

	Discuss word meanings, linking new meaning to those already known Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been learned so far Discuss title	Begin to leave finger spaces between words Compose a sentence orally before writing it Introduce capital letters and full stops to demarcate sentences	Compose a sentence orally before writing it Combine words to make sentences Spell some common exception words	Introduce capital letter for names of people. Spell some words containing phonemes already taught	Leave finger spaces between words Combine words to make sentences Begin to punctuate sentences using a capital letter and a full stop	Use a capital letter for the pronoun 'I' Spell some words containing phonemes already taught Spell some common exception words	Listen and respond Retell stories and consider their particular characteristics Sequence sentences to form short narratives Compose a sentence orally before writing it	Discuss what they have written with the teacher or other pupils Re-read what they have written to check that it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher
Science	Who am I? Identify, name, draw and label the basic parts of the human body. Observe closely, using simple equipment. 1 – children in groups to draw around body and put the body	Who am I? Identify, name, draw and label the basic parts of the human body. Observe closely, using simple equipment .	Who am I? Say which part of the body is associated with each sense. Identify and name a variety of common garden plants. Senses – which body	Who am I? Say which part of the body is associated with each sense. Sight – observe eyes – eye colour pictogram. Blindfold children and give them an object to feel and guess.	Who am I? Say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals. Identify and name a	Who am I? Say which part of the body is associated with each sense. Describe and compare the structure of a variety of common animals. Identify and name a variety of	Who am I? Say which parts of the body is associated with each sense Recap quiz	Who am I? Seasonal Change – Sept activity – Link to senses. Seasonal walk – what can we hear/smell/see/touch? Page 81

	parts in the right place.	4 – write body parts.	part is linked to which sense?	TOUCH 1 – using my hands – describe how things feel without seeing them.	variety of everyday materials, including wood, plastic, glass, metal, water and rock. SMELL 4 – smelly herbs. Children to smell different items and discuss if they like/can guess what they are.	everyday materials, including wood, plastic, glass, metal, water and rock. 2 – Where is the sound? Teddy bear challenge 3 – match the sound – find partner with same sound as you.		
	<u>Animals, including humans</u> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Seasonal change</u> <ul style="list-style-type: none"> observe and describe weather associated with the seasons and how day length varies observe changes across the 4 seasons 							
Computing Teach Computing	Technology around us To identify technology	Using technology To identify a computer and its main parts	Developing mouse skills To use a mouse in different ways	Using a computer keyboard To use a keyboard to type on a computer	Developing keyboard skills To use the keyboard to edit text	Using a computer responsibly To create rules for using technology responsibly	Internet safety Smartie the penguin – lesson 1	Internet safety Smartie the penguin – lesson 2

	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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 or other online technologies. 							
History	NA	NA	NA	NA	NA	NA	NA	NA
Geography Adapted from Naughty Bus plan- Chris Trevor	What does the Naughty Bus look like from different views? Read the start of 'The Naughty Bus' by Jan and Jerry Oke. Use the model Naughty Buses (1 bus per table). Children draw their bus from different views – top, side, etc. Children discuss and compare what their bus	What is an aerial view? What is a map? What is a plan view? How do things look different from above? What buildings would you see? Labelling an aerial view of the school.	What is a route? Children walk and draw routes on simple maps. Make routes around school and use directions. Introduce left, right, forwards, backwards.	Local area walk – Checklist of things we see on our journey. Discuss human/physical features.	How do things look different from above? What buildings and areas of the school do you know? Use NLS map to find aerial views.	What kind of transport would we see in our local area? What kind of area do we live in? How do you travel to school? What are the key modes of transport we will find in the area around our school? Why do people use buses? What symbols can you see on the tally chart? What do you think they	How can we show local features on a map? What is a plan? What buildings and areas of the school do you know? What is a symbol? What is a key? Children look at maps and satellite views of the school grounds. Use NLS Maps and zoom right in. Children this to make their own map of the school building and grounds. Print	How can we find out how our school has changed? What does similarities mean? What does differences mean? Does anyone know what was on this site before the school was built? Show NLS maps (change the dates on the left hand side of the side by side view). Print off so children can annotate maps/photos. Discussed what has changed over time. Children record similarities, differences and changes over time, including human and physical features.

	<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use simple compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 							
Art	Self-portraits for red book.	Lesson 1 – Exploring line To know how to create different types of lines.	Lesson 2 – Making waves To explore line and mark making to draw water.	Lesson 3 – Experimenting with media To draw with different media.	Lesson 3 – Experimenting with media To draw with different media.	Lesson 4 – Mark making To develop an understanding of mark making.	Lesson 5 – Drawing from observation To apply an understanding of drawing materials and mark making to draw from observation.	Lesson 5 – Drawing from observation To apply an understanding of drawing materials and mark making to draw from observation.
DT	NA							
RE	How am I special? Why do Christians believe that people are special?	What does it mean to belong? Symbols of Christianity	What different religions are there in the world? Which of the symbols are associated with Christianity?	What symbols can I see in a baby's baptism?	How was Jesus baptised?	Trip to church	Why do adults choose to be baptised?	What is special about belonging?

PE – Feet 1	<p>The focus of learning is to recap the different ways of using our feet to move with a ball.</p> <p>Pupils will develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.</p>	<p>The focus of learning is to develop using our feet to move with a ball.</p> <p>Pupils will develop using the inside and outside of their feet to dribble the ball.</p>	<p>The focus of learning is to apply dribbling with our feet into games.</p> <p>Pupils will apply their dribbling technique, keeping the ball away from their opponents.</p>	<p>The focus of learning is to consolidate pupils understanding of where to dribble and why.</p> <p>Pupils will develop their dribbling technique keeping the ball away from their opponents and begin to understand the consequences of what happens if they do not dribble into space, keeping the ball close to them.</p>	<p>The focus of learning is to consolidate pupils understanding of where to dribble and why.</p> <p>Pupils will develop their dribbling technique keeping the ball away from their opponents and begin to understand the consequences of what happens if they do not dribble into space, keeping the ball close to them.</p>	<p>The focus of learning is to explore kicking (passing) a ball.</p> <p>Pupils will work with a partner and begin to understand how to kick a ball towards a target.</p> <p>Pupils will begin to understand why we need to be accurate when kicking (passing) a ball.</p>	<p>The focus of learning is to explore kicking (passing) a ball.</p> <p>Pupils will work with a partner and begin to understand how to kick a ball towards a target.</p> <p>Pupils will begin to understand why we need to be accurate when kicking (passing) a ball.</p>	<p>The focus of learning is to develop pupils kicking (passing) technique applying this into a game to score points.</p> <p>Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball.</p> <p>Pupils will be able to collaborate and work together in a team.</p>
PE – Hands 1	Recap prior learning from EYFS, what do	The focus of learning is to explore	The focus of learning is to explore and develop	The focus of learning is to develop different ways	The focus of learning is to explore different ways	The focus of learning is to develop different ways	The focus of learning is to develop different ways	The focus of learning is for pupils to use their prior knowledge to combine their

	<p>pupils remember?</p> <p>The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.</p> <p>Pupils will explore different ways of sending (passing) the ball to their partner.</p>	<p>and develop different ways of sending a ball (passing) using our hands.</p> <p>Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.</p>	<p>different ways of sending a ball (passing) using our hands.</p> <p>Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.</p>	<p>of sending a ball using our hands.</p> <p>Pupils will continue to develop their understanding of why we aim when sending a ball.</p> <p>Pupils will learn why we need to send a ball using different force and speeds.</p>	<p>of stopping a ball with our hands.</p>	<p>of stopping a ball with our hands, preventing pupils from passing the ball.</p> <p>Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.</p>	<p>of stopping a ball with our hands, preventing pupils from passing the ball.</p> <p>Pupils will combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.</p>	<p>sending and receiving skills to keep possession of the ball.</p>
	<ul style="list-style-type: none"> • 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 • participate in team games, developing simple tactics for attacking and defending 							
Music Kapow	Pulse and rhythm: My favourite things	Pulse and rhythm:	Pulse and rhythm: Dance,	Pulse and rhythm: Happy	Pulse and rhythm: Happy	Pulse and	Pulse and	Review and assess.

	To use my voice and hands to make music.	You've got a friend To clap and play in time to the music.	dance, dance To play simple rhythms on an instrument.	To listen to and repeat short rhythmic patterns.	To listen to and repeat short rhythmic patterns.	rhythm: Practice makes perfect To understand the difference between pulse and rhythm.	rhythm: Practice makes perfect To understand the difference between pulse and rhythm.	
	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 							
P4C	DREAM TEAM School Rules Behaviour Right and Wrong Respect Teamwork	FAMILY Belonging Support Caring Who is in your family? Are some families different?	FAMILY Belonging Support Caring Who is in your family? Are some families different?	GLOBAL WARMING Recycling Sustainability Nature Responsibility Disaster	GLOBAL WARMING Recycling Sustainability Nature Responsibility Disaster	COMMUNITY Society Caring Responsibility Ageing Charity	CHANGES Ageing Responsibility Progress Nature Is change a good thing?	CHANGES Ageing Responsibility Progress Nature Is change a good thing?

	Why should we be kind to each other?		Continued	Who recycles? Why do we recycle?	Who recycles? Why do we recycle? Continued	How do people help each other?		
--	--------------------------------------	--	-----------	-------------------------------------	--	--------------------------------	--	--