
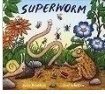

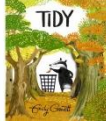

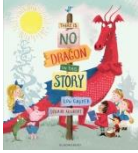









		Autumn		Spring		Summer	
		Why do squirrels hide their nuts? (7 weeks)	The Enchanted Woodland (7 weeks)	Towers, Turrets and Tunnels (7 weeks)	Bright Lights, Big City (5 weeks)	Rio de Vida (6 weeks)	Paws, Claws and Whiskers (7 weeks)
English	<p>The Gingerbread Man (3 weeks)</p>  <p>Superworm by Julia Donaldson (4 weeks)</p> 	<p>Three Billy Goats Gruff (3 weeks)</p>  <p>Tidy (4 weeks)</p> 	<p>Rapunzel by Bethan Woollvin (4 weeks)</p>  <p>There is No Dragon in this story by Lou Carter (3 weeks)</p> 	<p>In the City (2 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><b>The Gingerbread Man</b> Simple re-count of the story. <b>Superworm -</b> Character Descriptions – exploring contrasts between characters.</p>	<p><b>Three Billy Goats Gruff –</b> Recount using adjectives of the story. <b>Tidy:</b> First person narrative.</p>	<p><b>Rapunzel -</b> First person re-count on what life is like for Rapunzel in the tower.  <b>There is no dragon in this story -</b> Alternative version of their own story.</p>	<p><b>Paddington at the Palace –</b> Recount through a letter around the Changing of the Guard</p>	<p><b>Grandad's Island -</b> Narrative...</p>	<p><b>The Lion Inside –</b> Instructional writing to teach the mouse how to find his roar. <b>Non-fiction –</b> Fact files on a big cat</p>	



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Common exception words taught throughout</b></p>	<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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Maths</b></p>	<p>Place Value (within 10) Addition and Subtraction (within 10) Geometry: Shape</p>		<p>Addition and Subtraction (within 20) Place Value (within 20 and then 50) Length and Height Weight and Volume</p>		<p>Multiplication and Division Fractions Money Geometry – Position and Direction Time Place Value (within 100)</p>	



<b>Science</b>	<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>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>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><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>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> 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>Plants:</b> Labelling parts of trees and comparing similarities and differences.</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>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. Visit to Palfrey Park and exploring our own playground garden to investigate plants in their habitat during Spring. Daily weather charts.</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 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>	<p><b>Seasonal Changes:</b> Observing weather changes looking at Autumn. Daily weather charts. Visit to Palfrey Park to see Autumn</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Art</b></p>	<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 or harvest.</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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Design &amp; Technology</b></p>		<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>	



<b>Geography</b>	<p>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.</p>	<p>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</p>	<p>Exploring structures from around the world and use maps to locate the countries they are in on a world map.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>
<b>History</b>	<p><b>Black History Month:</b> Floella Benjamin – links to children's literature  Rosa Parks – Black History Month</p>	<p><b>Remembrance Day:</b> Exploring WW2 posters/propaganda. Think about the meaning of symbols, in particular the Remembrance Day poppy.</p>	<p><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</p>	<p><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</p>		
<b>RE</b>	<p><b>Y1B:</b> How do we say thank you for the Earth? Cycles of the year: creation, harvest, giving thanks</p>	<p><b>Y1C:</b> Stories and prayers about Jesus</p>	<p><b>Y1D:</b> Beginning to learn from Sikhs</p>	<p><b>Y1C:</b> Stories and prayers about Jesus</p>	<p><b>Y1D:</b> Beginning to learn from Sikhs</p>	<p><b>Y1A:</b> How do people celebrate? Baby, Wedding, Birthday</p>

<b>PSHE</b>	<p>Rules and age restrictions that keep us safe. What rules are, why they are needed, and why different rules are needed for different situations. Sometimes people may behave differently online, including by pretending to be someone they are not. Things they can do to help look after their environment. Different groups they belong to.</p> <p>myhappymind</p>	<p>How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <p>myhappymind</p>	<p>Growing and changing from young to old and how people's needs change. Rules and age restrictions that keep us safe. How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). About the people whose job it is to help keep us safe How to get help in an emergency (how to dial 999 and what to say Sometimes people may behave differently online, including by pretending to be someone they are not. About how the internet and digital devices can be used safely to find things out and to communicate with others. About the role of the internet in everyday life. That not all information seen online is true.</p> <p>myhappymind</p>	<p>Simple hygiene routines that can stop germs from spreading. Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. How to get help in an emergency (how to dial 999 and what to say</p> <p>myhappymind</p>	<p>Rules, achieving, growing older. The different roles and responsibilities people have in their community.</p> <p>myhappymind</p>	<p>Preparing to move to a new class/year group.</p> <p>myhappymind</p>
<b>Computing</b>	<p>1.1 Online Safety &amp; Exploring Purple Mash (4 lessons)</p> <p>1.2 Grouping and Sorting (2 lessons)</p>	<p>1.6 To create a story (5 lessons)</p>	<p>1.9 Technology outside of school (2 lessons)</p> <p>1.4 Lego Builders (3 lessons)</p>	<p>1.7 Coding (6 lessons)</p>	<p>1.8 Spread sheets (3 lessons)</p> <p>1.3 Pictograms (3 lessons)</p>	<p>1.5 Maze Explorers (3 lessons)</p>
<b>Music</b>	<p>Charanga – Hey You!</p>	<p>Charanga – Rhythm in the way we walk</p>	<p>Charanga – In the groove</p>	<p>Charanga – Round and round</p>	<p>Charanga – Your imagination</p>	<p>Charanga – Reflect, Rewind and Replay</p>



<p><b>PE</b></p>	<p><b>Team Games:</b> Skills: Learning the importance of performing as a team. Collective sports. Understanding competitiveness. Preparing tactics to achieve the best outcome for the team.</p>	<p><b>Gymnastics:</b> Skills: Begin to develop movement skills exploring changing speed, level and direction. Begin to develop balance, agility and coordination.</p>	<p><b>Ball Skills:</b> Skills: Master basic ball skills (catching and throwing). Participate in team games, exploring skills such as attacking and defending.</p>	<p><b>Tennis:</b> Skills: Develop balance and agility. Participate in team games.</p>	<p><b>Dance and football:</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.</p>	<p><b>Outdoor Games:</b> Activities relating to Sports Day. Skills: Participate in team games. Develop balance and agility. Develop basic movement skills. Running, jumping.</p>
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