

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	Charlotte's Web	The Little Prince	The Twits	Fortunately The Milk	The Enchanted Wood	Fantastic Mr Fox
English genres	Recount information Stories with patterned language Stories from other cultures	Non-chronological report Adventure story Traditional Stories (religious) Explanation Persuasive	Familiar Settings Character description Persuasive Traditional Tale Letters	Adventure Story Contemporary story Traditional stories (Bible) Recount	Imagined/fantasy world Description Traditional Tale Instructions Diary (Information)	Diary (Information) Explanation Contemporary story Non-chronological report
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>Describe position, direction and movement.</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 Recognise odd and even numbers (read and write 3 digit numbers) 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) 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 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>Geometry - Recognise &</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>Measures - solve</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>

		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	name 2D and 3D Shapes Describe position, directions and movements, including half, quarter and three-quarter turns.	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>Observe changes across the four seasons.</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>Observe changes across the four seasons.</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 on pond and woodland animals)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals</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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Computing	<p>Creating an animation - inc. drawing character & setting, creating algorithm and recording sound.</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>My Favourite Toy - Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Logo & Beebot Use logical reasoning to predict the behaviour of simple programs Create and debug simple programs.</p>	<p>Internet Safety - Hector's World Digital literacy & online technology Technologies: Identify, discuss & find out more about the technology around school and at home.</p> <p>Communicate: send an email to an expert (Robyn in Thailand, linked to geography) Discuss different ways you can navigate through websites (Google maps/Google Earth) Using a software program to find information about, and label features of a church.</p>	<p>Creating a Power Point story - inc. Taking digital images Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Researching Newts and other amphibians</p> <p>Making labels and captions for displays</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Create your own game -</p> <p>Create and debug simple programs.</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>
History		<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 international achievements</p>	<p>Coventry Transport Museum inc. James Starley & the bicycle industry - Significant historical events, people and places in their own</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>		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 to study the geography</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>

			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 similarities between different practices 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 and Lowry portraiture + Comparing the work of Lowry and Picasso)</p>

			disciplines, and making links to their own work. (L.S. Lowry)			
Design Technology	<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.</p> <p>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.</p> <p>Make - Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluate - their ideas and products against design criteria.</p> <p>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.</p> <p>Make - Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Evaluate - their ideas and products against design criteria.</p> <p>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.</p> <p>Make - Select from and use a range of tools and equipment to perform practical tasks.</p>	
R.E.	<p>Creation (Christian and Jewish traditions) Name and explore a range of celebrations, worship and rituals in</p>	<p>Shining Lights (Christmas and Diwali) Reflect on and consider religious and spiritual</p>	<p>Special Places (Christian and Muslim traditions) Identify the</p>	<p>A Time to Feast (Easter & Eid) Identify the importance, for some</p>	<p>Meeting People (Vicar, Buddhist Monk & Imam) Identify the importance, for some</p>	<p>People in Stories + Special Places revisited (Mosque visit to compare a church and a mosque)</p>

<p>religion</p> <p>Explore a range of religious stories and sacred writings and talk about their meanings</p> <p>Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses</p> <p>Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>Reflect on how spiritual and moral values relate to their own behaviour</p>	<p>feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p>Name and explore a range of celebrations, worship and rituals in religion</p> <p>Explore a range of religious stories and sacred writings and talk about their meanings</p> <p>Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses</p> <p>Recognise that there are different responses</p>	<p>importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p>Name and explore a range of celebrations, worship and rituals in religion</p> <p>Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning and communicate their responses</p> <p>Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>Identify what matters to them and others,</p>	<p>people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate</p> <p>Identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p>Name and explore a range of celebrations, worship and rituals in religion</p> <p>Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>Identify what matters to them and others, including those with religious commitments, and communicate their</p>	<p>people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate</p> <p>Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning and communicate their responses</p> <p>Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>Ask and respond</p>	<p>(Christian and Muslim traditions)</p> <p>Name and explore a range of celebrations, worship and rituals in religion</p> <p>Explore a range of religious stories and sacred writings and talk about their meanings</p> <p>Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning; and communicate their responses</p> <p>Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p>Reflect on how spiritual and moral values relate to their own behaviour</p>
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P.E.	Games with PE coach.	Games with PE coach.	Games with PE coach.	Games with PE coach.	Games with PE coach.	Games with PE coach.
Music	Basic notation Writing a new verse for a song Harvest festival/class assembly performance Use voices expressively and creatively by singing songs and speaking chants and rhymes	Christmas production Use voices expressively and creatively by singing songs and speaking chants and rhymes	Use voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically Use voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically Use voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically Use voices expressively and creatively by singing songs and speaking chants and rhymes
PSHE.	New beginnings Taking care project Feelings Network hands Early warning signs I feel when... so... thank you	Wilfred Gordon McDonald Partridge - memories, sharing, helping, growing old.	Esafety Getting on and falling out - friendship	Kerbwise road safety program	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	Anti-bullying Carol service Christmas production Christmas Fair - (enterprise) Reading Buddies	Esafety African schools Reading Buddies Explore our local area on foot - including visit to Post Office Visit St. Giles church (lined to R.E.) Establishing links with	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

	Harvest festival Reading Buddies		Thailand Visit from local Postman Class assembly			
Themed weeks		Traditional Tales - from 2015 2014 - WW1 week	Art for gallery and fundraising Poetry week (end product - book)		Science - famous scientists	