

	Autumn	Spring	Summer
<b>Whole School Themes</b>	<b>Story Telling Curious Minds</b>	<b>Building for the Future Getting Creative</b>	<b>Healthy Habits Lights, Camera, Action</b>
<b>Class Themes</b>	All About Me London/ Great fire of London	China At the farm	Lymm our local area Toys
<b>English</b>			
<b>English</b>	<p><b>Suggested Texts</b>                      Oliver’s Vegetables;                      The Bumble Bear                      The Naughty Bus                      Here We Are                      Katie goes to London                      Poetry (including national poetry day)  <b>Writing Outcomes (including grammar)</b>                      Handwriting- Orientation, ascenders and descenders and sizing of letters.                      Spacing between words. Spelling rule add s/es                      Labels and captions (phrases and sentences)                      What is a sentence? Spaces, capital letter, full stop, capital letters, I as a personal pronoun and proper nouns for days of week, people and places. Join in with predictable phrases.                      Oral sequencing. Three part written sequencing. of narrative. Non fiction writing about London/ Great fire of London.                      Recognise an exclamation mark (Naughty bus)                      Phonics ongoing.</p>	<p><b>Suggested Texts</b>                      Willow pattern story                      The Great Race                      Chinese New Year poetry                      Cinnamon                      Leaf  <b>Writing Outcomes (including grammar)</b>                      Handwriting- Seating and sizing of letters on the line (tall letters tall etc).                      Teach prefixes and suffixes ing, est, er, ed, un.                      Story sequencing/ sentence structures to form short narratives.                      Use ‘and’ to join words and clauses.                      Read work to ensure it makes sense                      Use question marks and exclamation marks                      Phonics ongoing.                      Instructional writing linked to DT</p>	<p><b>Suggested Texts</b>                      Jack and the Beanstalk                      The Lonely Beast                      Various non- fiction texts  <b>Writing Outcomes (including grammar)</b>                      Handwriting- All letters correctly formed and sized. Revise all grammar previously taught.                      Descriptive writing- Adjectives                      Fairy tale structures- Beginning, middle and end of stories.                      Use common phrases for stories.                      Make inferences in reading.                      Check work and make corrections independently.                      Phonics ongoing.</p>
<b>Maths</b>			
<b>Maths</b>	<p><b>Place value within 10-</b> Count, read and write forwards and backwards from any number 0 to 10. Count one more. Count one less.</p>	<p><b>Place value within 20-</b> Count forwards and backwards and write numbers to 20 in numerals and words. Order and group numbers. Count using tens and ones.</p>	<p><b>Multiplication and division</b> Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division.  <b>Fractions</b> Recognise a half as one of two equal parts of an object, shape or</p>

**Addition and subtraction within 10-**  
Addition facts. Find number bonds for numbers within 10. Finding a part.  
Subtraction: Taking away, how many left?  
Crossing out  
**Shape-** Recognise and sort 2D and 3D shapes

**Addition and subtraction within 20**  
Number bonds and related subtraction facts within 20. Use addition +, - and = signs. Add and subtract 1-digit and 2-digit numbers to 20. Solve missing number problems.  
**Place value within 50-** Count to 50 forwards and backwards, Count, read and write numbers to 50 in numerals. Identify one more or one less. Count in multiples of twos, fives and tens.  
**Length and height** Measure and begin to record lengths and heights. Solve practical problems for.  
**Weight and volume** Measure and record mass/weight, capacity and volume. Solve practical problems for mass/weight capacity and volume

quantity. Recognise a quarter as one of four equal parts of an object shape or quantity.  
**Position and direction** Describe position, direction and movement, including whole, half, quarter and three quarter turns  
**Place value within 100** Count to and across 100, forwards and backwards, Count, read and write numbers to 100 in numerals. 1 more and one less.  
**Money/Time** Know the value of different coins and notes. Sequence events in chronological order using language [for example, before and after. Use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour.

# Science and Technology

Working scientifically. Children are encouraged to ask questions and observe closely using simple equipment. They perform simple tests. They gather and record data. Discuss, make predictions and offer simple explanations

**Seasons:** Autumn - Winter  
Name, learn about deciduous evergreen trees (Autumn link)  
*Through the year-* The children will be able to name the four seasons in order and say which months are linked to each season. They will be able to describe the weather in each season and describe how day length varies according to the season.  
**Humans and other animals**  
Name, draw, label the human body- link to the senses. Focus on each sense.  
**Materials:** distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 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

**Seasons:** Winter- Spring  
Look at changes in the temperature, length of the days. named festivals, spring growth, baby animals  
**Humans and other animals:**  
Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, omnivores and herbivores. Describe and compare the structure of and variety of common animals.

**Seasons:** Spring to Summer-pull together the cyclical nature.  
**Plants-** 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 flowering plants, including trees.  
*Grow a plant/ observe/ discuss***Plants:-**  
**Plant and observe a plant growing over time** - beans then sent home  
Plant sunflower seeds in different growing conditions  
*(recap materials during toys history topic)*  
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## Science

### E-safety

## Computing

(Themes from the "Knowsley" computing scheme)

*Children are able to log on and off and use a keypad.*  
**Online safety:** children learn to log into purple mash safely. Children learn to navigate around purple mash. Learn their log in \ avatar.  
**Pictograms:** Children understand that data can be represented in picture format and contribute to a class pictogram. Children can represent information on a pictogram.

**Animated stories:** Children understand the difference between a traditional book and an e book. Children create a simple e book. They add text, images, sounds and backgrounds.  
**Maze explorers:** Children use direction keys to complete challenges and they learn to create and debug a set of instructions (algorithm) to help them complete challenges.

**Coding:** Children learn what instructions are and how these relate to code.  
**Lego builders:** Children understand the importance of following instructions to complete a task. After following simple instructions children consider how the order of instructions affects the results.

<b>Design Tech</b>	<b>Moving components-</b> Using sliders/ rotating circles and split pins to create moving pictures.	<b>Food DT Stir fry-</b> peeling and cutting, making healthy choices. Planning and evaluating.	<b>Stable Structures.</b> Designing, constructing, evaluating a toy garage.
<b>Humanities</b>			
<b>History</b>	<p><b>Guy Fawkes</b> The story of Bonfire night including the reasons for attempted destruction.</p> <p><b>The Great Fire of London-</b> Significant event Recalling events from beyond living memory. Children to know the cause of fire, factors of the spread of fire, impact of fire and after effects of fire. Samuel Pepys- How we know about the fire and how events were recorded. School trip to Staircase house. Changes in living history linked to All about me topic.</p>		<p><b>Local History-</b>May Queen/The cross/ fustian/canal/ old railway/ old jobs.Local History</p> <p>Duke of Bridgewater (Francis Egerton) as a local person of interest.</p> <p><b>History of Toys:</b> sequencing, ordering, similarities and differences. Asking questions and comparing. Look at how things have changed. Talking to grandparents to find similarities and differences. Museum visit or box of artefacts.</p>
<b>Geography</b>	<p><b>Where Do I live?</b></p> <p>We will identify the UK on a World map and name the countries and capital cities of the UK.</p> <p>We will be able to name and locate the 3 seas that surround the UK. We will look at the national flags of each country. The children will practise writing their home address and locate Lymm on a map.</p> <p><b>Seasonal changes (covered all year, linked with science)</b></p> <p>identify seasonal and daily weather patterns in the United Kingdom</p>	<p><b>At the Farm</b></p> <p>We will identify the features of different types of farms:arable, livestock and dairy. The children will say what happens on a farm in different seasons. The children will compare urban and rural areas and be able to name and use the 4 point compass points.</p>	<p><b>The Four seasons</b></p> <p><b>Where do I live</b></p> <p>Comparing Lymm to a beach.</p> <p>I can name the four seasons in order.</p> <p>I can say which months are linked to each season.</p> <p><i>I can describe what the weather is like in each season.</i></p> <p>I can describe how day length varies according to the season. (link science)</p>
<b>R.E.</b>	<p><b>Christianity (God)</b> Why do Christians say that God is a 'Father'?</p> <p><b>Christianity (Jesus)</b> Why is Jesus special to Christians? The nativity story, beliefs about Jesus as God incarnate. Christmas.</p>	<p><b>Islam</b> -How might beliefs about creation affect the way people treat the world? God as creator- care for the planet.</p> <p><b>Judaism-</b> Why might some people put their trust in God? God's promise, Noah, Abraham, trusting in God.</p>	<p><b>Hindu-</b> Dharma- What do Hindus believe about God? one God in many forms, God in all things, expressing ideas about God.</p>

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## The Creative Arts (Art, Music, Dance, Drama)

<b>Dance and drama</b>	<b>Seasons</b> – Autumn and Winter	<b>Chinese music making/ dragon dancing.</b>	<b>Dance</b> – Toys, The idea of old toys, a toy factory and new toys.
<b>Art</b>	Self portraits <b>Drawing: Make your mark</b> exploring mark making and line. Working and experimenting with different materials through observational and collaborative pieces.  Painting/drawing- Portraits and London sunset silhouettes/washes.	<b>Painting and mixed media: Colour splash:</b> exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.	<b>Craft and Design: Woven wonders:</b> Learning fibre art skills such as plaiting, threading, knotting and weaving to create three dimensional woven artwork as inspired by Cecilia Vicuna.  <b>Andy Goldsworthy Sculpture.</b> Look at the artist. Create natural art outside. (additional)
<b>Music</b> (Charanga Music)	<b>Hey you</b> (pulse, rhythm and pitch) <b>Rhythm</b> in the way we walk (above skills with singing and rapping)	<b>In the Groove</b> (playing, singing in different styles) Round and Round (pulse, rhythm, pitch-singing and playing instruments)	<b>Your Imagination</b> -listening, appraising, improvising and composing) <b>Reflect, replay and rewind.</b> -Decisions on what to perform. Listen to western classical music.

## Health and Wellbeing

<b>PE</b>	<b>Real PE- Unit 1 Fundamentals</b> -Static balance. 1 leg. Coordination- footwork.  <b>Real Gym-Unit 1- Fundamentals</b> - Static balance; 1 leg, floorwork and stance.  <b>Dance- Seasons Fundamentals</b> -Static balance, dynamic balance and counterbalance. (1-7)  <b>Real PE-Unit 3 Fundamentals</b> Static balance, stance. Dynamic balance, on a line.	<b>Real gym- Unit 2 Fundamentals;</b> Static balance, floorwork and dynamic balance, jumping and landing.  <b>Real PE-Unit 4 Fundamentals</b> -Counter balance in pairs. Coordination, ball skills.  <b>Real PE-Unit 5 Fundamentals</b> -dynamic balance, jumping and landing. Coordination, Sending and receiving.  <b>Enrichment- Taekwondo.</b>	<b>Enrichment-Striking and fielding- Cricket Fundamentals</b> - Agility-ball chasing. Reaction and response. <b>Athletics Orienteering</b> <b>Dance- Toys. Fundamentals</b> static balance, dynamic balance and counterbalance. (1-7) <b>Real PE-Unit 6 Fundamentals.</b> Static Balance, floorwork. Agility, ball chasing.
<b>Personal, Social and Health Education</b>	<b>Relationships</b> <b>Families and friendships</b> - Roles of different people, feeling cared for, families. <b>Safe relationships</b> - Recognising privacy, staying safe, seeking permission	<b>Living in the Real World</b> <b>Belonging to a community</b> - What rules are, caring for others' needs, looking after the environment.	<b>Health and Wellbeing</b> <b>Physical health and Mental Wellbeing</b> - Keeping healthy, food and exercise, hygiene routines, sun safety.

	<b>Respecting ourselves and others</b> - How behaviour affects others, being polite and respectful.	<b>Media literacy and digital resilience</b> - Using the internet and digital devices, communicating online <b>Money and Work</b> - Strengths and interests, jobs in the community.	<b>Growing and Changing</b> - Recognising what makes them unique and special, managing feelings when things go wrong. <b>Keeping Safe</b> - How rules and age restrictions help us
<b>Trips and Visitors</b>	Staircase house		<b>Warrington Museum</b> <b>Local walks</b>
<b>School Values</b>	<b>Compassionate</b> - We care about others <b>Open-minded</b> - We try new things	<b>Aspirational</b> - We reach for the stars <b>Happy</b> - We have a positive attitude	<b>Resilient</b> - We have a go and don't give up <b>Independent</b> - We can do it!
<b>Whole School Celebration focus</b>	Harvest/Charity Assembly Christmas	Chinese New Year Easter	<b>Cherry Tree</b> <b>Moving On</b>
<b>British Values</b>	Rule of Law /Democracy	Individual liberty/ Mutual respect	<b>Tolerance of different cultures and religions</b>