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|  | Autumn A | Autumn B | Spring A | | Spring B | Summer A | | Summer B |
| Topic title | Superhero me! | Bourne to Celebrate/  We are Colsterworthy! | A Royally Good Time | | Chick this out! | Commotion in the Ocean | | Poles Apart |
| Communication and Language:  Focus Objectives | Learns new vocabulary.  Understands how to listen carefully and why listening is so important.  Joins in with repeated refrains in story times.  Is able to describe some events in detail. | | Uses new vocabulary throughout the day.  Listens carefully to rhymes and songs, paying attention to how they sound.  Learns rhymes, poems and songs.  Engages in non-fiction books. | | | Holds conversation when in back-and-forth exchanges with his/her teacher and peers. (ELG)  Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG)  Makes comments about what he/she has heard and asks questions to clarify his/her understanding. (ELG) | | |
| Is developing social phrases. | Can connect one idea or action to another using a range of connectives. | Uses talk to help work to problems and organise thinking and activities, explaining how things work and why things might happen.  Ask questions to find out more and to check he/she understands what has been said to him/her. | | Is able to articulate his/her ideas and thoughts into well-formed sentences. | Can express his/her ideas and feelings about his/her experiences using full sentences, including use of past, present and future tenses, and making use of conjunctions, with modelling and support from his/her teacher. (ELG)  Participates in small group, class and one-to-one discussions, offering his/her own ideas, using recently introduced vocabulary. (ELG) | | Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate. (ELG)  Children show some awareness of the listener by making changes to language and non-verbal features. (2012) |
|  | * Uses new vocabulary in different contexts. * Ask questions to find out more and to check he/she understands what has been said to him/her. * Can retell the story, once he/she has developed a deep familiary with the text; some, as exact repetition and some in his/her own words. * Listens to and talks about stories to build familiarity and understanding. | | | | | | | |
| Communication and Language:  Key Learning | I can say hello to a friend.  I can listen on the carpet for 3 minutes.  I can follow a one-step instruction (e.g Get your coat).  I can talk about what I like and don’t like.  I can talk about what I am good at.  I can join in with a familiar story (e.g. Supertato) | I can ask a friend to play with me.  I can listen on the carpet for 6 minutes.  I can follow a two-step instruction (e.g Get your coat, then your bag).  I can use ‘and’ and ‘because’ to join ideas.  I can join in with a familiar story (e.g. Little Red Hen)  I can talk about my home and my family. | I can use new topic vocabulary (e.g. royal, palace, monarch)  I can recite two Nursery rhymes.  I know that a non-fiction book has information.  I can ask a question starting with ‘why’ or ‘how’. | | I can use new topic vocabulary (e.g. tractor, incubator, life cycle).  I can recite four Nursery rhymes.  I can look at a non-fiction book to find information.  I can ask a question starting with ‘why’, ‘how’ or ‘when’. | I can say what I think about what my teacher has said.  I can ask a question about what my teacher has said.  I can talk in full sentences.  I can talk with a group. | | I can say what I think about what my friend has said.  I can ask a question about what my friend has said.  I can say why something happened.  I can talk appropriately to my teachers and my friends. |
|  | Autumn A | Autumn B | Spring A | | Spring B | Summer A | | Summer B |
| Topic title | Superhero me! | Bourne to Celebrate/  We are Colsterworthy! | A Royally Good Time | | Chick this out! | Commotion in the Ocean | | Poles Apart |
| Summary | Me and how I am special.  Naming emotions. Looking after myself. Beginnings of friendship. | Developing friendships. My emotions- how I am feeling. Keeping myself safe. | Resilience- having a go at something new.  Recognizing and celebrating differences. | | Perseverance when facing challenge.  Using strategies to regulate behaviour. | Rules- what and why. Standing up for ourselves and others. | | Reflecting on and improving work. Negotiation and compromise with friends.  Self-regulating with peers. |
| Personal, Social and Emotional Development:  (PHSE)  Focus Objectives | Mange their own needs.  Identify and moderate their own feelings socially and emotionally.  Express their feelings and consider the feelings of others.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet (ELG) | | | | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (ELG) | Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (ELG)  Explain the reasons for rules; know right from wrong and try to behave accordingly (ELG)  They understand what bullying is and that this is unacceptable behaviour (2012) | | Gives focus attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions following several ideas or actions. (ELG)  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG)  They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them (2012). |
| See themselves as a valuable individual.  Build constructive and respectful relationships.  Think about the perspectives of others.  Knows and can talk about the different factors that support his/her overall health and wellbeing (GM): regular physical activity; healthy eating toothbrushing; having a good sleep routine’ being a safe pedestrian | | Show resilience and perseverance in the face of challenge.  Understands the importance of healthy food choices (ELG). | | |
| Children play group games with rules (2012)  They know when and how to stand up for themselves appropriately (2012)  They can listen to each other’s suggestions and plan how to achieve an outcome without adult help (2012). | | |
| Personal, Social and Emotional Development:  Schemes | Jigsaw- Being Me and My World | Jigsaw- Celebrating Difference | Jigsaw- Dreams and Goals | | Jigsaw- Healthy Me | Jigsaw- Relationships | | Jigsaw- Changing Me |
| Personal, Social and Emotional Development:  Key Learning | I have qualities that make me unique and special. (I am special because…)  I can name 3 emotions (e.g. happy, sad, angry).  I should brush my teeth twice daily.  I can ask to go to the toilet.  I can share a toy with a friend. | I can say how I am similar and different to my friends.  I can say how my friends are special.  I can say how I’m feeling (e.g. happy, sad, angry)  I can say how a friend is feeling (e.g. happy, sad, angry).  I know how to cross the road safely. | I can try a new activity.  I can have a go at a challenge.  I know that we are all special and different. | | I can persevere with a challenge until it is complete.  I can check how my friend is feeling when we play.  I can use kind hands, kind feet and kind words.  I can use High Five breathing to help me calm down.  I can list some healthy foods (e.g. fruit, vegetables, balanced diet) | I can list some school rules.  I can say what to do if someone is being unkind.  I can help my friends if they are sad.  I can use self-regulation to help me wait for what I want. | | I can try something new and use perseverance and resilience to keep on trying.  I can say what I would do next time to make my work better.  I can follow my friend’s rules in games.  I can say ‘stop’ when someone is doing something I don’t like. |
|  | Autumn A | Autumn B | Spring A | | Spring B | Summer A | | Summer B |
| Topic title | Superhero me! | Bourne to Celebrate/  We are Colsterworthy! | A Royally Good Time | | Chick this out! | Commotion in the Ocean | | Poles Apart |
| Physical Development  (PE):  Focus Objectives | Is further developing the skills he/she needs to manage the school day successfully;   * Lining up and queuing * Meal times * Personal hygiene | Is revising and refining the fundamental skills he/she has already acquired:   * Rolling * Crawling * Walking * Jumping * Running * Hopping * Skipping * Climbing | Is developing overall body strength, coordination, balance and agility.  Is progressing towards a more fluent style of moving, with developing control and grace.  Is able to negotiate space and obstacles safely, with consideration for himself/herself and others. (ELG) | | Is further developing and refining a range of ball skills including throwing, catching, kicking, passing, batting and aiming. | Is developing confidence, competence, precision and accurate when engaging in activities that involve a ball.  Is beginning to show accuracy and care when drawing (ELG).    Uses a range of small tools, including scissors, paintbrushes and cutlery. (ELG) | | Demonstrates strength, balance and coordination when playing. (ELG)  Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG)  Holds a pencil effectively in preparation for fluid writing- using the tripod grip in almost all cases (ELG). |
| Is developing the foundations of a handwriting style that is fast, accurate and efficient.  Is developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips (N). | | | | |
| Is starting to eat independently and learning how to use a knife and fork (N). | | They hold paper in position and use their preferred hand for writing. They are beginning to be able to write on lines and control letter size. (2012) | | | | | |
| Physical Development:  Schemes | GetSet4PE  Introduction to PE- Unit 2 | GetSet4PE  Fundamentals- Unit 1 | GetSet4PE  Gymnastics- Unit 1 | | GetSet4PE  Ball Skills- Unit 1 | GetSet4PE  Games- Unit 1 | | GetSet4PE  Games- Unit 2 |
| Physical Development:  Key Learning | I can line up smartly.  I can ask to go to the toilet.  I can wash my hands.  I can use a fork to pick up my food.  I can draw circles and lines. | I can put on my coat.  I can write recognizable letters.  I can move in different ways.  I can get myself dressed for PE. | I can cut with scissors.  I can zip up my coat.  I can move confidently in different ways.  I can move around obstacles and people.  I can hold my pencil using ‘nip, flip, grip’. | | I can hold my pencil correctly.  I can throw, catch and kick a ball.  I can form all letters correctly. | I can control a ball in lots of different ways.  I can do up buttons on my clothes.  I can draw careful pictures.  I can use a knife and fork to eat my lunch. | | I can write all letters correctly and sit them on the line.  I can play team games with rules. |
|  | Autumn A | Autumn B | Spring A | | Spring B | Summer A | | Summer B |
| Topic title | Superhero me! | Bourne to Celebrate/  We are Colsterworthy! | A Royally Good Time | | Chick this out! | Commotion in the Ocean | | Poles Apart |
| Key Texts: | Supertato  Superworm | The Little Red Hen  Percy the Park Keeper  Little Owl and the Star | This is London  If I were King  Nursery rhymes | | Rosie’s Walk  The Scarecrow’s Wedding  Non-fiction texts | Commotion in the Ocean  The Pirates Next Door  The Rainbow Fish | | Dear Zoo  Lost and Found  Elmer |
| Literacy:  Focus Objectives | Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment.  Can read some letter groups that each represent one sound and say the sounds for them.  Can read a few common exception words that are matched to the school’s phonics programme. | | | | Anticipations, where appropriate, key events in stories (ELG)  Demonstrates an understanding of what has been read to him/her by retelling stories and narratives and using his/her own words and recently introduced vocabulary (ELG)  Uses and understands recently introduced vocabulary during discussions about sotries, non-fiction rhymes and poems and during roleplay. (ELG) | | | |
| Reads individual letters by saying the sounds for them.  Is able to blend sounds into words, so that he/she can read short words made up of letter-sound correspondences.  Is able to spell words by identifying the sounds and then writing the sound with letter/s. | | | Is able to read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.  Can form lower-case and capital letters correctly,  Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Can write a few common exception words that are matched to the school’s phonics programme (2012) | | | Reads aloud simple sentences and books that are consistent with his/her phonics knowledge, including some common exception words (ELG)  Can read words consistent with his/her phonic knowledge by sound blending (ELG)  Write simple phrases and sentences that can be read by others (ELG)  Writes recognizable letters, most of which are correctly formed. (ELG)  They use key features of narrative in their own writing (2012) | |
| Writes some letters accurately (N)  Writes some or all of his/her name (N)  Can form lower case letters correctly. | Re-reads what he/she has written to check it makes sense. | |
| Literacy:  Schemes | Read Write Inc.  Expectations: Set 1C | Read Write Inc.  Expectations: Ditty | | Read Write Inc.  Expectations: Red | Read Write Inc.  Expectations: Green | | Read Write Inc.  Expectations: Purple | Read Write Inc.  Expectations: Pink |
| Literacy:  Key Learning | I can recognize and read letter sounds.  I can ‘Fred talk’ and blend words.  I can write some letters.  I can write my name. | I can recognise and read some ‘special friends’  I can use ‘Fred fingers’ to write some words  I can read my words to check them.  I can hold a sentence.  I can write my name, forming the letters correctly. | | I can write a simple sentence.  I can use some finger spaces.  I can read and write some ‘red words’  I can talk about what I have read | I can think of my own sentences to write.  I can use finger spaces consistently.  I can retell a story. | | I can use adjectives in my writing.  I can use full stops at the end of every sentence.  I can predict what will happen next in a story. | I can use connections in my writing,  I can use capital letters and full stops in every sentence.  I can talk about whether I liked a story and why. |
|  | Autumn A | Autumn B | | Spring A | Spring B | | Summer A | Summer B |
| Topic title | Superhero me! | Bourne to Celebrate/  We are Colsterworthy! | | A Royally Good Time | Chick this out! | | Commotion in the Ocean | Poles Apart |
| Mathematics:  Focus Objectives | Is able to link the number symbol with its cardinal number value.  Is able to subitise (to 3)  Can count beyond 10.  Is able to continue, copy and create repeating patterns. | Is able to compare numbers.  Understands the one more one less relationship between consecutive numbers.  Can select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Is able to subitise up to 5 (ELG) | | Is able to explore the composition of numbers to 10 (including addition, subtraction, doubling and halving) | | | Automatically recalls, without aid, number bonds up to 5 (including subtraction facts). (ELG)  Can compare quantities up to 10 in different contexts, recognizing when one quantity is great than, less than or the same as the other quantity (ELG).  Verbally counts beyond 20, recognizing the pattern of the counting system (ELG). | Automatically recalls some number bonds up to 10, including doubles facts. (ELG)  Has a deep understanding of number to 10, including the composition of each number.  Is able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (ELG) |
| Investigates composing and decomposing shapes and recognizes a shape can have other shapes within it, just as numbers can. | Can compare length, weight and capacity. | |
| Mathematics:  Schemes | * White Rose Maths- * Match, sort and compare * Talk about measure and patterns * It’s me: 1, 2, 3 | * White Rose Maths- * Circles and triangles * 1, 2, 3, 4, 5 * Shapes with 4 sides | | * White Rose Maths- * Alive in 5 * Mass and capacity * Growing 6, 7, 8 * Length, height and time | * White Rose Maths- * Length, height and time * Building 9 and 10 * Exploring 3-D shapes | | * White Rose Maths- * To 20 and beyond * How many now? * Manipulate, compose and decompose * Sharing and grouping | * White Rose Maths- * Sharing and grouping * Visualise, build and map * Make connections |
| Mathematics:  Key Learning | I can count out loud beyond 10.  I can count out 3 objects carefully.  I can recognize the numerals 1, 2, 3  I can subitise 1, 2 and 3.  I can copy and continue a pattern. | I can say which number is greater or smaller.  I can find one more and one less than a number.  I can subitise 1, 2, 3, 4 and 5. | | I can add using objects.  I can subtract using objects.  I can write numerals to 10.  I can count up to 10 objects accurately. | I can double and halve using objects.  I can add and subtract using pictures or my fingers.  I can record written number sentences about addition and subtraction. | | I can remember number bonds to 5.  I can say which quantity is greater or smaller.  I can count beyond 20. | I can recognize some odd and even numbers.  I can remember doubles facts to 10.  I can remember some number bonds to 10. |

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| Topic title | Superhero me! | Bourne to Celebrate/  We are Colsterworthy! | A Royally Good Time | Chick this out! | Commotion in the Ocean | Poles Apart |
| Summary | 5 senses- sight, smell, taste, touch, sound | Weather | Changes- melting and freezing  Weather and Seasons | Changes- growth and decay | Floating and sinking  Scientific principles of testing | Climate change- plastic pollution, recycling |
| Understanding the World (Science):  Focus Objectives | Explores the natural world around them. | | | | | |
| Describes what he/she can see, hear and feel while outside. | Understands the effect of changing seasons on the natural world around him/her. | Explores the natural world around him/her, making observations and drawing pictures of plants and animals (ELG)  Understands some important processes and changes in the natural world around him/her, including the seasons and changing stages of matter (ELG) | | They are familiar with basic scientific concepts such as floating, sinking, experimentation. (2012) | Children know that the environment and living things are influenced by human activity. (2012)  They can describe some actions which people in their own community do that help to maintain the area they live in. (2012) |
| Understanding the World:  Key Learning | I can describe what something looks like.  I can describe what something feels like.  I can describe what something sounds like.  I can describe what something tastes like (cereal tasting). | I can talk about the changes I notice outside.  I can describe the weather.  I can name diurnal and nocturnal animals. | I can talk about melting and freezing and why they happen.  I can name the 4 seasons.  I can say which weather matches which season. | I can talk about the chicks and lambs and what I have noticed.  I can draw plants and animals I can see around me.  I can talk about how the chicks have changed and why. | I can predict which items might float and sink.  I can remember some scientific terms- experiment, predict, test. | I can say 2 ways to look after the planet.  I can say 1 consequence of climate change. |

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| Topic title | Superhero me! | Bourne to Celebrate/  We are Colsterworthy! | A Royally Good Time | Chick this out! | Commotion in the Ocean | Poles Apart |
| Summary | Immediate family- past and present  How we have changed since babies | Christmas in the past- how has it changed? | Past and present monarchs and palaces | Farming- past and present | Pirates- life in the past | Arctic regions and explorers, jungle environments, desert environments |
| Understanding the World (History):  Focus Objectives | Comments on images of familiar situations in the past.  Is able to compare and contrast characters from stories, including figures from the past. | | | Talks about the lives of the people around him/her and their roles in society (ELG) | Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)  Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling (ELG) | |
| Understanding the World:  Key Learning | I can talk about myself in a picture from the past (baby).  I can talk about who is in my family. | I can talk about pictures of my family celebration. | I can talk about our current monarch.  I can talk about a British monarch from the past (Queen Elizabeth II) | I can talk about jobs on the farm.  I can compare farming machinery from the past and present. | I can compare a 1600s pirate ship to a modern cruise ship.  I can talk about how and why pirates lived differently. | I can talk about how and why transport has changed through time.  I can compare a journey to Australia in 1900 to a journey today (transport). |
| Understanding the World (History):  Books | Peepo by Janet and Allan Ahlberg  Once There Were Giants by Martin Waddell | The Birthday Party, by Helen Oxenbury  Daddy Christmas and Hanukkah Mama, by Selina Alko  The Best Eid Eber, by Asma Mobin-Uddin | Little People, Big Dreams: Queen Elizabeth II | Little Red Hen  Farmer Duck by Martin Waddell | Pirate stories | Wheels: The Big Fun Book of Vehicles by Tom Schamp  Lost and Found by Oliver Jeffers  Coming to England by Floella Benjamin |

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| Topic title | Superhero me! | Bourne to Celebrate/  We are Colsterworthy! | A Royally Good Time | Chick this out! | Commotion in the Ocean | Poles Apart |
| Summary | Immediate environment- home and school | Local area- Bourne/Colsterworth  (inc. maps) | London- maps, landmarks and location within England/UK. | Maps of familiar areas- farms | Ocean habitats  Tropical islands- comparison to England | Around the world- polar regions, tropical climates. Comparing life in Bourne/Colsterworth to locations around the Earth |
| Understanding the World (Geography):  Focus Objectives | Explores the natural world around them. | Is able to draw information from a simple map. | Is able to draw information from a simple map.  Recognises some similarities and differences between life in this country and life in other countries. | Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) | Is able to explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps (ELG).  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG) | |
| Understanding the World:  Key Learning | I can draw a picture of my house.  I can describe where I live.  I can talk about how I get to school. | I can draw a map of important places to me in my local area.  I can talk about important places to me in my local area.  I know that I live in Bourne/Colsterworth, in England. | I can compare my house to Buckingham Palace.  I can draw a map of London with some key landmarks.  I can compare a British tea party celebration to a Chinese New Year celebration. | I can draw a map of a farm.  I can talk about what I saw on the farm.  I can compare arable and livestock farms. | I can talk about ocean habitats and which animals live there.  I can describe physical features of landscapes e.g. volcano, lagoon, cave. | I can talk about life in Inuit Nunangat (Canada- Arctic Circle).  I can talk about life in the Amazon rainforest.  I can compare my day at school to a child in Nyansakia (Kenya) |
| Understanding the World (Geography):  Field Work | Autumn walk around school. | Walk to Church including sequencing walk. | Winter walk around school. | Trip to farm. | Spring walk around school. | Traffic survey outside school (Maths link- tallying/conceptual subitising) |

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|  | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Topic title | Superhero me! | Bourne to Celebrate/  We are Colsterworthy! | A Royally Good Time | Chick this out! | Commotion in the Ocean | Poles Apart |
| Summary | Why we are special, who is in my family/community | Celebrations- Diwali, Hanukkah, Christmas, Harvest  Special people in different religions | Celebrations- Holi, Chinese New Year  Special books in major religions | Celebrations- Easter  Christian beliefs about Easter | Celebrations- Eid  Christian beliefs about Creation | Looking after our world- different religion’s beliefs |
| Understanding the World (RE):  Focus Objectives | Talks about members of his/her immediate family and community.  Names and describes people who are familiar to him/her. | Recognises that people have different beliefs and celebrate special times in different ways. | Understands that some places are special to members of his/her community. | Recognises that people have different beliefs and celebrate special times in different ways. | Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG) | |
| Understanding the World:  Schemes | LAS- Myself | LAS- Special people to me | LAS- Our special books | UC- Salvation | UC- Creation | LAS- Our beautiful world |
| Understanding the World:  Key Learning | I can talk about who is in my family.  I can talk about adults in my school community. | I can talk about some celebrations that are important to me.  I can talk about celebrations important to others (Diwali, Hannukah)  I can name special people to Christians, Muslims and Hindus. | I can talk about special bools and where you might find them (Church, Mosque, Gurdwara). | I can talk about how Christians celebrate Easter.  I can talk about why a cross is an important symbol for Christians. | I can talk about what Christians believe about God. | I can compare special places, books and celebrations for Christians, Muslims and Hindus.    I can talk about what Christians and Muslims believe about our world. |

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| Topic title | Superhero me! | Bourne to Celebrate/  We are Colsterworthy! | A Royally Good Time | Chick this out! | Commotion in the Ocean | Poles Apart |
| Summary | Collaborative artwork- linked to PSED | Exploring new media (clay, paint, pastels, collage) | Exploring new techniques (brush strokes, shading, printing etc) | Revisiting and improving artwork (Austin’s Butterfly) | Making choices about artwork (media and techniques) | Comparing and evaluating artwork |
| Expressive Arts and Design (Art)  Focus Objectives | Creates collaboratively, sharing ideas, resources and skills. | Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings. | Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them. | | Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)  Shares his/her creations, explaining the process he/she has used (ELG)  They can talk about features of their own and others’ work, recognizing the differences between them and the strengths of others (2012). | |
| Expressive Arts and Design:  Key Learning | I can work with a friend to make art.  I can create artwork inspired by Van Gogh: Self Portrait  I can print a shape pattern. | I can use different materials to make art.  I can create artwork inspired by Van Gogh: Starry Night  I can name primary colours.  I can mix primary colours and name secondary colours. | I can use different techniques to make art.  I can create artwork inspired by royal portraiture (e.g. Queen Elizabeth I ('The Ditchley portrait') by Marcus Gheeraerts the Younger)  I can create artwork inspired by Stephen Wiltshire (London skylines). | I can try again to make my artwork better.  I can create collage inspired by Van Gogh: Sunflowers  I can create observational drawings of plants. | I can think about what materials I need for my artwork and why.  I can say what techniques I have chosen and why.  I can create artwork inspired by Hokusai: The Great Wave off Kanagawa | I can compare my work to someone else’s and say what I like.  I can say how I would make my work better next time.  I can create artwork inspired by Van Gogh: Self Portrait  I can mix colours to create a desired effect (Elmer). |
| Expressive Arts and Design:  Focus Skills | **Printmaking**- printing onto shape capes  Left to right orientation for printing patterns  Understand that to print an image: the block/object must be dipped and applied  print with a range of colours and shapes to create images and patterns  **Drawing**- self portraits  Work of varying scales  Work alone and as part of a group (UTW link- maps) | **Painting**- Starry Night  Use tools to make marks  Introduce process for paintings, including cleaning brushes  **Painting**- colour mixing  Name primary colours  Mix using primary colours | **Drawing**- self portraits  Effective grip with range of tools  Understand different bits of media can be combined  **Drawing**- London buildings  Effective grip with range of tools  Work of varying scales  Work alone and as art of a group | **Collage**- sunflowers  How to use scissors, grip for holding and biting action  Select resources- shape, colour, texture  Exploring tearing/ripping/folding  **Drawing**- observational daffodils  Talk about work in terms of above intentions. | **3D form-**  Join and assemble 3d materials to choose most applicable fixing method  Use of glue and scissors  Select resources according to shape/texure  Explore 3D objects  Build height, width, enclosures with 3d shapes.  **Collage**- Great Wave  How to use scissors, grip for holding and biting action  Select resources- shape, colour, texture  Exploring tearing/ripping/folding | **Drawing**- self portraits  Effective grip and use of range of tools  Talk about work in terms of above intentions.  Choose a colour for a purpose  **Painting**- Elmer  Mix using primary colours  Paint directly (no outline)  Use different tools to make marks |

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|  | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Topic title | Superhero me! | Real Superheroes/  Let’s Celebrate | Royals | Chick this out! | Commotion in the Ocean | Poles Apart |
| Expressive Arts and Design (Music and Drama)  Focus Objectives | Listens attentively, moves to and talks about music, expressing his/her feelings and responses.  Explore the sounds of different musical instruments (2012) | Watches and talks about dance and performance art, expressing his/her feelings and responses.  Sings in a group or on his/her own, increasingly matching the pitch and following the melody. | Makes use of props and materials when role playing characters and naarratives in stories (ELG)  Is able to develop storylines in his/her pretend play.  Explores and engages in music making and dance, performing solo or in groups. | | Performs songs, rhymes, poems and stories with others, and -when appropriate- tries to move in time with music (ELG) | |
| Invents, adapts and recounts narratives and stories with peers and his/her teachers (ELG) | Sings a range of well-known nursery rhymes and songs (ELG) |
| Expressive Arts and Design:  Schemes | Music Express | Music Express | Music Express | Music Express | Music Express | Music Express |
| Expressive Arts and Design:  Key Learning | I can say what I think about music I have heard.  I can make sounds with different instruments.  I can say which instrument I like best and why. | I can watch dance and say what I think about it.  I can sing songs with my class and by myself. | I can act out a familiar story with my friends.  I can use instruments to play a rhythm.  I can make music with my friends. | I can act out a familiar story with a beginning, middle and end.  I can dance with my friends. | I can act out my own story with my friends. | I can perform my own songs and dances.  I can say how I would make my performance better next time.  I can sing 5 nursery rhymes. |

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|  | Autumn A | Autumn B | Spring A | Spring B | Summer A | Summer B |
| Topic title | Superhero me! | Bourne to Celebrate/  We are Colsterworthy! | A Royally Good Time | Chick this out! | Commotion in the Ocean | Poles Apart |
| Computing:  Online Safety  (National Online Safety scheme)  and key learning statements  To connect safely | Sept – *Self image and identity*   I can name 3 emotions (uncomfortable, embarrassed and upset)   I can say what online means.   I can say please stop.      October – Health, well-being and lifestyle   I can talk about our e-safety charter   I know how to stay safe when using technology | November – *Online bullying*   I can describe ways that some people can be unkind online. | January – *Online relationships*   I can talk about ways to communicate.   Book: Webster’ email | March – *Online reputation*   I can name two devices that can connect to the internet. | April/May - *Managing online information*  I can talk about how to find information online. | June – *Privacy and security*   I can name two pieces of personal information (name, address, birthday, age, location)   I can say who I can trust with my personal information.  July – *Copyright and ownership*   I know that work I create belongs to me.   I can name my work so others know it belongs to me. |
| Computing:  (Barefoot scheme)    To create and communicate    To code | Busy Bodies  Activity: Look how we grow  UTW (His) I can talk about myself in a picture from the past (baby).  **Computational thinking: pattern, algorithms**  Curric links: UTW  Awesome Autumn  Activity: Leaf Labyrinth  **Computational thinking: logic, algorithms, decomposition, creating**  Curric Links: PSED, PD, UTW | ~~- People who help us (Barefoot) – Lit, Maths, PSED: Computational thinking skills ( Algorithms, collaboration, persevering, creating, pattern, logical reasoning, tinkering, abstraction~~   Awesome Autumn  Activity: Pumpkin soup  **Computational thinking: algorithms, decomposition, collaborating** Curric Links: Lit, PSED, PD, UTW | Computing  **I know the different parts of a computer.** (Keyboard, screen, mouse and screen) | UTW (seasons) – Springtime  Seed sequencing – Computational thinking skills **collaborating, algorithms, decomposition**  **Curric links: PSED, UTW** | Boats Ahoy! Activity: What is a boat? Computational thinking skills: Logic, pattern, abstraction  Curric links: C&L, UTW    Boats Ahoy  Activity: Onboard Roleplay  Immersive pirate experience with Steve  Computational thinking: Decomposition, creating, abstraction, collaborating  Curric links: EAD, PSED   Boats Ahoy!  Activity: Build a boat  Computational thinking: Algorithms, decomposition, creating  Curric links: C&L, EAD  Boats Ahoy!  Activity: Is this a good boat?  Computational thinking: Tinkering, logic, pattern  Curric links: UTW | Computing Unplugged: - Technology around us – in their home and school  Activity Technology hunt  **I can name 2 pieces of technology at home and school.** |

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| Festivals and Celebrations | * Rosh Hashanah * Harvest Festival * Eid ul Adha * All Saints Day * Hallowe’en | * Guy Fawkes * Remembrance Sunday * Diwali * St Andrew’s Day * Advent + Christmas * Thanksgiving * Hanukah | * Chinese New Year * St Valentine’s Day * Shrove Tuesday | * St David’s Day * Holi * Mothering Sunday * St Patrick’s Day * Easter * Baisakhi | * St George’s Day * May Day * Ramadan | * Father’s Day * Eid ul Fitr * Summer Solstice |
| Visits |  |  |  | Farm trip | . |  |
| Visitors |  | * Lollipop Man- Road Safety * Mr Patemen- Building hedgehog houses * SciFest | * Mrs Wong- Chinese New Year | Tractor visit | * Partake Theatre | * Member of the school community who is a French speaker * Performance poetry/theatre |
| Special events | * Curriculum Evening * Parent meetings * Superhero Training Camp! | * Children in Need * Remembrance Day * Black history week * Nativity | * Royal Dress Up Day * Royal Tea Party | * World Book Day * Easter Eggstravangza * Chick Hatching * Sport Relief | * Sports Day * Pirate day | * Y1 Transition * Nyansakia Day * Healthy Week |