

## Autumn Term

## Spring Term

## Summer Term

**Little Red Riding Hood, Three Little Pigs**

Genre: traditional tales

Teaching focus: narrative structure

**Oi Frog!**

Genre: patterned language

Teaching focus: basic skills of writing full sentences

**It's My Birthday**

Genre: instructional texts

Teaching focus: verb choices, time adverbials. Capital letters, full stops, present tense.

**The Magic Pot**

Genre: traditional tale

Teaching focus: sentence construction, capital letters, full stops. Using 'and' to join clauses.

**Knights**

Genre: non-chronological report

Teaching focus: sentence construction, capital letters, full stops. Adjectives to describe.

**Train Ride**

Genre: poetry

Teaching focus: rhyming words, adjectives to describe, expanded noun phrases

**Dear Mother Goose**

Genre: letter writing

Teaching focus: capital letters, full stops, exclamation marks. Adjectives to describe.

**Could a Penguin Ride a Bike?**

Genre: questions and answers

Teaching focus: questions and question marks, punctuating sentences, subordination

**Augustus and His Smile**

Genre: character description

Teaching focus: past tense, adjectives to expand the noun, powerful verb choices, sentence punctuation.

**The Runaway Chapatti**

Genre: stories from other cultures

Teaching focus: adjectives, conjunctions, punctuating speech

**Wanted: The Perfect Pet**

Genre: extended writing

Teaching focus: capital letters, full stops, exclamation marks, past tense, conjunctions

## Autumn Term

**Number system**

Count, represent, read, write compare numbers to 30  
 One more, one less as a direction on a number line.  
 Subitise quantities up to 6  
 Sequence days of the week and months of the year Sequence events using: today, tomorrow, yesterday, next day, day before

**Number bonds for totals 5-12**

Make a total, break the bond apart to subtract (part-whole relationship, they “undo” each other)  
 Solve missing number calculations using part-whole relationships, finding number line representation that matches  
 Solve one-step problems using manipulatives

**Properties of 2D and 3D shapes, position and direction**

Name rectangles (incl. squares), circles and triangles in different orientations  
 Recognise and name cuboids, cubes, pyramids  
 Visualise and name shapes just by their feel  
 Describe position, direction and movement using: forwards, backwards, next, before, after, nearest

**Consolidation of counting and number bonds for numbers 5-12**

Include concrete and pictorial representations of number

**Number bonds 13-20**

Develop understanding that these numbers are made of 10 and a bit. Model how to decompose the numbers into tens and ones.  
 Find and recall doubles to double 10, find missing numbers  
 Use part whole relationships to add and subtract using number bonds from 13-20

**Consolidation of counting forwards and backwards and number bonds 13-20**

Include concrete and pictorial representations of number  
 Include comparison of number using language related to position on a number line

**Addition and Subtraction**

Addition by combining two or more parts. Explain = showing equivalence between parts and the whole.  
 Model partitioning to show subtraction.  
 Solve one-step problems using manipulatives, small world toys and written maths. Using cubes as a bar model.

## Spring Term

**Number sense and measures (length and mass)**

Count, represent, read, write compare numbers to 50  
 One more, one less, pattern and direction in the number system  
 Compare, solve and describe practical problems for mass and capacity (use comparative language).  
 Recall that time is measured in minutes and hours

**Addition and Subtraction**

Addition to be taught through First, Then, Now stories using concrete and pictorial representations and progressing onto abstract representations.  
 Model subtraction as reduction using the First, Then, Now stories  
 Move onto developing the concept of subtraction and addition are inverse operations.

**Recognise denomination of notes and coins****Counting on and back using money**

Two more, two less (being able to count in 2s – 2p)  
 Ten more, ten less (being able to count in tens 10p)  
 Represent counting in steps on a number line  
 Start by using Numicon then move to coins blu-tacked to Numicon, then count arrays in rows of 2 and 10

**Multiplication and division**

Count, represent, read, write compare numbers to 100  
 Use arrays to represent repeated group, count in steps to find total (2s, 5s, and 10s). Use numicon, counters to represent groups of 2,5,10.

Split array back into rows or columns to represent division (give structure to their sharing). Represent division as grouping.  
 Match arrays to number line representation of repeated addition or repeated subtraction

**Consolidation of counting forwards and backwards, number representations, number bonds for number 5-20**

Include comparison of number using language related to position on a number line  
 Practise balancing equations, e.g.  $5+3 = 6 + ?$

**Measures**

Solve practical problems comparing mass, length and capacity  
 Begin to record length/height and mass  
 Calculate with length or mass within known number facts

**Time (sequencing events)**

Tell time on the hour  
 Relate language to moving forwards and backwards on a number line

## Summer Term

**Number sense and counting in 5s and time**

Count, represent, read, write compare numbers to 100  
 Count in 5s using Numicon then 5p coins blue-tacked to Numicon and arrays made in 5s

**Properties of 2D and 3D shapes, patterning and sequencing**

Describe properties of 3-D shapes, including 2D shapes that make up faces  
 Create repeating patterns with objects and use their rule to predict what will happen later, e.g. If I use 20 cubes, will it end on a green or a red cube?

**Consolidation of counting forwards and backwards, number representations, number bonds for number 5-20**

Include comparison of number using language related to position on a number line  
 Practise balancing equations, e.g.  $5+3 = 6 + ?$

**Multiplication and division**

Solve problems using repeated addition or repeated subtraction problems using arrays

**Consolidation of counting forwards and backwards, number representations, number bonds for number 5-20**

Include comparison of number using language related to position on a number line  
 Practise balancing equations, e.g.  $5+3 = 6 + ?$   
 Solve problems using known number bonds, including missing number (part-whole relationship) and match to number line representation

**Fractions (halves and quarters)**

Recognise a half as one of two equal groups, a quarter as one of four equal groups (both of shapes and quantities – dividing by putting objects into array of 2 or 4 rows but putting an object into each row, use a drawn frame to help visualise incomplete rows)  
 Understand three-quarters as three out of four equal groups. Distinguish this from shapes divided into four parts which have unequal groups and identify this not as being halves/quarters.

**Who Am I?****History – changes in own life and family**

Geography – name UK countries, create maps of the local area to reflect personal geography

Science – name main parts of the body including skull, spine, rib cage and limbs. Know that having a spine makes an animal a vertebrate and animals without spines are invertebrates (including crustaceans).

Art – self-portraits, family portraits, Andy Goldsworthy

**Penny for the Guy****History – the life of Guy Fawkes and what Bonfire Night commemorates as an example of a nationally significant celebration**

Art – Bonfire Night art: painting techniques and collage in the style of Jackson Pollack

**Castles****History – use knights as an example of life in a different period, use Windsor Castle as an example of significant places and people in own locality and for the wider world**

Science – identify and name a variety of everyday materials and their properties such as flexible/stiff, absorbent/not absorbent

Art – forming mod roc, tapestry, colour mixing

**Christmas****RE – The Christmas story**

Drama – public speaking and performance in the Christmas play

Art – choice of colour, pattern and shape in Christmas decorations and cards

**Build it up!****Science – Select materials according to their properties, find alternate materials based on properties**

Art and Design – making houses for the *Three Little Pigs*

Geography – use knowledge of local area to locate suitable materials for building

**Busy Lizzie****Science – growing plants. Identify and name the parts of common flowering plants: leaves, flower, blossom, petals, root, bulb, seed, trunk, branches, stem**

Group months into seasons, observe seasonal changes in weather. Recall that time of daylight get shorter in the autumn and winter and lengthen during spring and summer.

Art – observational drawing, painting, Van Gogh's sunflowers

**Easter****RE – The Easter story**

Why do Christians celebrate Easter?

Palm Sunday – why was Jesus welcomed like a king?

**Flavours of the world****Geography – identify continents and oceans, contrasting the physical and human geography of locations by finding out where various foods come from**

Art and Design – choosing healthy food and cooking, making fruit salad and other healthy foods

**Water!****Geography – identify nations of the UK on a map, describe features of mountains, rivers, coasts**

Science – Compare how weather changes with the seasons in different regions. find local rocks, compare properties of rocks, e.g. compare the hardness of chalk, flint and pumice

Art – Andy Goldsworthy – using different materials: paint, sand, collage, rocks, sand twigs, leaves (Compare availability of materials to Andy Goldsworthy art from Who am I? unit)

## Autumn Term

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## Visits/

Library and local park

Windsor Castle

Odds Farm Park

## Computing

**Technology in our lives** - Understanding basics of how a computer works by using Purple Mash

**Programming** - Coding with beebots

**Programming** -Coding using 2code

**Multimedia** - Music, Purple Mash, Office skills

**Multimedia**- Drawing and writing a story

**Data Handling** - Pictograms

## PE

**Social and Personal focus**

**Dynamic balance with agility** - jumping, landing and balancing

**Co-ordination** – floor movement  
Skip and sidestep movements

**Games** – multi-skills and gymnastics

**Cognitive and Creative focus**

**Dynamic balance** - marching action with opposite arms and legs

**Co-ordination** – handling equipment  
Travelling with and rolling a ball with both hands

**Games** – multi-skills and dance

**Health and Physical focus**

**Agility** – react and chase a ball

**Co-ordination** – handling equipment  
Throwing and catching a large ball with both hands

**Games** - tag rugby, athletics

## PSHE

**Being me in my world**- I can tell you some ways I am different from my friends.

I understand these differences make us all special and unique.

**Dreams and Goals** - I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest.

**Healthy Me** - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.

I can recognise how being healthy helps me to feel happy.

**Relationships** - I can tell you why I appreciate someone who is special to me and express how I feel about them.

**Changing Me** - can identify the parts of the body that make boys different to girls and can use the correct names for these.

I respect my body and understand which parts are private.

## RE

**Christianity –The Creation Story**- What does the Bible say about how the world was created? How do creation stories help us to care for the world?

**Christianity – the Christmas Story** - Why do Christians think it is important the Jesus was born on Earth?

**Christianity – the Easter story** (main subject in Thematic unit)

**Judaism – Shabbat** - What is Shabbat? What happens on Shabbat? What are some of the important objects for Shabbat? Why does Jews celebrate Shabbat?

## Music

**Sounds Interesting** - This unit develops children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.

**The Long and Short of it** - This unit develops children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.

**Feel The Pulse** - This unit develops children's ability to recognise the difference between beat and rhythm and to perform with a sense of beat. They also sing songs about water (Sea, rivers, streams).

**Taking off** - This unit develops children's ability to discriminate between higher and lower sound and to create simple melodic patterns.

**What's The Score?** - This unit develops children's ability to recognise different ways sounds are made and changed, and to name and know how to play a variety of classroom instruments.

**Rain, Rain, Go Away** - This unit develops children's ability to recognise how sounds and instruments can be used expressively and can be combined to create music in response to a stimulus.