
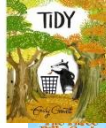












English	Autumn		Spring		Summer	
	Why do squirrels hide their nuts? (7 weeks)	The Enchanted Woodland (7 weeks)	Towers, Turrets and Tunnels (7 weeks)	Bright Lights, Big City (5 weeks)	Rio de Vida (6 weeks)	Paws, Claws and Whiskers (7 weeks)
	<p>The Leaf Thief by Alice Hemming (4 weeks)</p> 	<p>Tidy by Emily Gravett (4 weeks)</p>  <p>Three Billy Goats Gruff (3 weeks)</p> 	<p>Where is the dragon? By Leo Timmers (3 weeks)</p>  <p>Rapunzel by Bethan Woollvin (4 weeks)</p> 	<p>Katie in London (3 weeks)</p>  <p>Paddington at the Palace by Michael Bond (3 weeks)</p> 	<p>Grandad's Island (6 weeks)</p> 	<p>The Lion Inside (4 weeks)</p>  <p>Selection of non-fiction books on big cats (3 weeks)</p> 
<p><u>The Leaf Thief –</u> Simple re-count of the story.</p> <p><u>Superworm -</u> Report about a time when Superworm came to the rescue.</p>	<p><u>Tidy –</u> A poem all about leaves.</p> <p><u>Three Billy Goats Gruff –</u> Character descriptions</p>	<p><u>Where is the dragon? -</u> Free verse poem about the soldier's feelings walking through the forest hunting for a dragon.</p> <p><u>Rapunzel -</u> First person re-count on what life is like for Rapunzel in the tower.</p>	<p><u>Paddington at the Palace –</u> Newspaper report talking about Paddington's journey and experience at Whitehall.</p> <p><u>Katie in London –</u> Letter to a friend explaining what London landmark she liked the most.</p>	<p><u>Grandad's Island -</u> Writing a set of instructions on how to build a treehouse in the jungle.</p>	<p><u>The Lion Inside –</u> Writing a rhyming poem describing the lion in the story.</p> <p><u>Non-fiction –</u> Fact files on a big cat</p>	
<p><u>Poetry: Visual</u> Exploring shape poems.</p>		<p><u>Poetry: Free Verse</u> Understanding there is no structure to free verse poetry.</p>		<p><u>Poetry: Structured Verse</u> Looking at patterns and rhyming couplets.</p>		



Common exception words taught throughout	<p><b>SPaG:</b> Leaving spaces between words Using capital letters and full stops Capital letter for names and 'I' Combining words to make sentences</p>	<p><b>SPaG:</b> Leaving spaces between words Using capital letters, full stops and exclamation marks. Capital letter for names and 'I' Combining words to make sentences Adding the suffix -ed</p>	<p><b>SPaG:</b> Leaving spaces between words Using capital letters, full stops and exclamation marks. Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing Add the prefix –un Using 'and' to join clauses in a sentence Compound words.</p>	<p><b>SPaG:</b> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing Using 'and' to join clauses in a sentence Plural –s or -es</p>	<p><b>SPaG:</b> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing, -er Using 'and' to join clauses in a sentence Plural –s or –es Putting sentences together to make small narratives</p>	<p><b>SPaG:</b> Leaving spaces between words Using capital letters, full stops and exclamation marks, question marks Capital letter for names and 'I' Combining words to make sentences Adding the suffix –ed, -ing, -er, -est Using 'and' to join clauses in a sentence Plural –s or –es Putting sentences together to make small narratives</p>
Maths	<p>Place Value (within 10) Addition and Subtraction (within 10) Geometry: Shape Addition and Subtraction (within 20)</p>		<p>Addition and Subtraction (within 20) Place Value (within 50) Multiples of 2,5 and 10 Length and Height Weight and Volume</p>		<p>Multiplication and Division Fractions Money Geometry – Position and Direction Time Place Value (within 100)</p>	



Science	<p><b>Animals, including humans:</b> Looking closely at the features of the human body, including labelling, identifying and naming parts. Making connections between parts of the body and senses. Looking at differences of ourselves and how we vary.</p> <p><b>Plants:</b> Labelling parts of trees and comparing similarities and differences.</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Autumn. Visit to Palfrey Park to see Autumn Daily weather charts.</p>	<p><b>Everyday Materials:</b> Naming and identifying everyday materials, closely comparing and describing their physical properties.  Testing to see which material would be suitable for a troll/fairy house.</p> <p><b>Animals, including humans:</b> Identifying and classifying common animals. Looking closely at the features of animals, including labelling parts. Exploring environments and habitats. Woodland animals and looking at their characteristics and the environments and habitats they live in. Having stick insects in the classroom.</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Autumn. Daily weather charts.</p>	<p><b>Everyday Materials:</b> Analysing objects and distinguishing the material from which it is made. Understanding and knowing a range of everyday materials and closely comparing and describing their physical properties.</p> <p>Suitable materials to build a castle tower; making a sturdy bridge; building a strong fortress.</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Spring. Comparisons to Autumn. Daily weather charts.</p>	<p><b>Plants:</b> Exploring, identifying, classifying and naming common garden plants. Observing closely the basic structure of flowering plants. Growing cress.  Labelling parts of plants and trees and comparing similarities and differences.</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Spring. Comparisons to Autumn. Visit to Palfrey Park and exploring our own playground garden to investigate plants in their habitat during Spring. Daily weather charts.</p>	<p><b>Plants:</b> Planting sunflowers, grow in similar way to cress. Does it work? Observing changes over time. Labelling parts of a plant. Experiment with no water, no light, little water, can it grow without soil? Growing and recording how to grow a sunflower.</p> <p><b>Animals, including humans:</b> Looking at the 5 senses.</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Summer. Comparisons to Autumn and Spring. Daily weather charts.</p>	<p><b>Animals, including humans:</b> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describing and comparing the features of animals. Sorting and classifying.</p> <p><b>Seasonal Changes:</b> Observing weather changes looking at Summer. Comparisons to Autumn and Spring. Daily hours of sunlight. Daily weather charts. Visit to Palfrey Park and exploring our own playground garden to investigate plants in their habitat during Summer. Daily weather charts.</p>
Art	<p><b>Form/Texture/Shape</b> Creating natural art through transient art looking at Andy Goldsworthy. Using clay to add natural materials to, using the outdoors to make artwork. Mod roc to make autumnal objects such as conkers.</p>			<p><b>Printing/Line/Shape</b> Focusing on detail, shapes and size when drawing with pencil, exploring line, specifically types of lines. Focus on Stephen Wiltshire as the artist. Observing London landmarks, following on from line, and using that to make polystyrene prints to make a large scale monoprint of a cityscape on cotton.</p>		<p><b>Line/Colour/Pattern:</b> Line drawings of animals inspired by Pablo Picasso. Studying abstract art movement and using this to create big cat abstract drawings. Looking at colour wheels and mixing colours. Creating abstract paintings of a chosen big cat.</p>



Design & Technology		<p><b>Project (Making a mini structure for a troll/fairy):</b>  <b>Design:</b>                      Researching and finding images of fantasy woodland homes. Comparing similarities and differences. Looking at what would be suitable for the fairy to live in and making their own designs, considering materials and features.  <b>Make</b>                      Using designs to help make fantasy woodland structure. Use outdoors to collect sticks, twigs and other collected items to make it, thinking about a door to get in and out using a hinge/adhesive. Using a selection of different materials to test suitability. Design a healthy lunch box for the troll/fairy. Making a sandwich or salad to practise food prep skills.  <b>Evaluate:</b>                      Describe how they made it, what materials they used and what they found out.</p>	<p><b>Project (Building model bridges):</b>  <b>Design:</b>                      Looking at a range of bridges from across the world, identifying their structures and materials used as well as looking at their shape.  <b>Make:</b>                      Using marshmallows and dried spaghetti and art straws. Group work to test the strength of bridges to see how many pennies it can withhold and how they can make them stronger. Using their knowledge of the bridges researched to make it stronger.  <b>Evaluate:</b>                      Using iPads, children to take pictures of their bridges. Comment on what worked well, what could have been improved and what they have learned about building structures.</p>		<p><b>Project (Baking cakes for a celebration):</b>  <b>Design:</b>                      Looking at celebratory cakes such as Brazilian beijinhos de coco or quindim. Come up with recipe. Researching Brazilian weaving patterns.  <b>Make:</b>                      Following recipes, bake the cakes and taste them, rating on a tastiness scale of one to ten. Photographs of the progress. Making their own woven basket based on the Brazilian research.  <b>Evaluate:</b>                      Write up about how the cakes taste. What worked? Evaluating ingredients used,</p>	
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<b>Geography</b>	Look at seasons and months of the year. Identify key landmarks within Walsall. Understanding Walsall is part of the UK. Human and physical geography of Walsall.	Looking at simple maps with keys and symbols. Using world map, atlases and globes to identify United Kingdom and the 4 countries and cities. Visit to Palfrey Park – Autumn walk	Exploring structures from around the world and use maps to locate the countries they are in on a world map.	Characteristics of the 4 countries within the UK and the surrounding seas. Maps focusing on the city of London to find key landmarks. Using world map, atlases and globes to identify United Kingdom and the 4 countries and cities.	Find out about Brazil. What is the weather like in Brazil? Compare to the UK. Recap what it is like during seasons and months of the year. Human and physical features of Rio compared to Walsall. Using maps to name and locate 7 continents and 5 oceans in the world and locating those hot and cold areas to the Equator and North and South Poles	Locate the world's seven continents on a world map and identify some countries and continents that are home to different species of big cat. Looking at climate and vegetation by focusing on hot and cold areas with links to the Equator and North and South Poles. Comparing African savannah to African city (human and physical features) through aerial photographs.
<b>History</b>	<b>Black History Month:</b> Floella Benjamin – links to children's literature  Rosa Parks – Black History Month	<b>Remembrance Day:</b> Exploring WW2 posters/propaganda. Think about the meaning of symbols, in particular the Remembrance Day poppy.	<b>Castles</b> Person of British History – William the Conqueror Key features of a castle. Pictures of castles from different periods. Sequence on a timeline to show the castles in historical order.  Visit to Warwick Castle	<b>Great Fire of London</b> Sequencing of events Samuel Pepys – recording of events Charles II – King of England  <b>History week – The history of the school Life in Victorian times</b> Person of British History – Queen Victoria  Visit to Boscobel House (linked to Charles II)		
<b>RE</b>	<b>Y1B:</b> How do we say thank you for the Earth? Cycles of the year: creation, harvest, giving thanks	<b>Y1C:</b> Stories and prayers about Jesus	<b>Y1D:</b> Beginning to learn from Sikhs	<b>Y1C:</b> Stories and prayers about Jesus	<b>Y1D:</b> Beginning to learn from Sikhs	<b>Y1A:</b> How do people celebrate? Baby, Wedding, Birthday
<b>PSHE</b>	Explore the school grounds and focus on the garden especially. Clean up and get rid of any litter. Posters for looking after the school grounds.	Friendship, feelings, being kind. Road safety, Be Seen A-stars lesson.	Fresh start, cooperation, personal hygiene, Colgate toothbrush lesson.	Solving problems, resolving problems, safety.	Rules, achieving, growing older.	Listening, concentrating, changes, identifying hazards.
<b>Computing</b>	1.1 Online Safety & Exploring Purple Mash (4 lessons)  1.2 Grouping and Sorting (2 lessons)	1.6 To create a story (5 lessons)	1.9 Technology outside of school (2 lessons)  1.4 Lego Builders (3 lessons)	1.7 Coding (6 lessons)	1.8 Spread sheets (3 lessons)  1.3 Pictograms (3 lessons)	1.5 Maze Explorers (3 lessons)



<b>Music</b>	Charanga – Hey You!	Charanga – Rhythm in the way we walk	Charanga – In the groove	Charanga – Round and round	Charanga – Your imagination	Charanga – Reflect, Rewind and Replay
<b>PE</b>	<b><u>Team Games:</u></b> Skills: Learning the importance of performing as a team. Collective sports. Understanding competitiveness. Preparing tactics to achieve the best outcome for the team.	<b><u>Gymnastics:</u></b> Skills: Begin to develop movement skills exploring changing speed, level and direction. Begin to develop balance, agility and coordination.	<b><u>Ball Skills:</u></b> Skills: Master basic ball skills (catching and throwing). Participate in team games, exploring skills such as attacking and defending.	<b><u>Tennis:</u></b> Skills: Develop balance and agility. Participate in team games.	<b><u>Dance and football:</u></b> Skills: Perform dance using simple movement patterns. 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.	<b><u>Outdoor Games:</u></b> Activities relating to Sports Day. Skills: Participate in team games. Develop balance and agility. Develop basic movement skills. Running, jumping.