

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Whole School Values and Theme	Christian Value across the Term	Kindness	Compassion	Love	Faith	Forgiveness	Respect	
	Whole School Theme	What A Wonderful World		Horrible Histories		Blank Canvas		
	Class Topic	Seaside Secrets	Woodland Adventure	Old and New Toys	Two Queens	Wild at Heart	I am an Artist	
	Theme days, Trips, Visitors, Enrichment Activities	Beach in a box – Hook South foreland Lighthouse – trip RNLI/coastguard visitor	Whole class 'bear hunt' trail in Forest School – hook Walk around the local area – link to fieldwork in Geography	The day the toys came to school - hook Museum trip linked to Toys - Hornby Visitor Centre? CT and TA to bring in toys from childhood as artefacts	Royal tea party	WOW Day – meaning of flag, fruit tasting, learning phrases, and African inspired crafts. Postcard from Sunny to class –hook Watch Meerkat Manor Wildlife Park/Howletts – trip?	Art Gallery - Parents	
Forest School		FOREST SCHOOL – Weekly, Half Day Sessions throughout the Year						
Recovery Curriculum		<ul style="list-style-type: none"> Transition activities in September PSHE week (Relationships, emotions, and community) <ul style="list-style-type: none"> Daily reflection time Use of high quality PSHE texts during story time 						
Beech Class, Year 1/2	Maths (White Rose)		<u>Number</u> Place Value	<u>Number</u> Addition and Subtraction	<u>Number</u> Place Value	<u>Geometry</u> Properties of shape	<u>Geometry</u> Position & Direction	<u>Measurement</u> Weight and Volume
			<u>Number</u> Addition and Subtraction	<u>Number</u> Place Value	Statistics	<u>Fractions</u>	<u>Measurement</u> Time	Mass, capacity & temperature
			<u>Number</u> Multiplication & Division	<u>Measurement</u> Length & Height			<u>Problem solving and efficient methods</u>	
PI	Literacy	Text	The Lighthouse keepers Lunch	We're Going on a Bear Hunt	Lost in the Toy Museum	The Queen's Hat	Meerkat Mail	Katie and the Starry Night
		Writing Genre	<ul style="list-style-type: none"> Labels, lists, and captions. 	<ul style="list-style-type: none"> Labels, lists, and captions. 	<ul style="list-style-type: none"> Narrative: Adventure story 	<ul style="list-style-type: none"> Narrative 	<ul style="list-style-type: none"> Narrative Postcards 	<ul style="list-style-type: none"> Narrative: What would you do if you

		<ul style="list-style-type: none"> Wanted Poster Instructions 	<ul style="list-style-type: none"> Narrative – Class book Poetry: Acrostic poems 	<ul style="list-style-type: none"> Newspaper reports Recount: Class trip 	<ul style="list-style-type: none"> Non-chronological reports: London Landmarks Invitations Letters 	<ul style="list-style-type: none"> Information text: Animals Persuasive Posters 	<ul style="list-style-type: none"> caught a falling star? Poetry: Shape poems Fact files: Star constellations
	R.E. (Understanding Christianity)	<u>God</u> What do Christians believe God is like?	<u>Incarnation</u> Why does Christmas matter to Christians?	<u>Gospel</u> What is the Good news that Jesus brings?	<u>Salvation</u> Why does Easter matter to Christians?	<u>Judaism</u> Who is Jewish and what do they believe?	<u>Judaism</u> Who is Jewish and what do they believe?
	History	How has going to the seaside changed over time? Study changes within living memory in relation to the seaside and how these changes reveal aspects of change in national life.		What were toys like when our grandparents were little? Study changes within living memory in relation to toys and how these changes reveal aspects of change in national life.	Was life as a Queen the same for Elizabeth I and Elizabeth II? Study into the lives of significant individuals in the past who have contributed to national and international achievements: Elizabeth I and Elizabeth II to compare aspects of life in different periods beyond living memory.		Who was Vincent Van Gogh? Study into the life, times and paintings of Vincent Van Gogh and the difficulties he faced during his lifetime. To understand some of the events in Van Gogh's life and what inspired him and draw conclusions regarding the impact he had both historically and culturally.
	Geography	<p>To use maps to identify seaside locations and lighthouses in the UK.</p> <p>To name parts of the UK and identify why seaside resorts and lighthouses are situated where they are.</p> <p>To observe use Aerial photographs and basic geographical vocabulary to discuss man-made and natural features from the seaside landscape.</p>	<p>To recognise human & physical features in the context of children's own locality.</p> <p>To use simple fieldwork & observational skills to study the surrounding environment in the context of children's own locality.</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>		<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. – Study of London's famous landmarks.</p> <p>To use basic geographical vocabulary to refer to key human and physical features.</p>	<p>To name and locate the world's seven continents and five oceans</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country – Africa.</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	

			To devise a simple map of the school's surrounding area and use and construct basic symbols in a key.				
	Science	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 					
		<p><u>Seasonal Change: Weather</u></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Animals Including Humans</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores, and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets).</p>	<p><u>Everyday Materials</u></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials based on their simple physical properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Animals Including Humans</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Living things and their habitats</u></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><u>Plants</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

	Art & Design	<p><u>Drawing</u></p> <ul style="list-style-type: none"> *Continue to experiment with mark making, using a variety of tools including pens, pencils and charcoal. *Talk about mark-making with peers and teacher. *Be encouraged to try a variety of marks- light/dark, hard/soft, straight/wavy/bumpy etc. *Draw from observation. *Draw focusing on outlines/shapes. *Draw focusing on patterns/lines. *Draw more detail from observation, memory and imagination. *Draw to design simple plans. *Illustrate other work. *Look at a variety of drawings. 	<p><u>Sculpture inspired by Andy Goldsworthy</u></p> <ul style="list-style-type: none"> *Record observations of simple, natural objects; pebble, wood etc. *Use forest school/outdoors to sort items depending on material and colour *Use natural materials to create spirals/circles/paths/walls and sculptures. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> *Use paint to record from observation, imagination, and memory and in response to feelings. *Mix secondary colours from primary colours. *Mix lighter/darker shades. *Use a choice of cool and warm colours in colour mixing experiments. *Experiment with different ways of applying paint – dabs/dots/ longer and shorter brush strokes. *Respond to and look at different work of painters. *Paint patterns, designs and decorate models/artefacts. 	<p><u>Collage</u></p> <ul style="list-style-type: none"> *Develop cutting skills. *Develop more control joining/sticking. *Use materials in response to imagination, memory, observation and in response to the materials themselves. *Use a range of fabrics/papers and learn about their properties and limitations. *Take part in activities with a range of materials: sorting, collecting, arranging, grouping, contrasting i.e. collect a group of rough textures. *Focus on an element of collage – colour, pattern, texture, line, shape. i.e. Using string, can you make a collage which is made up of completely wavy lines? 	<p><u>Printing & Patterns inspired by African tribal art</u></p> <ul style="list-style-type: none"> *Print with a variety of found objects/card/junk and begin to make organised patterns. *Use more than one colour. *Try overlapping prints, edge to edge, symmetrical and tessellating. *Make simple blocks using string, card, matches or wood cuts. *Use press printing. *Print textures/patterns and create pictures (i.e. a house, trees etc. 	<p><u>Art Appreciation</u></p> <ul style="list-style-type: none"> *Talk about the work of notable/famous artists *Use creative ideas and styles of artists studied to create their own artwork *Replicate some of the techniques used by notable/famous artists
	PurpleMash Computing	<p>Unit 1.1. Online Safety and exploring Purple Mash</p> <p>Unit 1.2 Grouping and Sorting</p>	<p>Unit 1.3 Pictograms</p> <p>Unit 1.4 Lego Builders</p>	<p>Unit 1.4 Lego Builders continued</p> <p>Unit 1.5 Maze Explorers</p>	<p>Unit 1.6 Animated Story Books</p>	<p>Unit 1.7 Coding</p>	<p>Unit 1.8 Spreadsheets</p> <p>Unit 1.9 Technology outside School</p>
	Design & Technology	<p><u>Constructing a Lighthouse</u></p> <ul style="list-style-type: none"> *Research purpose of lighthouse and different lighthouse features from internet research and pictures from class trip. *Design Lighthouse from features identifies – label to describe each design feature. *Make product by selecting appropriate materials. *Evaluate their final product against the original design criteria. Evaluate overall finish. 		<p><u>Moving Vehicle</u></p> <ul style="list-style-type: none"> *Research and examine a range of moving vehicles and identify the purpose, function and how they work. Research and investigate how wheels and axels are assembled and how they work. *Design a moving vehicle for a person that they know. What features would they incorporate into their design? Draw and label a picture of design. 		<p><u>African Masks</u></p> <ul style="list-style-type: none"> *Research various styles of African masks (Why are masks worn? What do African masks look like? What colours and patterns are used? What materials are used? *Design the jewellery based on its audience – Label it to describe each design feature. *Make the product by selecting appropriate materials. 	

				* Make product by selecting appropriate materials. * Evaluate their final product against the original design criteria. Evaluate overall finish.		* Evaluate their final product against the original design criteria. Evaluate overall finish.		
	Languages French	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding (Ongoing). 						
		*Speak in sentences, using familiar vocabulary, phrases and basic language structures - Getting to know You –catch up.	*Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -‘ Alloutte’ song and Body Parts -Christmas	*Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - appreciate stories, songs, poems and rhymes in the language - Animals and pets -‘Chicken Little’ French story	*Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - Fruit -Easter	*Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Where Do you Live?	*Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Rainbow song French art- Monet and Cezanne.	
	Music	Exploring pulse and rhythm -Identify pulse in music; repeat and create short rhythmic phrases confidently. Singing: On class/whole school themes: Harvest/Christmas Nativity		Exploring sounds - Identify different ways sounds can be made and changed; use and choose sounds confidently in response to a stimulus. Create graphic notation to represent sounds and when they should be played. Singing: class/whole school themes: Winter/Spring/Easter		Exploring duration - Make and control long and short sounds using voices and instruments; create a sequence of long and short sounds. Singing: On class/whole school theme		
	PE	<u>Games: Tag Rugby and Basketball</u> Pass ball accurately to partner. Making decisions about where and when to run showing an awareness of others. Perform a range of skills to include rolling a ball, throwing, striking, kicking and catching. To use different skills in games e.g varying passes in netball/football Show an understanding of defensive and attacking skills in games Lead others where appropriate – aiding partners and taking warm ups/cool downs etc		<u>Dance</u> Choose a movement to communicate a mood or feeling. Show an awareness to the rhythm in relation to dance moves – changing speed and direction. Link several movements together with control and some coordination. <u>Gym</u> Maintain a range of balanced showing extension and tension. Jump in a variety of ways showing balance and safe landing Perform rolls such as teddy bear, pencil and forward roll down incline. Link two or more actions to make a sequence.		<u>Games: Kwik Cricket</u> Pass ball accurately to partner. Making decisions about where and when to run showing an awareness of others. Perform a range of skills to include rolling a ball, throwing, striking, kicking and catching. To use different skills in games e.g varying passes in netball/football Show an understanding of defensive and attacking skills in games Lead others where appropriate – aiding partners		<u>Athletics</u> Understand the difference between jogging and sprinting. Be able to throw with some accuracy, underarm and overarm. Be able to perform a jump in a number of ways eg standing long jump, hopping, one foot to two feet showing they can land safely.

						and taking warm ups/cool downs etc	
	JIGSAW	<u>Being Me in My World</u> 1. Special and safe 2. My class 3. Rights and responsibilities 4. Rewards and feeling proud 5. Consequences 6. Owing our learning charter	<u>Celebrating Differences</u> 1. The same as... 2. Different from... 3. What is 'bullying'? 4. What do I do about bullying? 5. Making new friends 6. Celebrating difference; Celebrating me	<u>Dreams and Goals</u> 1. My treasure chest of success 2. Steps to goals 3. Achieving together 4. Stretchy learning 5. Overcoming obstacles 6. Celebrating my success	<u>Healthy Me</u> 1. Being healthy 2. Healthy Choices 3. Clean and Healthy 4. Medicine Safety 5. Road Safety 6. Happy, healthy me	<u>Relationships</u> 1. Families 2. Making friends 3. Greetings 4. People Who help us 5. Being my own best friend 6. Celebrating my special relationships	<u>Changing Me</u> 1. Life Cycles 2. Changing me 3. My changing body 4. Boys' and girls' bodies 5. Learning and growing 6. Coping with changes