

	Autumn	Spring	Summer
Whole School Themes	Story Telling Curious Minds	Building for the Future Getting Creative	Healthy Habits Lights, Camera, Action
Class Themes	Flying Machines (Up, Up and Away!) Around the World	Great Explorers Let's Go On Safari!	Famous Queens/Life in Victorian Times My World and Me
English			
English	<p>Suggested texts: A selection of traditional tales and fables, The Hodgeheg, The Owl Who Was Afraid Of The Dark, Coming to England (Black History Month)</p> <p>Writing outcomes: Traditional tales Stories in familiar settings Instructions Fables Information texts/non-chronological reports Poetry (acrostic poems)</p> <p>Grammar: Punctuation (full stops, capital letters, question marks, exclamation marks) Noun phrases Sentences with different forms: statement, question, exclamation, command Coordination (using and, or, but)</p>	<p>Suggested texts: The Snail and the Whale, Meerkat Mail, Poles Apart</p> <p>Writing outcomes: Adventure stories Postcards and letters Recounts Information texts/non-chronological reports Poetry (Kenning poems and riddles)</p> <p>Grammar: Punctuation (commas for lists) Using expanded noun phrases to describe and specify Subordination (using when, if, that, because) Tenses (present and past, including the progressive form)</p>	<p>Suggested texts: Hansel and Gretel, Baba Yaga, Silly Billy, The Tunnel, The Ugly Five</p> <p>Writing outcomes: Stories by the same author (Anthony Browne) Stories from other cultures Explanations Free-verse poetry (The Magic Box)</p> <p>Grammar: Punctuation (apostrophes for contracted forms and for singular possession) Turning adjectives into adverbs Using suffixes to create nouns and adjectives</p>
Maths			
Maths	<p><i>Number</i></p> <p>Place value: counting objects, recognising tens and ones, using a place value chart, partitioning numbers, writing numbers in words and in expanded form, estimating numbers on a number line, comparing and</p>	<p><i>Measurement</i></p> <p>Money: counting money, making different amounts, finding change</p> <p><i>Number</i></p> <p>Multiplication and division: recognising equal groups, using arrays, writing</p>	<p><i>Number</i></p> <p>Fractions: finding a half, finding a quarter, finding a third, finding three quarters, unit and non-unit fractions, counting in fractions</p> <p><i>Measurement</i></p>

	<p>ordering objects/numbers, counting in 2s 3s 5s and 10s</p> <p><i>Number</i> Addition and subtraction: fact families, number bonds, 10 more and 10 less, adding a 2-digit and 1-digit number, subtracting a 1-digit number from a 2-digit number, adding two 2-digit numbers, subtracting a 2-digit number from a 2-digit number, adding three 1-digit numbers, missing number problems</p> <p><i>Geometry</i> Shape: recognising 2D and 3D shapes, counting sides/vertices on 2D shapes, counting faces/edges/vertices on 3D shapes, drawing 2D shapes, identifying lines of symmetry, sorting 2D and 3D shapes, making patterns with 2D and 3D shapes</p>	<p>multiplication sentences using the x symbol, making equal groups, odd and even numbers, multiplying and dividing by 2/5/10</p> <p><i>Measurement</i> Length and height: measuring length (cm and m), comparing/ordering lengths, the four operations with lengths</p> <p><i>Measurement</i> Mass, capacity and temperature: measuring mass (g and kg), measuring capacity (ml), using a thermometer, reading scales</p>	<p>Time: o' clock and half past, quarter past and quarter to, telling time to 5 minutes, hours and days, finding/comparing durations of time</p> <p>Statistics: making tally charts, drawing/interpreting pictograms, block diagrams</p> <p><i>Geometry</i> Position and direction: describing movement, describing turns, making patterns with shapes</p> <p>Consolidation</p>

Science and Technology			
Science	Working Scientifically - Asking simple scientific questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying things. Using their observations and ideas to suggest answers to questions and explain what they have found out. Gathering and recording data to help in answering questions.		
	<p>Animals (including humans) Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Living things and their habitats (part 1)</p>	<p>Living things and their habitats (part 2) Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Plants Observe and describe how seeds and bulbs grow into mature plants</p>

		Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Computing	E-safety		
	<p>Online Safety Learn to use the search and share functionality of digital content on Purple Mash. Send/receive email. To understand information online leaves a digital footprint.</p> <p>Creating Pictures To use a painting programme to replicate the style of famous artists including pointillism, Mondrian, Morris and surrealism.</p>	<p>Coding To learn about collision detection and timers. To develop an understanding that different objects have different properties and use this knowledge to create a programme.</p> <p>Presenting Ideas To learn that ideas can be presented in a range of ways including through stories, quizzes, fact files and presentation software.</p>	<p>Effective Searching To understand the terminology associated with the internet and searching. Begin to use a search engine and read web results pages. To know some requirements of effective searching.</p> <p>Spreadsheets Learn keyboard shortcuts and begin to enter data into a table within a sheet and then use this to create a chart.</p>
Design Tech	<p>Perfect Pizzas Examining a variety of bread-based products and pizza toppings. Designing, making and evaluating a balanced healthy pizza.</p>	<p>Puppets Investigating a range of puppets and their features. Designing, making and evaluating a glove puppet.</p>	<p>Vehicles Investigating a variety of vehicles. Investigating wheels, axles and chassis. Designing, making and evaluating a vehicle for a king or queen.</p>

Humanities			
History	<p>Inventors <i>The Wright Brothers</i> How did the Wright brothers manage to be the first to launch a man powered flight? Why did the Wright brothers succeed where others had failed?</p>	<p>Significant Explorers The children will compare what life was like for explorers in different times. <i>Ibn Battuta</i> Which countries did he go to? What difficulties did he have? <i>Christopher Columbus</i></p>	<p>Famous Queens The role of a Monarch, significant British Monarchs, Family trees, Compare the lives of Elizabeth II and Queen Victoria.</p> <p>Life in Victorian times</p>

	<p>How do we possibly know about their first successful flight, when it happened over 100 years ago? How did flight change as a result of the Wright brothers' work?</p> <p>The children will also learn about the Montgolfier brothers, Bessie Coleman and Amy Johnson.</p>	<p>Which places did he discover? What were the conditions like for the sailors on his ships? Neil Armstrong The first successful moon landing. Sunita Williams Her incredible achievements.</p>	<p>Asking questions and comparing then to now. Looking at how things have changed.</p>
Geography	<p>Around the World Looking at world maps and globes. Have you ever been on an aeroplane? Where did you fly to? Name and locate the seven continents.</p>	<p>Let's Go On Safari! Identify similarities and differences between the UK and Kenya.</p> <ul style="list-style-type: none"> • The climate and the weather • The wild animals • The landscape • The people and the culture 	<p>My World and Me Name and locate the five oceans. Identify hot and cold areas. Describe some of the features of each continent (both human and physical).</p>
R.E.	<p>Christianity (God) Does how we treat the world matter? Creation, Care for the planet, Harvest</p> <p>Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'? Jesus as the light of the world, symbolism of light, Advent and Christmas celebrations</p>	<p>Hindu dharma How might people express their devotion? Devotion, worship in the home and temple</p> <p>Islam Why do Muslims believe it is important to obey God? Submission and gratitude, prayer</p>	<p>Christianity (Church) What unites the Christian community? Worship, the church, use of symbols</p> <p>Judaism What aspects of life really matter? Moses, Ten Commandments, The Sabbath</p>
The Creative Arts (Art, Music, Dance, Drama)			
Dance and drama	<p>Dance - Journeys KS1 Production</p>	<p>Dance - Continents, Hot and Cold Class assembly</p>	<p>Dance - Towers, Turrets and Tunnels</p>
Art	<p>Painting and mixed media: Life in colour Developing colour mixing skills. Learning about the work of artist Romare Bearden and creating textured papers using paint. Children compose collages inspired by their exploration of colour and texture in the world around them.</p>	<p>Drawing: Tell a story Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p>	<p>Sculpture and 3D: Clay houses Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p>

<p>Music (Charanga Music)</p>	<p>Hands, Feet and Heart (celebrating South African music- listening, appraising, improvising, composing) Ho, Ho, Ho (Singing Christmas songs)</p>	<p>I Wanna Play In A Band (classic rock songs – improvising and composing) Zootime (Reggae songs –pulse, rhythm and pitch)</p>	<p>Friendship Song (Listening, appraising), improvising) Reflect, rewind and replay (classical music-composing, sharing, performing)</p>
<p>Health and Wellbeing</p>			
<p>PE</p>	<p>Real Gym - Unit 1 (FUNS 1 3 4) Rugby - FUNS 8 9 10 Real PE - Unit 3 (FUNS 4 5)</p> <p><i>Fundamental movement skills:</i> 1 - Static Balance (one leg) 3 - Static Balance (floorwork) 4 - Static Balance (stance) 5 - Dynamic Balance (on a line) 8 - Coordination (sending and receiving) 9 - Coordination (ball skills) 10 - Coordination (footwork)</p>	<p>Dance - Hot and Cold (FUNS 1-7) Real PE - Unit 4 (FUNS 7 9) Real Gym - Unit 2 (FUNS 2 6) Real PE - Unit 5 (FUNS 8 12)</p> <p><i>Fundamental movement skills:</i> 2 - Static Balance (seated) 6 - Dynamic Balance (jumping and landing) 7 - Counter Balance (in pairs) 8 - Coordination (sending and receiving) 9 - Coordination (ball skills) 12 - Agility (reaction and response)</p>	<p>Cricket Athletics Orienteering Dance - Towers and Turrets (FUNS 1-7) Real PE - Unit 6 (FUNS 3 11)</p> <p><i>Fundamental movement skills:</i> 11 - Agility (ball chasing)</p>
<p>PSHE</p>	<p style="text-align: center;">Relationships</p> <p>Families and friendships- Making friends- Feeling lonely and getting help Safe relationships- Resisting pressure and getting help, recognising hurtful behaviour Respecting Ourselves and Others - Recognising things in common and differences; playing and working cooperatively, sharing opinions.</p>	<p style="text-align: center;">Living in the Wider World</p> <p>Belonging to a community- Belonging to a group; roles and responsibilities; being the same and different in the community. Media literacy and digital resilience- The internet in everyday life; online content and information Money and work- Looking after money/needs and wants</p>	<p style="text-align: center;">Health and wellbeing</p> <p>Physical health and wellbeing- Why sleep is important, medicines and keeping healthy, keeping teeth healthy, managing feelings and asking for help. Growing and changing- Growing older; naming body parts; moving class or year. Keeping Safe- Safety in different environments; risk and safety at home; emergencies.</p>
<p>Trips and Visitors</p>	<p>Manchester Airport Runway Park</p>	<p>Knowsley Safari Park</p>	<p>Tatton Park</p>
<p>School Values</p>	<p>Compassionate - We care about others Open-minded - We try new things</p>	<p>Aspirational - We reach for the stars Happy - We have a positive attitude</p>	<p>Resilient - We have a go and don't give up Independent - We can do it!</p>
<p>Whole School Celebration focus</p>	<p>Harvest Christmas</p>	<p>Chinese New Year Easter</p>	<p>Cherry Tree Moving On</p>

British Values

Rule of Law /Democracy

Individual liberty/ Mutual respect

Tolerance of different cultures and religions