	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	**Lost and Found** Themes: friendship, loneliness, a lost penguin arrives on a boy's doorstep – journey to the South Pole.	**Nibbles** Themes: Fairy Tales – mischievous monster who messes up the original folk tales.	**The Lion Inside** Themes: Being true to yourself, aspirations, friendship, rhyming – mouse wants to roar like a lion; the lion fears the mouse.	**The Curious Case of Missing Mammoth** Themes: Chasing a baby woolly mammoth through a museum of interesting creatures and objects, endangered/extinct species.	**Toys in Space** Themes: Toys left outside who get on a spaceship and travel in to space. Meet a lonely alien in need of help and friends.	**Goldilocks and Just One Bear** Themes: Grown up baby bear wanders out of the forest and is lost in a big city.
	Outcome: Adventure story based on the structure of Lost and Found. **Greater Depth**: Change the setting.	**Outcome:** Recount – diary entry. **Greater Depth**: Add in detail about others character's feelings.	**Outcome:** Journey story based on the structure of The Lion Inside. **Greater Depth**: Change both animals in the story	**Outcome:** Adventure story based on the structure of The Curious Case of the Missing Mammoth. **Greater Depth**: Change the setting.	**Outcome:** Fantasy story based on the structure of Toys in Space. **Greater Depth**: Choose their own toy to write about and change the space creature.	**Outcome:** Traditional story based on the structure of Goldilocks and Just One Bear. **Greater Depth**: Change the animals and the setting
	Mastery Keys Combine words to make sentences Leave spaces between words Begin to use capitals letters and full stops Use capital letters for the names of people and the personal pronoun 'I'	**Mastery Keys** Join words using 'and' Punctuate sentences using a capital letter and a full stop. Use capital letters for names of people. Sequence sentences to form short narratives. Use plural noun suffixes 's' and 'es'	**Mastery Keys** Punctuate sentences using a capital letter and a full stop, some question marks, some exclamation marks. Join words and clauses using 'and.' Some accurate use of the pre-fix 'un.' Some accurate use of suffixes (where no change is needed to the root of the word e.g. ed, ing, er, est.	**Mastery Keys** Join words and clauses using 'and.' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes to a word (where no change is needed to the root of the word e.g. ed, ing, er, est.	**Mastery Keys** Join words and clauses using 'and.' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes to verbs (where no change is needed to the root of the word e.g. ed, ing, er, est. Change the meaning of verbs and adjectives using the prefix 'un.'	**Mastery Keys** Join words and clauses using 'and.' Use simple description. Sequence sentences to form short narratives (link ideas or events by pronouns). Use a capital letter for places and days of the week. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
	Missed NC Objectives not covered in Pathways to Write Days of the week, naming letters of the alphabet.					
	Poetry (To be completed during Assessment Week) **Poem:** **Michael Rosen A great big cuddle-Oh dear!** **Outcome**: To add to the model of the poem. **Greater Depth**: To write own version of the poem (including elements of rhyme) **Poetry Keys**: Create imaginative ideas. List words and phrases. Use simple language patterns e.g. repetition and rhyme.	**Poetry** (To be completed during Assessment Week) **Poem:** At the Zoo **Outcome**: Add their own items to a list poem about a visit to a museum. **Greater Depth**: Include elements of rhyme with the option to use own opening and closing lines. **Poetry Keys**: Play with words e.g. onomatopoeia, rhyme. List words and phrases. Use simple language patterns e.g. repetition and rhyme.				

Mastering Number (15 minute sessions taught 4 times a week to develop number sense)	**Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system.** **Pupils will:** • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number • explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) • explore the structure of the odd numbers as being composed of 2s and 1 more • explore the composition of each of the numbers 6, 8, and 10 • explore number tracks and number lines and identify the differences between them.	**Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols).** **Pupils will:** • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number • explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes • explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure	**Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories').** **Pupils will:** • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction) • practise retrieving previously taught facts and reason about these

Mathematics	**Number: Place Value Within 10** Count to 10 forwards and backwards beginning with 0 or 1, or any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less than, fewer, most, least. **Number: Addition and Subtraction Within 10** Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Add and subtract one-digit numbers to 10 including zero. Solve one step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems. **Geometry: Shape** Recognise and name common 2D shapes including rectangles, circles and triangles. Recognise and name common 3D shapes including cuboids, pyramids and spheres. .	**Number: Place Value Within 20** Count to 20 forwards and backwards beginning with 0 or 1, or any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less than, fewer, most, least **Number: Addition and Subtraction within 20** Represent and use number bonds and related subtractions facts within 20. Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction using concrete objects, pictorial representations and missing number problems. **Number: Place Value within 50** Count to 50 forwards and backwards beginning with 0 or 1, or any given number. Count, read and write numbers to 50 in numerals and words. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less than, fewer, most, least. Count in multiples of 2, 5 and 10. **Measurement: Length and Height** Compare, describe and solve practical problems for lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) **Measurement: Weight and Volume** Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight (for example, heavy/light, heavier than, lighter than) capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).	**Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)** Count in multiples of two, fives and tens. Solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays with the support of the teacher. **Number: Fractions** Find, recognise and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for lengths and heights. Compare, describe and solve practical problems for mass/weight. **Geometry: Position and Direction** Describe position, direction and movement, including whole, half, quarter and three-quarter turns. **Number: Place Value within 100** Count to and across 100, forwards and backwards, beginning with 0 or 1, or any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to, more than, less than, fewer, most, least. **Measurement: Money** Recognise and know the value of different denominations of coins and notes. **Measurement: Time** Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time (for example, quicker, slower, earlier, later. Measure and begin to record time (hours, minutes, seconds)

Geography/History	**Our Village** ***Can I recognise the different seasons and their weathers?*** Know and recognise main weather symbol (Also covered in Science) Know which is the hottest and coldest season in the UK ***Can I use aerial photographs and maps to recognise human and physical features?*** Use ariel photographs of Rainford village to recognise landmarks and basic human and physical features (compare places within the map and compare with older maps) ***Local walk around the village*** Use simple fieldwork and observational skills to study the geography of their school and its grounds then a walk around the village identifying landmarks Use locational language - up down forwards backwards on a map to follow directions ***Can I create my own simple picture map of Rainford?*** Use a simple picture map of Rainford Draw their own simple picture maps using basic symbols ***Can I compare a village, town and city?*** Know the main difference between city, town and village. Compare the city of London to the village of Rainford and the town of St Helens. **Prior Learning:** Link to Reception and the topic of 'Journeys' Where have they visited? (Mindmap) **Post Learning**: What human and physical features are there in Rainford? Name 3 main similarities and differences between a village, town and city. What does this weather symbol show?	**St Helens** Know how the local area is different to the way it used to be a long time ago. Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc. Significant historical events, people and places in their own locality Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Mining) Prior Learning: Recap from 'Our Country' that Rainford is a village and St Helens is a town. What human features can we list that we think are old/new. Post Learning: Table of 100 years ago and now. Comparing St Helens similarities and differences. 1. St Helens- compare 100 years ago to now. How has St Helens changed from photographs 2. Glass works- When did the glass works start in St Helens? Why is St Helens famous for glass work? Pilks, United Glass Visit World of glass 3. Coal Mining in St Helens. 4. History of St Helens Rugby League Football Club 5. Children to write a leaflet based on the History of St Helens.	**Toys** Sequence their birthday, start of Reception and start of Year 1. Sequence toys from different times. (Use photographs to discuss what is different and what is alike? Look at schools from past and present - Venn diagram. Match toys to different aged people. Children to think about what they would like to ask Grandparents about toys that they used to play with. Devise a questionnaire to send home. Visit from grandparents to come in and recount stories about their past and the games they played. **Links: *English: recount the day when grandparents came in to visit us.***	**Hot & Cold Places- Kenya/Canada** Name the seven continents and five oceans. Identify these in relation N, E, S, W. Use Globe Earth as a stimulus. Children to use Atlases to find and locate. Identify hot/cold continents and discuss in relation to the equator Use N, E, S, W. Identify animals that live in these hot /cold continents. Refer back to Globe Earth to identify Climate Zones including those with Deserts. Focus on one hot country (Kenya) and cold country (Canada) Discuss Physical Features and Human Features. **Links: *English: Focus on Africa – Link to The Lion Inside***	**Famous People Who Changed History** Place Florence Nightingale on the timeline and discuss. Who is Florence Nightingale and why is she important? Recognise the differences between nurses now and in the past. What is alike and what is different? Look at Mary Seacole – how is she different to Florence Nightingale? Is she any less of an important person? Recognise the differences between hospitals now and in the past. What is alike and what is different? **SMSC: *May 12th—international nurses day. Celebrates and commemorates her birth and role.*** Prior Learning: Linking to 'People who help us' in Reception- discuss nurses. Using class timeline, where do the chdn think Florence Nightingale and Mark Seacole would be on the timeline- discussion and predictions on post it notes. Post Learning: Poster/biography of who was Florence Nightingale and why was she special?	**Our Country** Discuss and locate the four countries on a map of The United Kingdom. Identify the main seas around The United Kingdom. Identify the Capital Cities of each country and locate on a map of The United Kingdom. Use a map showing the countries in UK and surrounding seas Know the main difference between city, town and village (recap from Autumn 1)Compare the city of London to the village of Rainford and the town of St Helens. **Additional English Text**: (***Using 'The Naughty Bus'*** as a stimulus, focus on London) Identify famous landmarks and characteristics of the 4 countries of the UK, e.g. Tower Bridge, Big Ben, Buckingham Palace. Focusing on London discuss Physical features of a city. **Prior Learning:** Link to Reception and the topic of 'Journeys' Where have they visited? ***Post learning: Label a map of the UK including seas. GD include Capital Cities***

	Across the year Seasons and Weather link with Science topic.					
Science	**<u>Animals Including Humans – All About Me</u>** Discover basic parts of human body Learn about eyes and sight Learn about ears and hearing Explore tongue and taste Explore your sense of touch Learn how your nose smells **Prior Learning: Can we name the basic body parts? *Point to your head, nose etc.*** **Post Learning: Label parts of the body. Name ways to stay healthy.** PSHE- About what keeping healthy means; different ways to keep healthy. H1 Foods that support good health and risks of eating too much sugar. H2 About how physical activity helps us to stay healthy; and ways to be physically active every day. H3 About why sleep is important and different ways to rest and relax. H4 ENP -	**<u>Plants</u>** Understand that seeds grow into plants Name parts of a tree and plant Understand different plants grow in the same environment Know the difference between evergreen and deciduous trees Know that fruit trees and vegetables are variety of plants **Prior Learning: Link back to Reception (exploring natural world, drawing plants). Can they name any plants? What do plants need?** **Post learning: Label a plant. Can they name any flowers/plants/trees?** **<u>Links</u>**: Write a set of instructions on how to grow a plant **ENP – Leaf Identification: Look carefully at nature in school and begin to recognise and name common plants animals.**	**<u>Animals Including Humans – All About Pets</u>** Discover animal families Learn about the differences between mammals and birds Learn about the differences between amphibians, reptiles and fish Discover types of food living things eat Explore differences between wild animals and pets Explain the characteristics of an animal **Prior Learning: Link back to Reception (exploring natural world – drawing animals/recognising where animals start off/pets - being cared for etc).** **Post Learning: Sorting animals into groups – fish, amphibians, reptiles, birds and mammals. Link statements to show understanding of herbivore, carnivore, omnivore.** **<u>Links:</u> *Geography: Discuss animals related to topic of hot places.*** PSHE - How people and other living things have different needs, about the responsibilities of caring for them. L2	**<u>Seasonal Changes</u>** Understand there are four seasons Understand changes that take places in Autumn Understand changes that take place in Winter Understand changes that take place in Spring Understand changes that take place in Summer Investigate how you can measure rainfall **Prior Learning: Link to Reception – naming the four seasons.** **Post Learning: Drawing pictures of each season/labelling pictures of the seasons** **<u>Links</u>: *Geography: Develop understanding of weather around the world to make comparisons – particularly weather in cold places.*** **<u>Links</u>: *English: produce a weather diary describing the weather for 5 consecutive days.*** PSHE- How to keep safe in the sun and protect skin from sun damage H8 **ENP – Cloud Gazing: Observe the nature around them and understand their connection to the environment.**	**<u>Everyday Materials – About Materials</u>** Identify and name a variety of materials Distinguish between an object and the material it is made from Describe properties of everyday materials Identify objects that are natural and man- made Predict and identify which objects will float and sink Explore which materials are best for different objects **Prior Learning: What materials an you think of? How do they feel? Mindmap** **Post Learning:** **<u>Links</u>: *English: different materials of the toys and their suitability for different types of play. SMSC: Recycling.*** **ENP – Paper Plant Pots: Provide a strong learning for sustainability.**	**<u>Everyday Materials – About Materials</u>** Build a structure strong enough to withstand wind Build a waterproof structure Understand the properties of glass and its uses Understand that materials are used to create a variety of furniture Explore a variety of fabrics and understand their different properties Explain uses of materials and why they are suitable **Prior Learning: What can you remember about materials from last half term?** **Post Learning: Draw and label an object and the material that its made from. Name a property of a material.** **<u>Links:</u> *History: Famous people from the past & materials/objects used by nurses today compared to then***

Computing	**Computer Skills** Identify and label the main parts of a PC device Explore and understand the functions of a computer mouse Explore and understand the main keys on a computer or laptop keyboard Understand how to launch an application and adjust the window Save, find and open a file in a folder Apply computing skills learnt to show understanding Online Safety – to be completed during the first lesson on the unit. ECW HWL 6.1, 6.2, 6.3 ECW PS 7.1, 7.2, 7.3	**Digital Writing** Type symbols and save files Edit text Use a keyboard Select and format text Format font ECW CO 8.1, 8.2, 8.3 Online Safety – to be completed during the first lesson on the unit.	**Digital Painting** Use painting software to create a picture, using a variety of brushes Use painting software to create a picture, using a variety of colours Use painting software to draw a variety of shapes Fill a shape with colour Erase and undo actions to change a digital painting Add text to a digital painting Use painting software to paint a self-portrait ECW OREP 3.1, 3.2, 3.3 Online Safety – to be completed during the first lesson on the unit.	**Programming Beebots** Create instructions using pictures Write instructions to program a person like a computer Program a Bee-Bot (or similar programmable toy) to move Debug a Bee-Bot (or similar programmable toy) Program a sequence to make a Bee-Bot (or similar programmable toy) move ECW OB 4.1, 4.2, 4.3 Online Safety – to be completed during the first lesson on the unit.	**Scratch Junior** Describe and use instructions to program a character Program a character to grow and shrink Use instructions to make characters move at difference speeds and distance Use a repeat instruction to make a sequence of instructions run more than once Create programs that play a recorded sound Create a program with a sequence of linked instructions ECW MOI 5.1, 5.2, 5.3 Online Safety – to be completed during the first lesson on the unit.	**End of year project** Children to use word and paint. Children create a 3 image story. Children to design each part of story on paint. Children to then create a short label on word to match each image they've designed. End goal: children will create a 3 part story on word – using paint to create each image & text and formatting to create image label. Online Safety – to be completed during the first lesson on the unit.
Music (Charanga Scheme)	**Hey You!** **Hey You**! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.	**Nativity Songs**	**My Musical Heartbeat** Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat	**Round and Round** This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	**Dance, Sing and Play!** Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.	**Your Imagination** This is a song about using your imagination. Listen, sing, play and perform are all important elements within this unit.

Art/DT (KAPOW)	**Structures:** Constructing a windmill -Follow design criteria to meet the needs of a user. -Make a stable structure. -Make functioning sails/blades that attach to the supporting structure. -Improve their windmill.	**Drawing:** Make your mark -Show knowledge of the language and literacy to describe lines. -Show control when using string and chalk to draw lines. -Experiment with a range of mark-making techniques, responding appropriately to music. -Colour neatly and carefully, featuring a range of different media and colours. -Apply a range of marks successfully to a drawing. -Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.	**Mechanisms:** Making a moving story book -Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. -Clearly label drawings to show which parts of their design will move and in which direction. -Make a picture, which meets the design criteria, with parts that move purposefully as planned. -Evaluate the main strengths and weaknesses of their design and suggest alterations.	**Painting & Mixed Media:** Colour splash -Name the primary colours. -Explore coloured materials to mix secondary colours. -Mix primary colours to make secondary colours. -Apply paint consistently to their printing materials to achieve a print. -Use a range of colours when printing. -Mix five different shades of a secondary colour. -Decorate their hands using a variety of patterns. -Mix secondary colours with confidence to paint a plate. -Describe their finished plates.	**Food & Nutrition:** Smoothies -Describe fruits and vegetables and explain how to identify fruits. -Name a range of places that fruits and vegetables grow. -Describe basic characteristics of fruit and vegetables. -Prepare fruits and vegetables to make a smoothie.	**Craft & Design:** Woven Wonders -Draw and talk about a remembered experience of making something creative. Independently choose and measure lengths of wool and join wool sections together. -Adjust their wrapping technique if something doesn't work well. -Show that they are selecting colours thoughtfully. -Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. -Weave with paper, achieving a mostly accurate pattern of alternating strips. -Describe their own weaving and compare it to Vicuna's artwork. -Discuss the choices they make and what they like about their finished work

<table>
<tr><td rowspan="2">PSHE</td><td><u>Introduction: Setting ground rules</u> (1 lesson)
To recap learning in PSHE education from previous years and how we can help everyone to learn effectively in these lessons.
<u>Family & Relationships</u>
Understand that families can include a range of people.
Understand who their friends are and what people like to do with friends.
Describe what people might look like if they are feeling: angry, scared, upset or worried.
Identify ways of responding to this by either offering help or giving them space.
Understand the skills needed to work together in a group.
Understand that friendships can have problems and learn ways to overcome these problems.
Understand how the actions of others can affect people.
Explain what a stereotype is</td><td><u>Health and Well-being</u>
Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like.
Describe situations which may provoke certain feelings.
Describe their own qualities and strengths and recognise something they want to get better at.
Describe their bedtime routine, explaining why sleep is important.
Explain how rest and relaxation affects our bodies, including mental functions.
Identify examples where they could use relaxation to help manage difficult emotions.
Understand that germs can be spread via our hands.
Know how to wash their hands properly.
Know the three things they need to do when out in the sun to keep safe.
Know people can be allergic to certain things and how to help with an allergic reaction.
Understand that there are a range of people who help to keep us healthy.</td><td><u>Safety and the changing body</u>
Know a number of adults in school.
Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.
Understand ways to keep safe and not get lost and know the steps to take if they do get lost.
Know the number for the emergency services and their own address.
Understand that some types of physical contact are never acceptable.
Know what can go into or onto the body and when they should check with an adult.
Understand that there are hazards in houses and know how to avoid them.
Understand and name jobs that people do to help keep us safe.</td><td><u>Citizenship</u>
Know a number of adults in school.
Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.
Understand ways to keep safe and not get lost and know the steps to take if they do get lost.
Know the number for the emergency services and their own address.
Understand that some types of physical contact are never acceptable.
Know what can go into or onto the body and when they should check with an adult.
Understand that there are hazards in houses and know how to avoid them.
Understand and name jobs that people do to help keep us safe</td><td><u>Economic well-being</u>
Explain why the class and school rules are important.
Discuss the different needs of a range of pets.
Describe some of the needs of babies and young children.
Recognise some similarities and differences between themselves and others.
Identify some groups which they belong to.
Recognise that different individuals belong to different groups.
Explain why voting is a fair way to make a decision involving a lot of people.</td><td><u>Transition Lesson</u>
To understand their own strengths and to prepare for their move to a new class.</td></tr>
<tr><td colspan="2"><u>No Outsiders programme:</u>
Autumn 1: I like the way I am (Elmer)
Autumn 2: To join in (Going to the volcano)</td><td colspan="2"><u>No Outsiders programme:</u>
Spring 1: To find ways to play together (Want to play trucks?)
Spring 2: Proud to be me (Hair, it's a family affair)</td><td colspan="2"><u>No Outsiders programme:</u>
Summer 1: To share the world with lots of people (Mr world, your world)
Summer 2: To work together (Errol's garden)</td></tr>
<tr><td>RE
<u>What do people say about God?</u></td><td><u>Christianity God</u>
Why do Christians say that God is a 'Father'?
• God the Father
• Prayer</td><td><u>Christianity Jesus</u>
Why is Jesus special to Christians?
The nativity story.
• Beliefs about Jesus as God incarnate
• Christmas</td><td><u>Islam</u>
How might beliefs about creation affect the way people treat the world?
• God as creator
• Care for the planet</td><td><u>Judaism</u>
Why might some people put their trust in God?
• God's promise
• Noah/Abraham
• Trusting in God</td><td><u>Hindu dharma</u>
What do Hindus believe about God?
• One God in many forms
• God in all things
• Expressing ideas about God</td><td><u>Christianity Church</u>
How might people show that they 'belong' to God?
• Baptism
• Belonging</td></tr>
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PE	**Football Funs** I can stop a ball using the sole of my foot I can attempt to pass a ball with the inside of my foot I can dribble a ball using my feet, keeping the ball near me I can dribble into a space, keeping the ball near to me I can tackle another player and sometimes get the ball I can play football in a team and be honest and follow the rules	***Indoor Athletics*** Throwing using a sitting chest push- small ball Jumping bending knees and pushing off – being competitive to improve distance Speed bounce/jump over a throw down strip, cone, spot Leaping developing co-ordination Skipping – stepping though the hoop- two feet or one at a time Vertical jump – co-ordination of banana splat tap- jumping at various heights Co-operate and compete on own and in a team in various running games	***Multiskills*** Balance on lines with control and use equipment to balance on various parts of the body Changing direction with some control (agility) Co-ordinating body whilst beginning to move with equipment Co-operate, compete and challenge themselves as a team in various games	**Social Dodgeball** How can you stop a ball with control using your feet? How can you pass a ball using your feet? How can you dribble a ball using your feet? How can you roll a ball? How can you throw a ball underarm? How can you catch a ball? How can you pass the ball? How can you bounce the ball? How can you throw a ball to score? How can you move with a ball in your hands? How can you throw a ball in different directions? How can you place a ball on the ground to score?	**Kwik cricket** Rolling and stopping a ball with one/two hands Throw and catch a ball with some control Bowl underarm towards a target Hit a ball off a tee using various bats Play a modified game hitting off a tee Small-sided adapted games. Begin to develop tactics for striking and fielding	**Ball Games** Catch/receive a ball safely. Pass a ball with some control (using either hands, feet or object) Introducing footwork e.g. stopping and freezing in adapted games, landing on spots with two feet Move into a space in a game, looking to throw/pass the ball to someone in a space Follow an opponent in a game/adapted game Scoring in a variety of ways- into hoops, goals or targets Begin to develop tactics for attacking and defending. Children begin to learn rules of adapted games. They learn that rules are there to keep you safe and encourage fair play.

	Rugby Funs Play a simple game of tag and begin to call 'tag' when taking a bib or belt Hold the ball with two hands Hand over the Rugby ball sideways Attempt to get past a defender 1v1 Scoring a try in a modified drill using correct technique- using 2 hands to place ball down Small-sided adapted games. Begin to develop tactics for attacking and defending	**Fairytale Dance** *How can you move in time to the music? How can you move in different directions?* *How can you use a story/theme to perform a dance?* *How can you perform dance movements at different levels?* *How can you perform dance movements with control?* *How can you work together to make your dance?*	***Gymnastics*** Can perform various shapes Perform basic jump (straight jump, Star jump) Perform a tuck rock and a tuck roll and rocket roll with pointed toes Perform a simple balance holding for 3 seconds Perform a bunny hop- hands first then feet Perform a basic sequence (roll, jump and roll) Moving on and off apparatus with control	**Ball Skills** Catch/receive a ball safely. Pass a ball with some control (using either hands, feet or object) Introducing footwork e.g. stopping and freezing in adapted games, landing on spots with two feet Move into a space in a game, looking to throw/pass the ball to someone in a space Follow an opponent in a game/adapted game Scoring in a variety of ways- into hoops, goals or targets Begin to develop tactics for attacking and defending. Children begin to learn rules of adapted games. They learn that rules are there to keep you safe and encourage fair play.	**Outdoor Adventure Activities** How can you work with your friends to overcome a challenge? How can you work with a partner in different challenges? How can I travel using different directions? How can you make up your own instructions? How can you work together to match up the pictures? How can you work as a team?	**Athletics** Running/ pumping arms at various speeds Throw a variety of objects with some accuracy Jumping, bending knees and pushing off – being competitive to improve distance as a pair Co-operate and compete in a team in various running games Leaping over throw down strips and low hurdles when moving
Spanish	**Greetings & Manners**		**Numbers 1-5**		**Numbers 6-10**	