once, because	Review Phase 5 GPCs for phonics screening check au, ow, e, o, e-e, o-e, ay, ir, aw, ue, ie, u, ou, ch, ph, u-e, i, i-e, wh, ea, oy, a-e, ew alien words Tricky words because, whole, laugh, people, eye	Phase 5 graphemes kn, gn, ge, dge, y (yes, silly, fly, crystal), si, mb, eer, ci, ere, ti, ey (key, grey) Tricky words busy, beautiful, pretty, move, hour
Maths	Geometry: positional language, ordinal numbers. Numbers to ten: finding patterns in numbers. Comparison and counting - more, less, fewer. Numbers to 10: estimating and ordering. Numbers to 10: regrouping the whole. Part, whole addition and subtraction. Numbers to 10: solving problems using part or whole unknown.	Numbers to 20: making 10 and some more Numbers to 20: Estimating and ordering. Numbers to 20: doubling and halving. Numbers to 20: odd and even numbers.	Geometry: names and properties of 2D and 3D shape Measures: the language of comparing length, height, mass and speed. Sequencing events: days of the week and the months of the year. Numbers to twenty: adding using 'think 10'. Subtraction: using 'think 10' Numbers to twenty: language and problem solving (part or whole unknown).	Numbers to 20: comparison, including statistics Measures: coins and combination for 20p, ordering and comparing. Counting in 2s, 5 and 10s. Measures: non-standard measures and introducing simple standards measures.	Multiplication: equal and unequal groups and remainders. Multiplication: repeated addition and arrays. Multiplication: problem solving. Multiplication: scaling and counting in 2- 24. Division and sharing: grouping and solving problems. Time telling: o'clock and half past.	Fractions: equal and unequal parts of shapes. Fractions: continuous quantities – capacity. Numbers to 20: review Numbers to 100: place value and digits, making tens and some more Place value: estimation, ordering and comparison
Science	Forces and space: seasonal change Identify how the weather changes with the seasons Identify events that happen in different seasons How changes affects things such as trees and daylight observe changes across the seasons Carry out weather reports	Everyday materials: Identify and name objects and the materials from which they are made Describe the properties of materials Compare and group materials Carry out tests to sort materials - are they absorbent, strong or waterproof?	Animals: sensitive bodies Identify body parts. Identify the senses. Take part in activities to spot patterns and answer questions involving our senses. recognise the importance of senses in different jobs.	Comparing animals: Identify and group animals. Describe animals. Compare the features of animals. Identify animals that are carnivores, omnivores and herbivores. Recognise animals that make suitable pets. Know about famous scientists: Jane Goodhall 	Plants: wild and garden plants. Know what a plant is. Use magnifying glasses to observe and name plant parts. Identify and name wild and garden plants. Identify and name deciduous and evergreen trees. Sort seeds. Identify which parts of a plant you eat.	Investigating through stories: Using picture books broaden understanding of plants and animals. Compare woodland animals. Measure animal footprints. Question - do taller trees have larger trunks? Are birds carnivores, omnivores or herbivores?



Outdoor Learning	Seasons - science focus Observe change across the seasons - focus on the trees and describing how they look in autumn Take the temperature outside in Autumn and record on sheet that will last all year Weather- Make wind instruments to measure the wind Geography focus Find items on map in the grounds of the school Draw own plan of the school grounds on the playground Survey what we like/don't like about the playground Visit the local playground to see what other playgrounds have. Design how to improve what we have/add to what we have making our own plans	Materials - identify natural materials. Test which materials are strong in the forest school area	Sensitive bodies- Stickman - find and make your stickman. Maths - measure and compare natural objects .	Animals- Observe insects. Make an animal habitat using natural materials.	Plants Observe and identify flowers, plants, trees Plant beans	Story Build waterproof animal homes Make birdfeeders
Geography / History	Geography What is it like here? Locate where the school is in an aerial photo. create a map of the classroom. Recognise key features of our playground. Create maps. Follow routes to different places in school. Enquiry - how can we improve our playground?	History Personal Chronology Develop an understanding of personal chronology Find out how events are remembered Use photos and ask questions to investigate what life was like for our parents and grandparents when they were children Make a simple timeline	Geography What is the weather like in the UK? Locate the 4 countries of the UK. Know the 4 compass directions. Investigate daily weather patterns. Keep a daily weather record. Understand how weather changes with seasons.	History How have toys changed? Discuss our favourite toys Know what toys our parents and grandparents play with Investigate toys up to 100 years old Investigate how teddies have changed over time - comparing Think about the toys of the future.	History How have explorers changed the world? Know what an explorer is. Think about explorers and what makes them significant. Know who Christopher Columbus is and where he explored. 	Geography What is it like to live in Shanghai? What can we see in our local area? Draw a sketch map. Recognise continents, oceans and countries outside of the UK with a focus on China. describe what Shanghai is like. Compare Shanghai to where we live.



					Know who Matthew Henson is and what he did.  Know how exploration has changed over time. Describe the significance of some people in history.	
Computing	Introduction to Purple Mash Children will learn how to: - To login to Purple Mash. - To know how to start, save and complete 2Dos. - To open a program from the Tools area. - To save work. - To find work in the Work area. Creative computing Children will learn how to: - To use paint tools to draw a picture. - To create a jigsaw using a digital device and share it so that others can play. - To create a placing game in 2DIY. - To create images and use these to make a game.	Data explorers Children will learn how to: - To think carefully about the steps of grouping items. - To group items using a computer. - To sort different items. - To understand that data is information that can be collected and used. - To understand that data can be shown using pictures. - To collect data and create a pictogram.	Creating and following instructions Children will learn: - To understand that an algorithm is a set of instructions. - To follow and create simple instructions on a device. - To sequence algorithms that require a correct order.	Animated Stories Children will learn: - To understand some differences between traditional books and digital books. - To draw a character for a 2Create a Story digital book. - To understand the difference between backgrounds and other objects on the screen in 2Create a Story. - To add animation to objects in 2Create a Story. - To add text to a 2Create a Story file. - To add sounds to a 2Create a Story file.	Coding Children will learn: - To understand that computer programs work by following instructions called code. - To use object and action code blocks to make a computer program. - To understand what an event is in coding. - To understand the purpose of an output and to be able to 'read' code to find out what it does. - To change aspects of the design view. - To plan and make a computer program.	Technology outside school Children will learn: - To know what the word technology means. - To know what technology is used in school. - To consider the purposes of technology used in the wider world. - To understand the safe use of technology devices. Making beats Children will learn: - To compare music made using computers and music played by real instruments. - To explore mixing the sounds of different instruments using the 2Beat tool. - To compose a tune/beat to match a picture of a scene.



Music	All about me: Pulse/rhythm. My favourite things: Identify differences between pulse and rhythm.	Christmas rehearsal – songs and Nativity performance	Seaside soundscape: dynamics Make links between music, sounds and environments and use percussion, vocal and body sounds to make calm and stormy seas.	Fairy tales: sound patterns Through fairy tales children are introduced to the concept of timbre. They learn that different sounds can represent characters and key moments. They will create their own rhythmic patterns to tell a familiar tale	Superheroes: pitch Learn how to identify high and low notes and compose a simple tune. Investigate how tempo changes to tell a story.	Under the sea: musical symbols Combining all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.
Art/DT	Drawing: make your mark Know how to create different types of line. Work and experiment with drawing lines to make waves. Draw with different media. Draw from observation. Bridget Riley  Zaria Forman Wassily Kandinsky Ilya Bolotowsky Renata Bernal	DT - Textiles Join fabrics using different methods Design a character Make, join and decorate the puppet	DT - Structures: stable structures Explore stability Build stable towers Stabilise structures with weight Design a stable pencil pot Make a stable pencil pot	Art Paint and mixed media - colour splash Paint play - investigate how to create secondary colours. Explore colour through painting and printing. Apply painting skills when working in the style of an artist: Clarice Cliff  Jasper Johns	DT- How to make a smoothie. Identify fruits and know where they grow practise cutting and juicing Test ingredients and make smoothies	Art Sculpture and 3D: Paper play Roll paper to make 3D structures Shape paper to make a 3D drawing Apply paper shaping skills to make an imaginative sculpture Samantha Stephenson  Marco Balich Louise Bourgeois
PE	Ball skills	Gymnastics	Dance	Invasion games	Athletics	Striking and fielding
RSHE		Created and loved by God Unit 1: religious understanding Let the little children come Unit 2: Me, my body, my health I am unique Girls and boys Clean and healthy	Unit 3: Emotional wellbeing Feelings, likes and dislikes Feeling inside out Super Suzie gets angry Unit 4: Life cycles The cycle of life Beginnings and endings Change is all around	Created to love others Unit 1: religious understanding The prodigal son Unit 2: personal relationships Special people Treat others well ...and say sorry Unit 3: life online Real life online Rules to help us	Unit 4: Keeping safe Good secrets and bad secrets Physical contact Harmful substances Can you help me - part 1 Can you help me - part 2	Created to live in community Unit 1: religious understanding The Good Samaritan Three in one Who is my neighbour? Unit 2: living in the wider world The communities we live in Who will I be? Needs and wants