

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Old MacDonald had a farm.	Toys R Us.	There's No Place Like Home.	The Wheels on the Bus.	Ponds, Parks & Plants.	People, Portraits & Picnics.
Class novel	Fantastic Mr Fox	Fantastic Mr Fox	The Last Polar Bears	The Last Castaways	The Enchanted Wood	The Enchanted Wood
English genres	<p>Recount information</p> <p>Stories with patterned language</p> <p>Stories from other cultures</p>	<p>Non-chronological report</p> <p>Adventure story</p> <p>Traditional Stories (religious)</p> <p>Explanation</p> <p>Persuasive</p>	<p>Familiar Settings</p> <p>Character description</p> <p>Persuasive</p> <p>Traditional Tale</p> <p>Letters</p>	<p>Adventure Story</p> <p>Contemporary story</p> <p>Traditional stories (Bible)</p> <p>Recount</p>	<p>Imagined/fantasy world</p> <p>Description</p> <p>Traditional Tale</p> <p>Instructions</p> <p>Diary (Information)</p>	<p>Diary (Information)</p> <p>Explanation</p> <p>Contemporary story</p> <p>Non-chronological report</p>
Maths	<p>Number - identify and represent numbers using objects and pictorial representations. use the language of: equal to, more than, less than (fewer), most, least</p> <p>Addition and Subtraction - doubles/halves/number bonds for 10 & 20</p> <p>Multiplication (x2) - pictorial representation</p> <p>Geometry - Recognise & name 2DShapes</p> <p>Measurement - Sequence events in chronological order using language such as: before and after, next, first, today,</p>	<p>Number - count to and across 100, compare and order numbers, count, read and write numbers to 100 in numerals.</p> <p>Addition and Subtraction - add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Division -solve one-step problems involving multiplication and division, by calculating the answer using concrete objects (sharing)</p> <p>Fractions -recognise, find and name a half as one of two equal parts of an object/shape</p> <p>Measures - compare, describe and solve practical problems for length (non-standard & m & cm)</p>	<p>Number - count in multiples of two, five and ten</p> <p>Recognise odd and even numbers (read and write 3 digit numbers)</p> <p>Given a number identify 1 more/1 less, 10 more/10 less</p> <p>Addition and Subtraction - solve one-step problems that involve addition and subtraction (context of money)</p> <p>Adding and subtracting multiples of ten</p> <p>Multiplication and Division - use knowledge of multiples of 2, 5 and 10 to solve problems and carry out investigations.</p> <p>Measures - compare, describe and solve practical problems for weight (non-standard & kg & g)</p>	<p>Number - identify and represent numbers by partitioning 2 and 3 digit numbers</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>Addition and Subtraction - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=)</p> <p>Fractions - recognise, find and name a quarter as one of four equal parts of an object, shape</p> <p>Measures - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>Number - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Addition and Subtraction - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> <p>Multiplication and Division - use knowledge of multiples of 2, 5 and 10 to solve problems and carry out investigations.</p> <p>Fractions - recognise, find and name a half and a quarter as one of four equal parts of an amount</p>	<p>Number - identify and represent numbers using objects and pictorial representations including the number line</p> <p>Addition and Subtraction - add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Fractions - recognise, find and name a quarter as one of four equal parts of an amount</p> <p>Multiplication and Division - solve one-step problems involving multiplication and division, by calculating the answer using pictorial representations and arrays with the support of the teacher.</p>

	Describe position, direction and movement.	To recognise and know the value of different denominations of coins recognise and use language relating to dates, including days of the week, weeks, months and years	recognise and use language relating to dates, including days of the week, weeks, months and years Direction and Movement	Geometry - Recognise & name 2D and 3D Shapes Describe position, directions and movements, including half, quarter and three-quarter turns.	Measures - solve problems involving time. Measure, record and use measurements of length (m & cm) recognise and use language relating to dates, including days of the week, weeks, months and years	Measures - compare, describe and solve practical problems for capacity/volume Measures - Money Direction and Movement Geometry - Recognise & name 2D and 3D Shapes
Science	<p>Animals inc humans 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>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>Seasonal Changes</p>	<p>Animals inc humans cont. + Seasonal Changes</p> <p>Observe changes across the four seasons.</p> <p>Use the local environment throughout the year to explore and answer questions about plants growing in their habitat.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Everyday Materials 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 on the basis of their simple physical properties.</p> <p>Seasonal Changes</p>	<p>Everyday Materials cont. + Seasonal Changes</p> <p>Observe changes across the four seasons.</p> <p>Use the local environment throughout the year to explore and answer questions about plants growing in their habitat.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants 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>Animals (revisited) Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals (focus o pond and woodland animals)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles,</p>	<p>Plants cont. + Seasonal Changes</p> <p>Observe changes across the four seasons.</p> <p>Use the local environment throughout the year to explore and answer questions about plants growing in their habitat.</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>

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<p>Computing</p>	<p>Logging on independently.</p> <p>Exploring paint packages; and saving and retrieving work.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content Data handling - pictograms</p> <p>E-safety - Chicken' Clickin' & online safety unit 'SAFE!'</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Technologies: Identify, discuss & find out more about the technology around school and at home.</p> <p>Technology around us - create a class presentation about technologies encountered outside school.</p>	<p>Discuss ways you can navigate through websites (Google maps/Google Earth)</p> <p>Using a software program to find information about, and label features of a church.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school.</p> <p>Create a 2D animation based on 'Naughty Bus'</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content Researching Newts and other amphibians and creating a presentation.</p> <p>Rapid Router 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create your own game -</p> <p>Create and debug simple programs.</p> <p>2 Code unit 1 - on screen challenges and tasks</p>
<p>History</p>		<p>Toy Museum - Changes within living memory</p> <p>Develop an awareness of the past.</p>	<p>L.S. Lowry study - Learn about the lives of significant individuals in the past. who have contributed to national and</p>	<p>Coventry Transport Museum inc. James Starley & the bicycle industry - Significant historical events, people and</p>		

		<p>Use common words and phrases relating to the passing of time.</p> <p>Understand some of the ways we find out about the past and identify different ways in which t is represented.</p> <p>Significant historical events, people and places in their own locality - Cash's of Coventry weaving industry.</p>	international achievements	places in their own locality		
Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom (ongoing) and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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.</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Ash Green), and of a small area in a contrasting non-European country (Taiwan).</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills</p>		<p>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 (plant survey + Ryton Pools visit comparing habitats)</p>	<p>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 (plant survey)</p>

			to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (house survey & local area study)			
Art	<p>Drawing and printing - Producing artwork based on fruit and vegetables - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Cezanne)</p>	<p>Weaving - To use a range of materials creatively to design and make products (weaving linked to seasonal colours)</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Cash's of Coventry silk weavers - name tapes, ribbons and pictures).</p>	<p>A Street in Ash Green, based on the work of L.S. Lowry - To use a range of materials creatively to design and make products (mixed media pictures)</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and</p>		<p>Large mural/class display - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>3D clay work - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Self Portraits - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (Comparing L.S. Lowry works already studied)</p>

			<p>similarities between different practices and disciplines, and making links to their own work. (L.S. Lowry)</p>			<p>and Lowry portraiture + Comparing the work of Lowry and Picasso)</p>
<p>Design Technology</p>	<p>Fruit Salad Design - design purposeful, functional and appealing products based on design criteria. Make - select from and use a range of tools and equipment to perform practical tasks. Evaluate - evaluate their ideas and products against design criteria. Use the principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p>Linked to art - design and make a loom - utilise other objects as looms. Select from and use a wide range of materials and textiles, according to their characteristics.</p>	<p>Model houses Design - design purposeful, functional, appealing products for themselves and other users based on design criteria. Make - Select from and use a range of tools and equipment to perform practical tasks. Evaluate - their ideas and products against design criteria. Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>Model buses Design - design purposeful, functional, appealing products for themselves and other users based on design criteria. Make - Select from and use a range of tools and equipment to perform practical tasks. Evaluate - their ideas and products against design criteria. Technical knowledge - Explore and use mechanisms (wheels & axles)</p>	<p>Mr Greenhead - Design - design purposeful, functional, appealing products for themselves and other users based on design criteria. Make - Select from and use a range of tools and equipment to perform practical tasks.</p>	

R.E.	<p>1.1 Key question: Who is a Christian and what do they believe?</p> <p>Read stories from The Old Testament. Talk about issues of good and bad, right and wrong arising from the stories</p> <p>Talk about Christian beliefs about God and Jesus.</p> <p>Re-tell a story that shows what Christians might think about God - The Creation Story - linked to Jewish Faith</p> <p>Consider questions about believing in God and begin to offer own ideas.</p>	<p>1.6 Key question: How and why do we celebrate special and sacred times? (Christmas and Diwali)</p> <p>Identify some ways Christians celebrate and ways a festival is celebrated in another religion</p> <p>Retell stories connected with Christmas</p> <p>Ask and answer questions about stories to do with Christian festivals and a festival from another religion (Diwali)</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied.</p>	<p>1.5 Key question: What makes some places sacred? Special Places (Christian and Muslim religions)</p> <p>Identify special objects and symbols found in a place where people worship (church) and be able to say something about what they mean and how they are use.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe.</p> <p>Ask questions during a school visit about what happens in a church (Spring 1) and a mosque (Summer 2)</p>	<p>1.6 Key question: How and why do we celebrate special and sacred times? A Time to Feast (Easter & Eid)</p> <p>Identify some ways Christians celebrate and ways a festival is celebrated in another religion</p> <p>Retell stories connected with Easter</p> <p>Ask and answer questions about stories to do with Christian festivals and a festival from another religion (Ramadan & Eid-Al-Fitr)</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied.</p>	<p>1.7 key question: What does it mean to belong to a faith community? (Christian & Muslim)</p> <p>Recognise and name some symbols from their own experience, for Christians and Muslims - suggest what these might mean and why they matter to believers.</p> <p>Identify some similarities and differences between ceremonies/practices studied for each religion.</p>	<p>1.5 Key question: What makes some places sacred?</p> <p>Identify special objects and symbols found in a place where people worship (mosque) and be able to say something about what they mean and how they are use.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe.</p> <p>Ask questions during a school visit about what happens in a church (Spring 1) and a mosque (Summer 2) values relate to their own behaviour</p>
P.E.	Parachute Games & Games Activities Exploring basic skills	Gymnastics & indoor athletics Exploring basic skills	Dance - Let's Move & Ball Skills - Hockey Exploring basic skills	Dance - Let's Move & Ball Skills - Football Exploring basic skills	Racket Skills - Tennis & Striking skills - Cricket Exploring basic skills	Athletics & Striking games - rounders Exploring basic skills

	<p>Remembering and repeating simple skills and actions</p> <p>Choosing and applying skills in a sequence</p> <p>Vary the way skills are performed</p> <p>Improve the quality and control of work</p> <p>The importance of being active</p> <p>Travel with, send and receive a ball</p> <p>Develop ball skills for striking and field games</p>	<p>Remembering and repeating simple skills and actions</p> <p>Choosing and applying skills in a sequence</p> <p>Vary the way skills are performed</p> <p>Describe what they have done</p> <p>Observe, describe and copy what others have done</p> <p>Improve the quality and control of work</p> <p>The importance of being active</p> <p>Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus</p> <p>Develop the range of these skills and actions</p> <p>Choose and link skills and actions</p> <p>Create and perform short linked sequences</p>	<p>Remembering and repeating simple skills and actions</p> <p>Choosing and applying skills in a sequence</p> <p>Vary the way skills are performed</p> <p>Describe what they have done</p> <p>Observe, describe and copy what others have done</p> <p>Improve the quality and control of work</p> <p>The importance of being active</p> <p>Use movement imaginatively, responding to stimuli</p> <p>Change the rhythm, speed, level and direction of their movements</p> <p>Create and perform dances using simple movement patterns</p> <p>Express and communicate ideas and feelings</p> <p>Travel with, send and receive a ball and other equipment in different ways</p> <p>Develop ball skills for striking and field games</p>	<p>Remembering and repeating simple skills and actions</p> <p>Choosing and applying skills in a sequence</p> <p>Vary the way skills are performed</p> <p>Describe what they have done</p> <p>Observe, describe and copy what others have done</p> <p>Improve the quality and control of work</p> <p>The importance of being active</p> <p>Use movement imaginatively, responding to stimuli</p> <p>Change the rhythm, speed, level and direction of their movements</p> <p>Create and perform dances using simple movement patterns</p> <p>Express and communicate ideas and feelings</p> <p>Travel with, send and receive a ball and other equipment in different ways</p> <p>Develop ball skills for striking and field games</p>	<p>Remembering and repeating simple skills and actions</p> <p>Choosing and applying skills in a sequence</p> <p>Vary the way skills are performed</p> <p>Describe what they have done</p> <p>The importance of being active</p> <p>Recognise and describe how their bodies feel during different activities</p> <p>Travel with, send and receive a ball and other equipment in different ways</p> <p>Develop ball skills for striking and field games</p>	<p>Remembering and repeating simple skills and actions</p> <p>Choosing and applying skills in a sequence</p> <p>Vary the way skills are performed</p> <p>Describe what they have done</p> <p>The importance of being active</p> <p>Recognise and describe how their bodies feel during different activities</p> <p>Travel with, send and receive a ball and other equipment in different ways</p> <p>Develop ball skills for striking and field games</p>
Music	Charanga unit: Hey You! - finding a pulse and rhythm.	Christmas production Use voices expressively and creatively by singing songs and	Charanga unit: Everyone!	Charanga unit: Our World	Charanga unit: Your Imagination - building on	Charanga unit: Reflect, Rewind & Replay.

	Use voices expressively and creatively by singing songs and speaking chants and rhymes	speaking chants and rhymes	Listen and Respond to different styles of music Explore and Create - initially using voices only but building to using classroom instruments too Sing and play - nursery rhymes and action songs - building to singing and playing	Listen and Respond to different styles of music Explore and Create - using voices and classroom instruments Sing and Play - nursery rhymes and action songs	previous units of work.	Consolidating learning so far.
PSHE.	E-Safety New beginnings Taking care project Feelings Network hands Early warning signs I feel when... so... thank you	Spring Fever	E-safety Getting on and falling out - friendship	Exploring 'right & wrong' behaviour - naughty bus	Good to be me - exploring feelings and developing self-awareness	Changes - positive and negative, and common human responses to change.
SMSC.	Esafety School councillors Behaviour charts Shabbat ceremony Class assembly Animal welfare - farm visit Harvest festival Reading Buddies	Anti-bullying Carol service Christmas production Christmas Fair - (enterprise) Reading Buddies	Esafety Reading Buddies Explore our local area on foot - including visit to Post Office Visit St. Giles church (lined to R.E.) Visit from local Postman Class assembly	Reading Buddies Travel to transport museum on public transport	Reading Buddies Caring for the environment Visit to Ryton Pools	Summer fair Sports day Mosque visit Park day out Reading Buddies
Themed weeks		Film week - Literacy through film		Art week - Study a famous artist		