

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Year 2	<u>Poetry</u> <ul style="list-style-type: none"> <li>Giant - Jack Ousbey (poems in given structure - kennings/acrostics)</li> </ul> <u>Fiction</u> <ul style="list-style-type: none"> <li>Wolves – Emily Gravett (Narratively complex)</li> <li>Jim and the Beanstalk – Raymond Briggs</li> </ul>	<u>Poetry</u> <ul style="list-style-type: none"> <li>November Night Countdown – Moira Andrew (poetry on a theme that uses the senses/rhyme/pattern)</li> </ul> <u>Fiction</u> <ul style="list-style-type: none"> <li>Tadpole’s Promise – Jeanne Willis/Tony Ross (Resistant text)</li> </ul>	<u>Poetry</u> <ul style="list-style-type: none"> <li>The Sound Collector – Roger McGough</li> </ul> <u>Fiction</u> <ul style="list-style-type: none"> <li>The Bear under the Stairs – Helen Cooper</li> </ul> <u>Non-Fiction</u> <ul style="list-style-type: none"> <li>Astro Girl – Ken Wilson-Max</li> </ul>	<u>Poetry</u> <ul style="list-style-type: none"> <li>On the Ning Nang Nong – Spike Milligan (Resistant text)</li> </ul> <u>Fiction</u> <ul style="list-style-type: none"> <li>A Walk in London – Salvatore Rubbino</li> </ul>	<u>Fiction</u> <ul style="list-style-type: none"> <li>Rosie Revere, Engineer – Andrea Beatty</li> </ul> <u>Poetry</u> <ul style="list-style-type: none"> <li>Tongue Twisters – Joseph Coelho</li> </ul>	<u>Poetry</u> <ul style="list-style-type: none"> <li>The Owl and the Pussycat – Edward Lear (Archaic text)</li> </ul> <u>Fiction</u> <ul style="list-style-type: none"> <li>House held up by trees – Ted Kooser (Figurative/symbolic text)</li> <li>The Journey Home – Frann Preston-Gannon</li> </ul>
Writing Year 1	Get writing programme <ul style="list-style-type: none"> <li>Where the Wild Things Are - Maurice Sendak</li> </ul>	Get writing programme <ul style="list-style-type: none"> <li>Staley’s Stick – John Hegley</li> </ul>	<ul style="list-style-type: none"> <li>Astro Girl – Ken Wilson-Max</li> <li>The Bear under the Stairs – Helen Cooper</li> </ul>	<ul style="list-style-type: none"> <li>On the Ning Nang Nong – Spike Milligan (Resistant text)</li> <li>A Walk in London</li> </ul>	<ul style="list-style-type: none"> <li>Rosie Revere, Engineer – Andrea Beatty</li> </ul> <u>Poetry</u> <ul style="list-style-type: none"> <li>Tongue Twisters – Joseph Coelho</li> </ul>	<u>Poetry</u> <ul style="list-style-type: none"> <li>The Owl and the Pussycat – Edward Lear (Archaic text)</li> </ul> <u>Fiction</u> <ul style="list-style-type: none"> <li>House held up by trees – Ted Kooser (Figurative/symbolic text)</li> <li>The Journey Home – Frann Preston-Gannon</li> </ul>
Writing Reception	Read. Write Inc - Letters and Sounds programme <ul style="list-style-type: none"> <li>Writing their Name</li> <li>writing numbers to 5</li> <li>Mark making labels</li> </ul>	Read. Write Inc - Letters and Sounds programme <ul style="list-style-type: none"> <li>Writing numbers to 8</li> <li>Mark making labels</li> <li>Simple letter combinations</li> </ul>	Read. Write Inc - Letters and Sounds programme <ul style="list-style-type: none"> <li>Writing numbers to 10</li> <li>Simple CVC words</li> </ul>	Read. Write Inc - Letters and Sounds programme <ul style="list-style-type: none"> <li>Combining numbers</li> <li>CVC words continued</li> </ul>	Read. Write Inc - Letters and Sounds programme <ul style="list-style-type: none"> <li>Combining numbers</li> <li>Early words</li> </ul>	Read. Write Inc - Letters and Sounds programme <ul style="list-style-type: none"> <li>Combining numbers</li> <li>Early captions and labels</li> </ul>
Reading Year 2	<u>Fiction</u> <ul style="list-style-type: none"> <li>Cinderella, An art deco Fairytale – David Roberts</li> <li>Dixie O’Day – In the Fast Lane – Shirley Hughes and Clara Vulliamy</li> </ul>	<u>Fiction</u> <ul style="list-style-type: none"> <li>Hotel Flamingo – Alex Milway</li> </ul>	<u>Non-Fiction</u> <ul style="list-style-type: none"> <li>A book of bears – Katie Viggers</li> </ul>	<u>Fiction</u> <ul style="list-style-type: none"> <li>Eric – Shaun Tan (Non-linear time sequence)</li> <li>Rabbit and Bear (Rabbit’s Bad Habits) – Julian Gough and Jim Field</li> </ul> <u>Non-Fiction</u> <ul style="list-style-type: none"> <li>The Street Beneath My Feet – Charlotte Guillain</li> </ul>	<u>Fiction</u> <ul style="list-style-type: none"> <li>Ada Twist and the Perilous Pantaloons – Andrea Beatty</li> <li>Too small Tola – Atinuke</li> </ul> <u>Non-Fiction</u> – linked to Too Small Tola <ul style="list-style-type: none"> <li>We come from Nigeria – Alison Cooper</li> <li>Looking at countries – Nigeria – Franklin Watts</li> </ul>	<u>Non-Fiction</u> <ul style="list-style-type: none"> <li>The Magic and Mystery of Trees – Jen Green</li> </ul>

Reading Year EYFS/Y1	<p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>Granny, Granny Please comb my hair – Grace Nichols</li> </ul> <p><u>Fiction</u></p> <ul style="list-style-type: none"> <li>Perfectly Norman – Tom Percival</li> <li>Anna Hibiscus’ Song – Atinuke</li> </ul> <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> <li>Coming to England – Floella Benjamin</li> </ul>	<p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>Little Rabbit Foo Foo – Michale Rosen</li> </ul> <p><u>Fiction</u></p> <ul style="list-style-type: none"> <li>Dogger – Shirley Highes</li> <li>Zog – Julia Donaldson</li> </ul> <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> <li>Secrets of Winter – Carron Brown and Georgina Tee</li> </ul>	<p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>Ears Hear – Lucia and James Hymes Jr.</li> </ul> <p><u>Fiction</u></p> <ul style="list-style-type: none"> <li>Ravi’s Roar – Tom Percival</li> <li>Owl Babies – Martin Waddell</li> </ul> <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> <li>DK First Space Encyclopaedia (p.24-43)</li> </ul>	<p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>I’ve got a cold – Roger McGough</li> </ul> <p><u>Fiction</u></p> <ul style="list-style-type: none"> <li>After the Fall – Dan Santat</li> <li>The Wolf Story: What really happened to little Red Riding Hood – Toby Forward</li> </ul> <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> <li>Earnest Shackleton – Little People, Big Dreams – Maria Vegara</li> </ul>	<p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>We’re going on a Bear Hunt – Michael Rosen</li> </ul> <p><u>Fiction</u></p> <ul style="list-style-type: none"> <li>The Storm Whale -Benji Davies</li> <li>Six Dinner Sid – Inga Moore</li> </ul> <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> <li>The Big Book of Blooms – Yuval Zommer</li> </ul>	<p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>Cats – Eleanor Farjeon</li> </ul> <p><u>Fiction</u></p> <ul style="list-style-type: none"> <li>Voices in the Park – Anthony Browne</li> <li>The Owl who was afraid of the Dark – Jill Tomlinson</li> </ul>
Literacy Reception	<ul style="list-style-type: none"> <li>The Gruffalo – Julia Donaldson</li> </ul>	<ul style="list-style-type: none"> <li>Whatever next – Jill Murphy</li> </ul>	<ul style="list-style-type: none"> <li>The Gingerbread Man</li> </ul>	<ul style="list-style-type: none"> <li>Handa’s Surprise – Eileen Browne</li> </ul>	<ul style="list-style-type: none"> <li>The Tiny Seed – Eric Carle</li> </ul>	<ul style="list-style-type: none"> <li>Mr Grumpy’s Motor Car – John Burningham</li> </ul>
Maths Year 2	<ul style="list-style-type: none"> <li>1 Numbers 10 to 100.</li> <li>Adding multiples of 10.</li> <li>Place value - Splitting 2-digit numbers into tens and ones</li> <li>2 Calculations within 20</li> </ul>	<ul style="list-style-type: none"> <li>2 Calculations within 20</li> <li>3 Fluently add and subtract within 10</li> <li>4 Addition and subtraction of two-digit numbers (1)</li> <li>Intro to fractions</li> </ul>	<ul style="list-style-type: none"> <li>5 Introduction to multiplication</li> </ul>	<ul style="list-style-type: none"> <li>6 Introduction to division structures</li> <li>Shape (Geometry)</li> <li>More Fractions 8 Addition and subtraction of two-digit numbers (2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Statistics (Constructing, presenting and interpreting data)</b></li> <li>10 Fractions (SATS)</li> <li>9 Money</li> <li>7 Shape</li> <li>11 Time</li> <li>12 Position and direction</li> </ul>	<ul style="list-style-type: none"> <li>13 Multiplication and division – doubling, halving, quotative and partitive division</li> <li><b>Count in steps of 3 from any number (Number/place value)</b></li> <li>14 Sense of measure – capacity, volume, mass</li> </ul>
Maths Year 1	<ul style="list-style-type: none"> <li>Comparison of quantities and part-whole relationships (Number and place value)</li> <li>Numbers 0 to 5 (extended to 10) (Number and place value/Addition and subtraction)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, compose, decompose and manipulate 2D and 3D shapes (Geometry)</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 0 to 10 (Number and place value/Addition and subtraction)</li> <li>Additive structures (Addition and subtraction)</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction facts within 10 (Number facts)</li> <li>Numbers 0 to 20 (number and place value)</li> </ul>	<ul style="list-style-type: none"> <li>Unitising and coin recognition (Number facts)</li> <li>Position and direction. (other)</li> <li>Time (other)</li> </ul>	<ul style="list-style-type: none"> <li>Time (other)</li> <li>Recognise and name one quarter. (Fractions)</li> <li>Counting within 100. (Number and place value)</li> </ul>
Maths Reception	<ul style="list-style-type: none"> <li>Getting to know you. Just like me!</li> <li>It’s me 1,2,3! (extending to 5)</li> </ul>	<ul style="list-style-type: none"> <li>Light and dark</li> <li>Introducing shapes</li> </ul>	<ul style="list-style-type: none"> <li>Alive in 5!</li> <li>Making 5 and adding and subtracting within 5</li> </ul>	<ul style="list-style-type: none"> <li>Growing 6,7,8</li> <li>Building 9,10</li> </ul>	<ul style="list-style-type: none"> <li>To 20 and beyond</li> </ul>	<ul style="list-style-type: none"> <li>First, then, now</li> <li>Find my pattern</li> </ul>
Science	<ul style="list-style-type: none"> <li>EYFS- To know that some things in the world are man-made and some things are natural</li> </ul>	<ul style="list-style-type: none"> <li>EYFS- To know about and recognise the signs of Autumn</li> <li>To know seasonal changes from autumn to winter.</li> </ul>	<ul style="list-style-type: none"> <li>EYFS- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>EYFS- To observe the growth of seeds and talk about changes.</li> <li>To sort fruits and vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>EYFS and KS1- Science week</li> </ul> <p>EYFS- To respect and care for the natural environments</p>	<p>EYFS- Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>Know some similarities and</li> </ul>

	<p>To name and identify different materials. To sort objects into magnetic and nonmagnetic</p> <ul style="list-style-type: none"> <li>KS1- Everyday Materials</li> </ul>	<p>To know about changes from a liquid to a solid- ice</p> <ul style="list-style-type: none"> <li>KS1- Seasonal change- Autumn and Winter</li> </ul>	<p>Nocturnal means animals that are awake at night and sleep during the day</p> <p>To learn about lifecycles of animals.</p> <p>To label different parts of the body. To brush my teeth.</p> <p><b>To know about and recognise the signs of winter.</b></p> <ul style="list-style-type: none"> <li>KS1- Animals, including Humans-</li> </ul> <p><u>Animals:</u> identify and name variety/compare structure/herbivores, carnivores, omnivores <u>Humans:</u> body parts and senses</p>	<p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants.</p> <p>To know about different habitats.</p> <p><b>To know about and recognise the sign of spring.</b></p> <ul style="list-style-type: none"> <li>KS1- Plants-identify and name a variety of common plants including trees.</li> </ul> <p>Identify and describe the basic structure of common flowering plants, including trees.</p>	<p>To explore recycling materials and its importance in our environment</p> <p>To know objects float or sink when put into water.</p> <p><b>To know about and recognise the signs of Summer.</b></p> <p>KS1-Retrieval Seasonal change</p>	<p>differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter</p> <ul style="list-style-type: none"> <li>KS1- Revisit topics</li> </ul> <p>Working scientifically, asking simple questions, observing closely, performing simple tests. (suggested study- materials)</p>
History	<p>EYFS- To know about my own life-story</p> <p>To know how I have changed</p> <p>To talk about members of immediate family (continued throughout year)</p> <p><b>(Families)</b></p> <p>To find out what living things need to grow.</p> <p>To know about how farming communities have changed over time.</p> <ul style="list-style-type: none"> <li>KS1- Harvest (rural aspect)</li> <li>Remembrance</li> <li>Black History</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval exercises</li> </ul>	<p>EYFS- To name different modes of transport.</p> <p>To know about figures from the past <b>(Astronauts)</b></p> <p>KS1- Study the achievements of and make comparisons between:</p> <ul style="list-style-type: none"> <li>Neil Armstrong and Tim Peake.</li> <li>Matthew Henson and Ranulph Fiennes</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval exercises</li> </ul> <p>To talk about the different jobs that adults can do and how they can help us.</p> <p>To know that the emergency services exist and what they do</p>	<p>EYFS- To talk about the lives of the people around us.</p> <p>To identify similarities and differences between different homes both past and present.</p> <p>To place events in time order.</p> <p>To answer questions about the past.</p> <p>To draw and write about old and new objects.</p> <p>KS1- Toys past and present</p>	<ul style="list-style-type: none"> <li>Retrieval exercises</li> </ul>

Geography	<p>Retrieval exercises</p>	<ul style="list-style-type: none"> <li>EYFS</li> </ul> <p>To group animals that live in the Antarctic and animals that don't.</p> <ul style="list-style-type: none"> <li>Why don't penguin need to fly?</li> </ul>	<ul style="list-style-type: none"> <li>Retrieval exercises</li> </ul>	<p>EYFS</p> <p>To talk about similarities and differences between where we live and life in other parts of the world.</p> <p>To know that people in other countries may speak different languages</p> <p>To identify similarities and differences between countries and their food sources.</p> <p>Why does it matter where my food comes from?</p>	<ul style="list-style-type: none"> <li>Retrieval exercises.</li> </ul>	<p>EYFS To know that simple symbols are used to identify features on a map.</p> <p>To find places I know on a simple plan of the school. To make a simple map (plan) of a room in my home.</p> <p>How does the geography of Kampong Ayer compare with the geography of where I live?</p>
Art	<p>EYFS- To mix colours using paint.</p> <p>To create simple representations of people and objects</p> <p>To be able to use different tools for applying marks with paint, chalks and pencils.</p> <p>To know where resources are and be able to put them back carefully.</p> <p>To mould, shape and manipulate different malleable materials.</p> <p>To mix colours using different media.</p> <p><b>KS1</b></p> <p>Spirals</p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <p><u>Exploring watercolour</u>- weeks 1-3 (replacing weeks 4-6 of Spirals pathway)</p>	<p>Sketchbooks- drawing exercises</p>	<p>EYFS To talk about the art pieces, they have created.</p> <p>To learn about a famous artist.</p> <p>To add paint onto an item to make a print.</p> <p>To sequence objects to make a pattern.</p> <p>To explore matching colours using paints.</p> <p>To choose particular colours for a purpose.</p> <p><b>KS1</b></p> <p><u>Simple Printmaking</u></p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p>Sketchbooks- drawing exercises</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To draw more detailed pictures of people and objects</p> <p>To create large scale paintings using flicking and dripping techniques.</p> <p>To experiment with different textures.</p> <p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p><b>KS1</b></p> <p><u>Playful Making</u></p> <p>Exploring materials and intention through a playful approach</p>	<p>Sketchbooks- drawing exercises</p>

Design Technology		<p><b>EYFS</b> To construct with some purpose by using junk</p> <p>To know how to work safely and hygienically</p> <p>To select tools carefully according to their need.</p> <p><b>Food: Fruit and vegetables</b> <i>Learn how to identify fruits and vegetables. Then apply this knowledge to design to make a smoothie.</i></p> <p><b>Mechanisms: making a moving picture</b> <i>Make a moving Christmas card, using sliders etc- follow making a moving storybook plan</i></p>		<p><b>EYFS</b> To share creations and talk about the process</p> <p>To weave using large scale construction.</p> <p>To combine fabrics using glue.</p> <p><b>Mechanisms- Wheels and Axels</b> <i>Experiment with mechanisms and troubleshoot why some wheels don't rotate, before designing and building a moving vehicle.</i></p> <p><b>Textiles: Puppets</b> <i>Learn the different ways they can join fabrics together through the creation of a puppet.</i></p>		<p><b>EYFS</b> To combine different materials using different joining techniques to make a large scale project.</p> <p>To return to and build on previous learning refining their ideas.</p> <p>To work collaboratively, sharing ideas, resources and skills.</p> <p>To add objects to malleable materials to make more stable structures.</p> <p>To construct with a clear purpose in mind.</p> <p><b>KS1 Structures- Windmills</b> <i>Design and create their own structure and functioning windmill.</i></p>
P.E.	Multi Skills Throwing and Catching Real PE unit 1 year 1 (personal)	Invasion Games Real PE unit 2 year 1(social)	Attacking and defending (Football week) Real Gym unit 1 year 1(cognitive)	Multi skills bat and ball Real Dance unit year 1 (choose the creative cog)	Multi skills sending and receiving Real PE unit 5 year 1 (physical)	Multi skills running and jumping (Sports day) Real PE unit 6 year 1 (fitness)
Computing	<p><b>EYFS</b> To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p> <p>To learn about e- safety</p> <p><b>Programming</b> Bee-bots Option 1: Bee-Bots Option 2: Virtual Bee-bots (from year 1)</p> <p>Internet safety</p>	<p><b>EYFS-</b> to know how to operate simple equipment</p> <p>To draw pictures on IWB and begin to change colours</p> <p>To use the iPad to take pictures</p> <p><b>Creating media</b></p> <p>Digital imagery Option 1: Google Option 2: Microsoft Office 365 (From year 1)</p> <p>Internet safety</p>	<p><b>EYFS-</b> To access, understand and interact with a range of technology within the Year R environment</p> <p>To draw pictures on IWB, changing colour and pen size</p> <p><b>Data handling</b></p> <p>Introduction to Data</p> <p>Internet safety</p>	<p><b>EYFS-</b> To use the IWB, changing games and programmes</p> <p><b>Programming 2</b></p> <p>Programming ScratchJr</p> <p>Internet safety</p>	<p><b>EYFS-</b> To explore simple programmable toys</p> <p>To use the internet with adult supervision to find and retrieve information</p> <p><b>Creating media</b></p> <p>Stop Motion Option 1: Using tablet devices Option 2: Using cameras Option 3: Devices without cameras</p> <p>Internet safety</p>	<p><b>EYFS-</b> To begin to give reasons why we need to stay safe online</p> <p>To use the Bee- Bots and program them to go forwards and backwards</p> <p>To type their name using a laptop</p> <p><b>Data handling</b></p> <p>International Space Station</p> <p>Internet safety</p>
Music	<ul style="list-style-type: none"> <li>Year 1 Pulse and rhythm (Theme: All about me)</li> </ul>	<ul style="list-style-type: none"> <li>Year 1 Classical music, dynamics and tempo (Theme: Animals)</li> </ul>	<ul style="list-style-type: none"> <li>Year 1: Pitch and tempo (Theme: Superheroes)</li> </ul>	<ul style="list-style-type: none"> <li>Year 2: Musical me</li> </ul>	<ul style="list-style-type: none"> <li>Year 2: On this island: British songs and sounds</li> </ul>	<ul style="list-style-type: none"> <li>Year 2: Orchestral instruments (Theme: Traditional western stories)</li> </ul>

PSHE	S.C.A.R.F Me and My Relationships	S.C.A.R.F Valuing Differences	Kapow Family and relationships	Kapow <b>Families and relationships</b>	Kapow Health and well being	Kapow Health and wellbeing
R.E.	Festival Matters: Harvest (Y1)  KS1 Unit 6: What do Jewish people believe about Torah?  FS Unit 2: Special times – Christmas and Hannukah.  EYFS- To talk about how Hindus celebrate Diwali.  To talk about the Christmas Story and how it is celebrated.		FS Unit 3: Special places – Church building and synagogue.  KS1 Unit 4 What do Christians believe about forgiveness? (Link with Easter)  EYFS- To talk about Chinese New Year.  To know that Christians celebrate Easter.		FS Unit 5: Special stories – God/Creation.  KS1 Unit 3: What do Christians believe about love? (Agape)	
EYFS			To know about people who help us within the local community  To talk about the different jobs that adults can do and how they can help us.  To know that the emergency services exist and what they do.		To talk about the lives of the people around us.	