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| **2019-2020** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **Values** | 7Cs  Laudato Si:  Caring for the World-Compassion  Conservation-Justice  Conservation-Courage | 7Cs  Forgiveness  Kindness | 7Cs  Humility | | 7Cs  Compassion | 7Cs  Peace | 7Cs  Integrity |
| **Religious Education** | **CREATION-** retell the story.  Talk about their own experiences and feelings.  **REVELATION**:  Recognize /retell parables.  Asking & responding to questions. | **ISLAM** Week  Understand that some people have other faiths.  **Prayers, Saints & Feasts:** Learn about people called Saints.  **Advent**  Recognize why there is a special time in the Church year. | **Christmas**: Knowing about Jesus’ birth.  **SACRAMENTS:** Retelling some of the symbols used in Baptism.  **Judaism:**  Recognize that Jesus was a Jew  Talk about their own experiences and feelings. | | **Lent**: Recognize why there is a special time in the Church year.  **Holy Week:**  Retell events from Jesus’ life.  Ask & respond to questions. | **Easter** (assess): Retell the Easter story.  **Pentecost**: Recognize that Jesus sent the Holy Spirit to guide people. Talk about their own experiences and feelings. | **Mission**: Reflect on our actions in God’s world.  **Hinduism**/ **Sikhism** Week  **Prayers, Saints & Feasts**  Ask & respond to questions. |
| **Personal, Social & Health Education** | **Laudato Si**  Understanding rights and responsibilities in the wider world.  Caring for the environment  World Conservation  **Well-being**  Class Charter 7C’s  Trick Box | **Let’s Investigate Humans**  Making healthy lifestyle choices  Keeping safe – Medicines – links to my body and nursing  Understanding Growing and changing  Sex Education – naming body parts  **Well-being**  Healthy Lifestyles  Trick Box | **Let’s Investigate Dinosaurs**  Caring for Environment –  Extinction  **Well-being**  Mental Health and ESafety  Trick box | | **Let’s Investigate Kinson and Africa**  Living in the wider world  **Well-Being**  Trick Box  Prayer Space | **Let’s Investigate Plants**  Understanding growing and changing  **Well-Being**  Trick Box | Developing healthy relationships feelings and emotions  **Well-Being**  Trick Box  Anti bullying Week |
| **Class Texts** | Whadayamean?  Someone Swallowed Stanley  Litterbug Doug  The Magpie  Instructions | The Gingerbread Man  Non-Fiction books about our body.  Instructions to make Gingerbread man. | Dinosaur Information Books  Dinosaur video  Harry and the Dinosaurs | Walking Through the Jungle - Rhyme  We’re going on a bear hunt  We’re going on a lion hunt | | Eric Carle – The Tiny Seed | Non-Chronological Report – The History of Kinson |
| **Phonics** | Revise Phase 3 and 4 Tricky Words –  Introduce Phase 5 | Phase 5 | Phase 5 | Phase 5 | | First 100 | First 100 |
| **English skills:**  **Reading, comprehension tasks, spelling, handwriting, weekly writing (plan, draft, evaluate, edit, improve), grammar & punctuation** | **Writing**  Retelling stories  Following and writing instructions to make a kite  **GPS** –Using CLFS  and finger spaces  Sequencing sentences to form narratives.  **PHONICS:** Revise phase 3& 4 Start Phase 5  **Guided Reading**: using phonic knowledge to read words, retrieval skills  **Handwriting** Dough Disco and letter formation linked to phonics | **Writing**  Learning and retelling traditional tales: Texts:  The Gingerbread Man  Fact Files about Body  Describe a human  Reading Following and writing instructions to make a Gingerbread man  **GPS** – Using CLFS and finger spaces  **PHONICS**: Phase 5  **Guided Reading:** using retrieval skills expression and inference  **Handwriting** Dough Disco and letter formation linked to phonics | **Writing**  Hook recount  Dinosaur information text  Dinosaur Description  Dinosaur video story – The Egg  **GPS** – using CLFS finger spaces question marks exclamation marls ‘and’  **Guided Reading** using retrieval skills expression and inference  **PHONICS**: Phase 5  **Guided Reading:** using retrieval skills expression and inference  **Handwriting** Dough Disco and letter formation linked to phonics | **Writing**  Walking Through the Jungle - Rhyme  We’re going on a bear hunt  We’re going on a lion hunt  Description of Lion  Recount of Virtual reality  **GPS** – using CLFS finger spaces question marks exclamation marks ‘and’  **PHONICS**: Phase 5  **Guided Reading:** using retrieval skills expression and inference  **Handwriting** Dough Disco and letter formation linked to phonics | | **Writing**  Eric Carle – The Tiny Seed  Drawing and labelling plants  Instructions to plant a seed  **GPS** – using CLFS finger spaces question marks exclamation marks ‘and’  **PHONICS**: Phase 5  **Guided Reading:** using retrieval skills expression and inference  **Handwriting** Dough Disco and letter formation linked to phonics | **Writing**  History of Kinson – Isaac Gulliver – Non Chronological report  **GPS** – using CLFS finger spaces question marks exclamation marks ‘and’  **PHONICS**: Phase 5  **Guided Reading:** using retrieval skills expression and inference  **Handwriting** Dough Disco and letter formation linked to phonics |
| **Maths** | Sorting, counting, writing, comparing and ordering numbers.  (within 10)  1 more/1 less  Use number  bonds + and -  within 10  Read, write and interpret addition (+), subtraction (-) and equals (=)  signs.  Solve one step problems involving + and - using concrete | Recognise and name common  2-D and 3-D shapes  Count to twenty, forwards and backwards, beginning with 0 or 1to 20 in numerals and words.  1 more/1less (within 20) | Represent and use number bonds and subtraction facts within 20.  Read, write and interpret mathematical statements involving +, - and =signs.  Add and subtract one-digit and two-digit numbers to 20, including 0.  Solve one step problems that involve addition and subtraction.  Count to 50 forwards and backwards, from any number including 0. Count, read and write numbers to 50 in numeralsCount in multiples of 2, 5 and 10. | Count in 2's, 5's and 10's.  Representations and arrays.  Recognise, find 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.  Describe position, direction and movement, including whole, half, quarter and three quarter  turns | | Length and Height: Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights.  Weight and Volume: Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight: | Count, read and write numbers to  100 in numerals.  1 more/1 less (within 100)  Recognise and know the value of different denominations of coins and notes.  Sequence events in chronological  order using language.  Recognise and use language relating to time.  to dates, |
| **Science** | **Let’s Investigate Materials**  **Everyday Materials**  Distinguish between an object and the material from which it is made  **Working Scientifically**  **Everyday Materials**  Asking questions and recognize that they can be answered in different ways.  Observe closely using simple equipment  Use their observations to suggest answers to questions.  Identifying and classifying. | **Let’s Investigate Humans**.  **Humans**  My body  Identify name and draw and label the basic parts of the human body and say which part of the body is associated with each sense.  **Working Scientifically**  **Gingerbread biscuits**  Asking questions and recognising that they can be answered in different ways.  Observing closely using simple equipment  Using their observations to suggest answers to questions.  Observing changes in state | **Let’s Investigate Dinosaurs**  **Animals**  Identify and name a variety of common animals including, fish, amphibians, reptiles, birds, mammals carnivores, herbivores and omnivores  **Working Scientifically**  **Observing Fossils**  Asking questions and recognize that they can be answered in different ways.  Observe closely using simple equipment  Use their observations to suggest answers to questions. | **Let’s Investigate Africa**  **Animals**  Identifying and naming a variety of common animals including, fish, amphibians, reptiles, birds, mammals carnivores, herbivores and omnivores  Lion King | | **Let’s Investigate Plants**  Identify and naming a variety of common wild and garden plants  Identify, naming and saying which part of the body is associated with each sense.  **Working Scientifically**  **Observing Plants**  Ask questions and recognize that they can be answered in different ways.  Observe closely using simple equipment  Use their observations to suggest answers to questions.  Gather and record data – plant growth.  **The Tiny Seed –**  **Seasonal changes –**observe changes across the four seasons |  |
| **History** |  | **Let’s Investigate Humans**  **How we have grown**  **Body toddler now - timeline**  To understand changes within living memory  **Caring for our bodies link to PE**  **Looking after our bodies today/past Nursing today and in the past**  **Florence Nightingale**  Identify similarities and differences between ways of life at different times  Recognise the difference between past and present in their own and others lives . | **Let’s Investigate Dinosaurs**  Dinosaur Time line  Events beyond living memory |  | | **Let’s Investigate Plants**  **Plant Growth Timeline**  To understand changes within living memory | **Let’s Investigate Isaac Gulliver**  Use words and phrases relating to the passing of time.  Learn about significant historical events, people and places in their own locality.  Find answers to simple questions about the past from sources of information e.g. artefacts.  Timeline of History – Dinosaurs – Florence Nightingale – Isaac Gulliver – Self born - Today |
| **Geography** | **Weather watch – climate change**  Identify seasonal and daily weather patterns in the UK  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Use world maps, atlases and globes to identify countries, continents and oceans | **Winter Weather – Keeping our bodies warm**  Identify seasonal and daily weather patterns in the UK  **St Andrews Day – Scotland**  Use world maps atlases and globes t identify the United Kingdom and its countries | **Weather Watch**  Identify seasonal and daily weather patterns in the UK | **Weather Watch**  **Let’s Investigate Kinson and Africa**  Use basic geographical vocabulary to refer to: key physical features and key human fetures.  Name and locate the 7 continents of the world. Use world maps, atlases and globes to identify countries, continents  Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. | | **Weather Watch**  Identify seasonal and daily weather patterns in the UK  **Beebots** - 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. | Identify seasonal and daily weather patterns in the UK |
| **Design Technology** | **Designing outdoor Area**  **Using a plastic bag to make a kite**  **Using construction kits -** Planning and communicating ideas verbally. Suggesting how to improve their work likes and dislikes | **Gingerbread biscuits**.  Planning and communicating ideas verbally Using equipment making mixing and preparing food.  **Christmas Decorations** | **Dinosaur Model**  To use a range of materials creatively to design and make products | **African Fabric patterns**  To use a range of materials creatively to design and make products | | **Designer Flower**  To use a range of materials creatively to design and make products | **Smuggler Museum models**  To use a range of materials creatively to design and make products |
| **Art and Design** | **Outdoor rubbings of different materials**  **Texture art**  Using texture by making rubbings of different materials.  Creating patterns texture and sculptures by recycling plastic tools  Can use texture when drawing (eg. brick rubbings).  Can take a rubbing showing a range of textures and patterns. = | **My body model**  Can build a construction/sculpture from a variety of objects.  Can describe what they think and feel about their own work.  To use sculpture to develop and share their ideas experiences and imagination | **Dinosaur Model**  **Fossil Drawings**  Can build a construction/sculpture from a variety of objects. Can respond to ideas to create a composition, image or artefact. Can work from observation. Can describe what they think and feel about their own work.  To use sculpture to develop and share their ideas experiences and imagination | **African sunset**  Can mix primary colours  To develop a wide range of art and design techniques in using colour pattern texture line shape form and space | | **Eric Carle Seed Collage**  Can mix primary colours  Can impress and apply simple decoration. Can use glue and paste carefully. Can cut out shapes using scissors.  Can create texture using colour and different thicknesses of paint. Can work from observation. Learn about the work of a range of artists making links to own work. (Eric Carle – Illustration technique for collage) | **Smuggler Maps**  Can describe what they think and feel about their own work. |
| **Computing**  **E-safety** |  |  | Safer Internet Day - Children will learn how to use technology safely and respectfully, keep personal information private and identify where to go for help and support when they have concerns | Use VR headsets – children will recognise common uses of information technology beyond school | | Program BeeBot – Children will  create and debug simple programs |  |
| **Music** | Children will identify different sounds and changes to sounds and use sounds expressively in response to a stimulus | Children will rehearse and perform music for a nativity performance. They will also improve their General Musicianship skills including listening to a variety of music and improving Aural Skills. | Children will discriminate between longer and shorter sounds and use them to create sequences of sound and the beginning of Rhythm. | Children will learn to recognise the difference between Pulse and Rhythm and learn to perform with a sense of Pulse. | | Children will use their previous learning to compose and perform music as well as continuing to sing a variety of songs and listening to a variety of music. They will also improve their General Musicianship skills. | Children will use their previous learning to compose and perform music as well as continuing to sing a variety of songs and listening to a variety of music. They will also improve their General Musicianship skills. |
| **Physical Education** | Describing how my body feels before and after activity  Throwing in different ways  Following the rules of a game. (Indoor athletics and invasion games) | Showing how to exercise safely. Describing what others have done. Making my body  tense relaxed curled and stretched. Climbing safely (Gymnastics and Invasion Games) | Moving and controlling with care. Hitting a ball with a bat. Throwing ibn different ways. Following rules of a game.  (Net and wall games) | Copying and remembering actions. Planning making up and sequencing my own moves. Describing what others have done. (Dance) | | Moving and controlling with care. Following the rules of a game. (Athletics Striking and fielding games) | Moving and controlling with care. Following the rules of a game.  Hitting a ball with a bat. |
| **Additional Enrichment** | Laudato Si |  |  | |  | D day Anniversary |  |

The themes/topics shown may change according to the children’s needs and interests. Pease read the class newsletters with the attached guide to your child’s learning each half term.