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| Topic | ‘This is Me’  (Autumn 1) | ‘Once upon a Time’  (Autumn 2 and Spring 1) | ‘Guardians of the Greenery’  (Spring 2 and Summer 1) | ‘Moving on Up!’  (Summer 2) |
| English | **Reading**  Develop reading comprehension skills with focus on sequencing, vocabulary and retrieval.  Develop pleasure in reading, motivation to read, vocabulary and understanding  Apply phonic knowledge and skills as the route to decode words  Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  Participate in discussion about what is read to them, taking turns and listening to what others say  Read common exception words  **Writing**  Leave spaces between words  Join words and clauses using ‘and’  Say out loud what they are going to write about  Orally compose a sentence before writing it  Begin to punctuate sentences using a capital letter and a full stop  Sit correctly at the table, holding a pencil correctly  Begin to form lower case letters in the correct direction, starting and finishing in the right place.  Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  Name the letters of the alphabet in order and use letter names | **Reading**  Develop reading comprehension skills with focus on inference, sequencing, predicting, vocabulary and retrieval.  Develop pleasure in reading, motivation to read, vocabulary and understanding  Predict what might happen on the basis of what has been read so far  Make inferences on the basis of what is being said and done  Understand what they read, in books they can read independently.  Apply phonic knowledge and skills as the route to decode words  respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  Read other words of more than one syllable that contain taught GPCs  Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  Read words with contractions  **Writing**  Leave spaces between words  Join words and clauses using ‘and’  Say out loud what they are going to write about  Orally compose a sentence before writing it  Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Sit correctly at the table, holding a pencil correctly  Begin to form lower case letters in the correct direction, starting and finishing in the right place.  Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  Name the letters of the alphabet in order and use letter names | **Reading**  Develop reading comprehension skills with focus on inference, sequencing, predicting, vocabulary and retrieval.  Develop pleasure in reading, motivation to read, vocabulary and understanding  Predict what might happen on the basis of what has been read so far  Make inferences on the basis of what is being said and done  Understand what they read, in books they can read independently.  Apply phonic knowledge and skills as the route to decode words  Learn to appreciate rhymes and poems, and to recite some by heart.  respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  Read other words of more than one syllable that contain taught GPCs  Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  Read words with contractions  **Writing**  Leave spaces between words  Join words and clauses using ‘and’  Use adjectives in their writing  Say out loud what they are going to write about  Orally compose a sentence before writing it  Sequence sentences to form short narratives  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Re-read what they have written to check it makes sense  Discuss what they have written with others  Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | **Reading**  Develop reading comprehension skills with focus on inference, sequencing, predicting, vocabulary and retrieval.  Develop pleasure in reading, motivation to read, vocabulary and understanding.  Understand what they read, in books they can read independently  Apply phonic knowledge and skills as the route to decode words  respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  Read other words of more than one syllable that contain taught GPCs  Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  Read words with contractions  **Writing**  Leave spaces between words  Join words and clauses using ‘and’  Use adjectives in their writing  Orally compose a sentence  Sequence sentences to form short narratives  Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Add prefixes (-un) and suffixes (-ing, -ed, -er, -est)  Use the spelling rule for adding –s or –es  Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  Re-read what they have written to check that it makes sense |
| Maths | Number and place value within 10  Addition and subtraction within 10 | Addition and subtraction within 10  Geometry: shape  Number and place value within 20  Addition & Subtraction within 20 (addition by counting on, number bonds within 20, subtraction not crossing 10, subtraction crossing 10, related facts, comparing calculations)  Place Value within 50 | Length and Height  Weight and Volume  Number: Multiplication and Division  Number: Fractions | Geometry: Position and Direction  Number: Place Value (within 100)  Measurement: Money  Measurement: Time |
| Science | Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.  Observations and scientific thinking.  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.  Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials.  Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of everyday materials on the basis of their simple physical properties. | Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.  Identify and name a variety of common animals including fish, reptiles, amphibians, birds and mammals.  Describe and compare the structure of a variety of common animals, including pets.  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common plants and trees. | Observe and describe weather associated with the seasons and how day length varies.  Observe changes across the four seasons.  Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials.  Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of everyday materials on the basis of their simple physical properties. |
| History | **Significant historical events, people and places in their own locality**  Changes in aspects of national life.  Chronologically order events relating to my own life ‘within living memory’. |  | Know where people and events fit within a chronological framework.  The lives of significant individuals in the past who have contributed to national and international achievements – Greta Thunberg.  Changes in aspects of national life.  Identify some similarities and differences between ways of life in different periods. | Significant historical events, people (suffolk artist) and places in their own locality.  Find answers to some simple questions about the past from simple sources of information.  The lives of significant individuals in the past who have contributed to national and international achievements. – Neil Armstrong, Amelia Earhart, Nellie Bly, Rosa Parks, Amy Johnson.  Events beyond living memory that are significant nationally or globally – Wright Brothers & Rosa Parks. |
| Geography | Use simple field work and observational skills to study the geography of my school, its grounds and the key human and physical features of its surrounding environment.  Use aerial photographs to recognise the local area.  Link their homes with other places in the community.  Use simple compass directions and locational and directional language | Use locational and directional language (e.g. near, far, left and right) to describe the location of features and routes).  Make simple maps and plans e.g. pictorial place in a story  Devise a simple map; and use and construct basic symbols in a key.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | Identify seasonal and daily weather patterns in the United Kingdom  Name, locate and identify characteristics of the 4 countries and capital cities of the UK.  Use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation season and weather.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  Use locational and directional language to describe the location of features.  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. | Use aerial photographs to recognise the local area.  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.  Use simple fieldwork and observational skills to study the geography of my school, its grounds and the key human and physical features of its surrounding environment. |
| Computing | Refer to separate computing scheme | Refer to separate computing scheme | Refer to separate computing scheme | Refer to separate computing scheme |
| PE | Fundamental skills see separate plan 1 2 3 4 5 6 7 8 9 10 11 12  Master basic movements including, running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.  Participate in team games developing simple tactics for attacking and defending.  Perform dances using simple movement patterns. | Fundamental skills see separate plan 1 2 3 4 5 6 7 8 9 10 11 12  Master basic movements including, running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.  Participate in team games developing simple tactics for attacking and defending. | Fundamental skills see separate plan 1 2 3 4 5 6 7 8 9 10 11 12  Master basic movements including, running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.  Participate in team games developing simple tactics for attacking and defending. | Fundamental skills see separate plan 1 2 3 4 5 6 7 8 9 10 11 12  Master basic movements including, running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.  Participate in team games developing simple tactics for attacking and defending. |
| RE | **Myself**  Getting to know each other  Appreciating that we have specific preferences  Knowing about our own Identity – How we are part of families  How families celebrate – Sharing how we do things in our families  Sharing emotions and opinions  Expressing ourselves in different ways | **Celebrations**  Talking about birthday celebrations  Finding out about harvest festivals in different faiths  Discovering the history behind the event  Understanding the significance of this celebration to Sikhs  Understanding the significance of this celebration to Jews  Discovering what Christmas means to Christians  **Stories**  Understanding beliefs through stories:   * Christian * Islamic * Buddhist * Sikh * Secular | **Special People**  Identifying the roles special people play in our lives  Knowing something of the Queen’s role in our society  Looking at the example sporting heroes give us  Looking at the life of Jesus and his teachings, healings, death and resurrection  **Belonging**  Appreciating what it means to belong to a family  Exploring the responsibility of being part of a school  Thinking about being part of the bigger picture  Identifying the groups, we and others belong to and why  Considering the even bigger picture and our responsibilities to this group  Looking at the big picture and widening our boundaries | **Beliefs**  From what we know already, what do we believe, where do we stand?  Learning more about Christianity, Islam, Hinduism and Sikhism  What are we sure about, what do we believe? |
| PSHE | Refer to PSHE Jigsaw scheme | Refer to PSHE Jigsaw scheme | Refer to PSHE Jigsaw scheme | Refer to PSHE Jigsaw scheme |
| Art | Use a range of materials  Use drawing, painting and sculpture to develop and share ideas and experiences and imagination  Develop a wide range of art and design techniques in using colour, pattern and shape. | Use sculpture to develop and share my ideas and imagination  Use a range of materials creatively to design and make products.  Learn about the work of famous artists and make links to their own work. | Use a range of materials creatively to develop a range of art techniques – texture, line and shape. (Blending)  Learn about the work of famous artists and make links to their own work. | Use a range of materials creatively to develop a range of art techniques.  Use a range of materials creatively to design and make products.  Use drawing and painting to develop and share their ideas.  Learn about the work of famous artists and make links to their own work. |
| DT | Select from and use a wide range of materials.  Use a range of equipment to perform practical tasks, e.g. cutting, shaping and joining. | Design purposeful, functional and appealing products.  Evaluate my ideas and products against design criteria.  Explore and evaluate a range of existing products.  Select from and use a range of equipment to perform practical tasks. | Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate information and communication technology.  Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. | Design purposeful, functional and appealing products.  Select from and use a range of equipment and materials to perform practical tasks.  Evaluate their ideas and products against design criteria.  Explore and use mechanisms. |
| Music | Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play un-tuned instruments musically.  Listen with concentration and understanding to a range of high quality live and recorded music.  Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned instruments musically.  Listen with concentration and understanding to a range of high quality live and recorded music.  Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned instruments musically.  Listen with concentration and understanding to a range of high quality live and recorded music.  Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned instruments musically.  Listen with concentration and understanding to a range of high quality live and recorded music.  Experiment with, create, select and combine sounds using the inter-related dimensions of music. |