

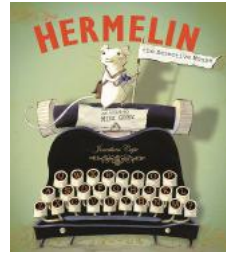


	AUTUMN		SPRING		SUMMER	
RE	<p>Family Prior learning: God knows and loves me and each one by name. This Topic: learning outcomes Know and understand: • The love and care shown in the family – Explore • God’s love and care for every family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Belonging Prior learning: Baptism: a welcome to God’s family This Topic: learning outcomes Know and understand: • About belonging to different groups – Explore • That Baptism is an invitation to belong to God’s family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Hinduism Khrishna and Ganesh Raksha Bandan</p> <p>Advent/ Waiting Prior learning: Baptism: a welcome to God’s family This Topic: learning outcomes Know and understand: • About belonging to different groups – Explore • That Baptism is an invitation to belong to God’s family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Special People People in the parish family Prior learning: how the parish family celebrates This Topic: learning outcomes Know and understand: • That there are special people in our lives who are there to help – Explore • That on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Eucharist - Special meals Prior learning: the joy of gathering together to celebrate at Mass This Topic: learning outcomes Know and understand: • Families and groups share special meals – Explore • Mass as Jesus’ special meal – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Islam The Prophet Muhammed</p> <p>Lent - a time for change Prior learning: Lent: a time to grow more like Jesus and look forward to Easter This Topic: learning outcomes Know and understand: • That we change and grow – Explore • Lent; a time to change in preparation for the celebration of Easter – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Pentecost Holidays and Holy days Prior learning: Pentecost; the celebration of the Good News of Jesus This Topic: learning outcomes Know and understand: • Holidays as days to be happy – Explore • Pentecost; a holy day – the feast of the Holy Spirit – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Reconciliation Being sorry / Making choices</p> <p>Prior learning: Jesus had good friends This topic learning outcomes: Know and understand: • We have choice – sometimes we choose well, and sometimes wrongly – Explore • God helps us to choose well and to be sorry. God forgives us – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Judaism Abraham and Moses</p> <p>Neighbours share God’s world. Prior learning: God gave us this wonderful world This Topic: learning outcomes Know and understand: • Neighbours all around – Explore • Everyone is our neighbour and is loved by God – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p>
Catholic Social Teaching Rooted in love	<p>Care for Creation The world was made by God, so we take care of God’s creation.</p>	<p>Preferential Option for the Poor The ‘preferential option’ means allowing someone to have the first choice.</p>	<p>Solidarity and Peace God calls us to be peacemakers in the world – to stand in solidarity with those in need.</p>	<p>Community and Participation As humans, we are made to live in community with one another. This means being active members of the world we live in. We are meant to look out for each other and build each other up. This is how God wants us to live.</p>	<p>Dignity of Workers Work is fundamental to the dignity of a person</p>	<p>Human Dignity Treating someone with dignity means treating them with love, kindness and respect. Everyone should be treated with dignity because we are made in the image and likeness of God.</p>

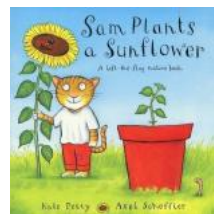
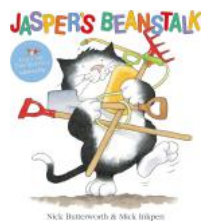


English

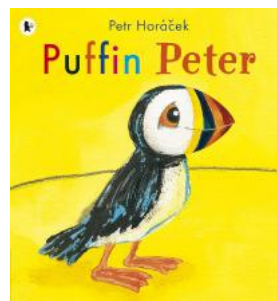
Whole school writing project (1 week)



Essential Writing



Writing outcome: Labels and instructions

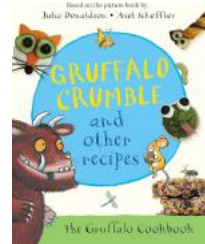


Writing outcome: A narrative

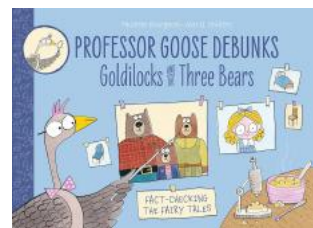
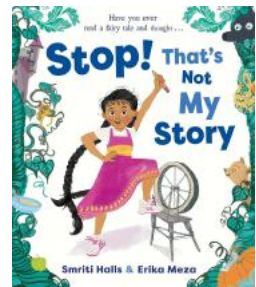
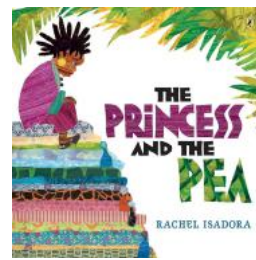
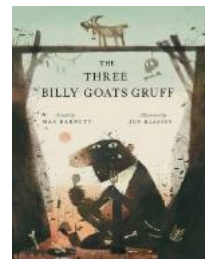
Purple is....

Writing outcome: A list poem

Essential Writing

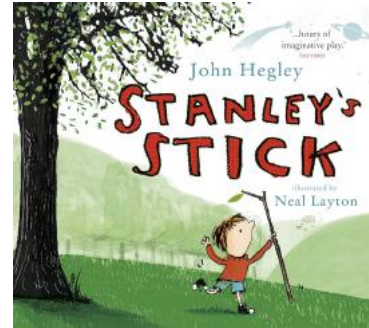


Writing outcome: A recipe



Writing outcome: A narrative

Essential Writing



Writing outcome: A narrative

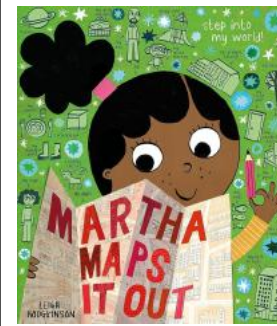
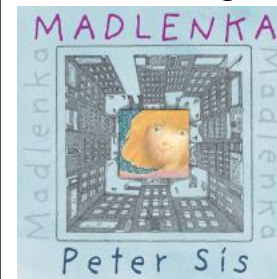


Writing outcome: Writing rules and a recount

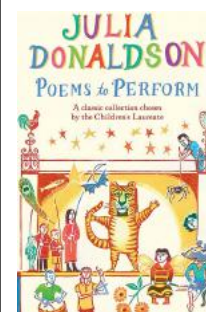


Writing outcome: Poetry (rhyme)

Essential Writing

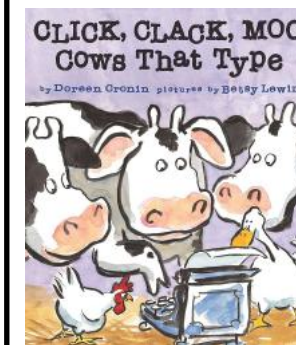
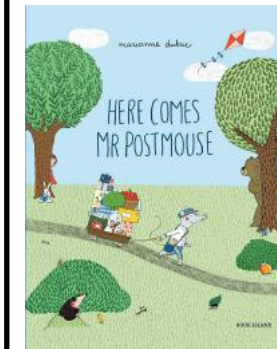
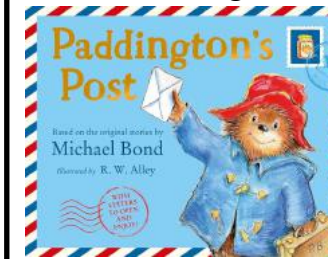


Writing outcome: A narrative

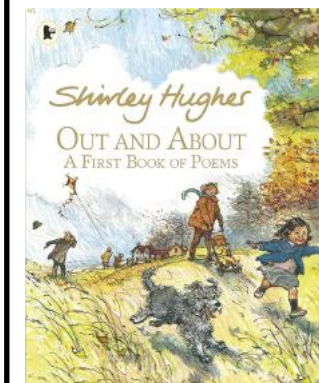


Outcome: Performance poetry

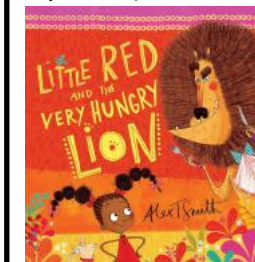
Essential Writing



Writing outcome: A letter



Writing outcome: A poem (free verse)

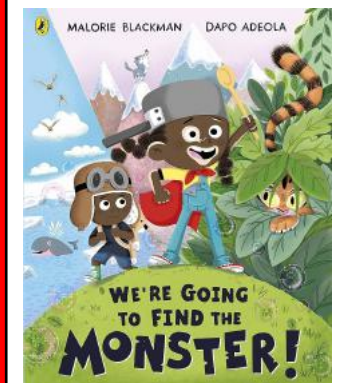


Writing outcome: A narrative

Essential Writing



Writing outcome: An explanation text




Writing outcome: A narrative





<p>Phonics and Spelling</p>	<p>Phase 3/4 review + Phase 5 GPCs ai, er, ee, ay, igh, oo, oo, ck, ou, oa, or, ar, ea, ur, ear, air, oy, ow, oi</p> <p>Tricky words was, are, like, there, one, you, sure, some, little, what, they, said, love, when, says, all, have, were, come, here</p>	<p>Phase 5 graphemes ay, e (red, she), e-e, u-e, u(cup, unicorn), ir, ea, aw, ew (chew, few), i-e, a-e, ie (fried, field), oy, a (rat, acorn), o-e, o (pot, go), i (child, fin), ue (glue, argue), ou</p> <p>Tricky words their, people, your, could, want</p>	<p>Phase 5 graphemes wh, ea (each, head), ph, se (please, house), oe, ow (cow, snow), ou (sound, boulder, group) ce, y (yes, silly, fly), ve, ey, le</p> <p>Tricky words who, many, two, school, friend</p>	<p>Phase 5 graphemes or (world), tch, ear (hear, earth, wear), oul, ch (chat, school, chef) ture, are, sc, au, wr</p> <p>Tricky words thought, through, many, once, because</p>	<p>Review Phase 5 GPCs for phonics screening check au, ow, e, o, e-e, o-e, ay, ir, aw, ue, ie, u, ou, ch, ph, u-e, i, i-e, wh, ea, oy, a-e, ew</p> <p>alien words</p> <p>Tricky words because, whole, laugh, people, eye</p>	<p>Phase 5 graphemes kn, gn, ge, dge, y (yes, silly, fly, crystal), si, mb, eer, ci, ere, ti, ey (key, grey)</p> <p>Tricky words busy, beautiful, pretty, move, hour</p>
<p>Maths</p>	<p>Geometry: positional language, ordinal numbers. Numbers to ten: finding patterns in numbers. Comparison and counting - more, less, fewer. Numbers to 10: estimating and ordering. Numbers to 10: regrouping the whole. Part, whole addition and subtraction. Numbers to 10: solving problems using part or whole unknown.</p>	<p>Numbers to 20: making 10 and some more Numbers to 20: Estimating and ordering. Numbers to 20: doubling and halving. Numbers to 20: odd and even numbers.</p>	<p>Geometry: names and properties of 2D and 3D shape Measures: the language of comparing length, height, mass and speed. Sequencing events: days of the week and the months of the year. Numbers to twenty: adding using 'think 10'. Subtraction: using 'think 10' Numbers to twenty: language and problem solving (part or whole unknown).</p>	<p>Numbers to 20: comparison, including statistics Measures: coins and combination for 20p, ordering and comparing. Counting in 2s, 5 and 10s. Measures: non-standard measures and introducing simple standards measures.</p>	<p>Multiplication: equal and unequal groups and remainders. Multiplication: repeated addition and arrays. Multiplication: problem solving. Multiplication: scaling and counting in 2- 24. Division and sharing: grouping and solving problems. Time telling: o'clock and half past.</p>	<p>Fractions: equal and unequal parts of shapes. Fractions: continuous quantities – capacity. Numbers to 20: review Numbers to 100: place value and digits, making tens and some more Place value: estimation, ordering and comparison</p>
<p>Science</p>	<p>Forces and space: seasonal change Identify how the weather changes with the seasons Identify events that happen in different seasons How changes affects things such as trees and daylight observe changes across the seasons Carry out weather reports</p>	<p>Everyday materials: Identify and name objects and the materials from which they are made Describe the properties of materials Compare and group materials Carry out tests to sort materials - are they absorbent, strong or waterproof?</p>	<p>Animals: sensitive bodies Identify body parts. Identify the senses. Take part in activities to spot patterns and answer questions involving our senses. recognise the importance of senses in different jobs.</p>	<p>Comparing animals: Identify and group animals. Describe animals. Compare the features of animals. Identify animals that are carnivores, omnivores and herbivores. Recognise animals that make suitable pets. Know about famous scientists: Jane Goodhall</p> 	<p>Plants: wild and garden plants. Know what a plant is. Use magnifying glasses to observe and name plant parts. Identify and name wild and garden plants. Identify and name deciduous and evergreen trees. Sort seeds. Identify which parts of a plant you eat.</p>	<p>Investigating through stories: Using picture books broaden understanding of plants and animals. Compare woodland animals. Measure animal footprints. Question - do taller trees have larger trunks? Are birds carnivores, omnivores or herbivores?</p>






<p>Outdoor Learning</p>	<p>Seasons - science focus Observe change across the seasons - focus on the trees and describing how they look in autumn Take the temperature outside in Autumn and record on sheet that will last all year Weather- Make wind instruments to measure the wind Geography focus Find items on map in the grounds of the school Draw own plan of the school grounds on the playground Survey what we like/don't like about the playground Visit the local playground to see what other playgrounds have. Design how to improve what we have/add to what we have making our own plans</p>	<p>Materials - identify natural materials. Test what is waterproof in the forest school area</p>	<p>Sensitive bodies- Stickman - find and make your stickman. Maths - measure and compare natural objects .</p>	<p>Animals- Observe insects. Make an animal habitat using natural materials.</p>	<p>Plants Observe and identify flowers, plants, trees Plant beans</p>	<p>Story Build waterproof animal homes Role play stories outside</p>
<p>Geography / History</p>	<p>Geography What is it like here? Locate where the school is in an aerial photo. create a map of the classroom. Recognise key features of our playground. Create maps. Follow routes to different places in school. Enquiry - how can we improve our playground?</p>	<p>History Personal Chronology Develop an understanding of personal chronology Find out how events are remembered Use photos and ask questions to investigate what life was like for our parents and grandparents when they were children Make a simple timeline</p>	<p>Geography What is the weather like in the UK? Locate the 4 countries of the UK. Know the 4 compass directions. Investigate daily weather patterns. Keep a daily weather record. Understand how weather changes with seasons.</p>	<p>History How have toys changed? Discuss our favourite toys Know what toys our parents and grandparents play with Investigate toys up to 100 years old Investigate how teddies have changed over time - comparing Think about the toys of the future.</p>	<p>History How have explorers changed the world? Know what an explorer is. Think about explorers and what makes them significant. Know who Christopher Columbus is and where he explored.</p> 	<p>Geography What is it like to live in Shanghai? What can we see in our local area? Draw a sketch map. Recognise continents, oceans and countries outside of the UK with a focus on China. describe what Shanghai is like. Compare Shanghai to where we live.</p>



					<p>Know who Matthew Henson is and what he did.</p>  <p>Know how exploration has changed over time.</p> <p>Describe the significance of some people in history.</p>	
<p>Computing</p>	<p>Online Safety</p> <p>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons.</p> <p>Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</p>	<p>Grouping and Sorting</p> <p>Children are able to sort, collate, edit and store simple digital content</p> <p>Pictograms</p> <p>Children are able to sort, collate, edit and store simple digital content</p>	<p>Lego Builders</p> <p>Children can work out what is wrong with a simple algorithm when the steps are out of order and can write their own simple algorithm.</p> <p>Maze Explorers</p> <p>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program</p>	<p>Animated Story Books</p> <p>Children are able to sort, collate, edit and store simple digital content and retrieve their work and follow simple instructions to access online resources.</p>	<p>Coding</p> <p>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</p>	<p>Spreadsheets</p> <p>Children are able to sort, collate, edit and store simple digital content</p> <p>Technology outside school</p> <p>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</p>
<p>Music</p>	<p>All about me: Pulse/rhythm Identify differences between pulse and rhythm.</p>	<p>The snail and the mouse: using bodies and instruments to listen and respond to pieces of music with fast and slow speeds. Learn and perform a rhyme.</p> <p>Christmas rehearsal – songs and Nativity performance</p>	<p>Under the sea</p> <p>Explore under the sea through music, movements and chanting</p>	<p>Fairy tales</p> <p>Through fairy tales children are introduced to the concept of timbre. They learn that different sounds can represent characters and key moments. They will create their own rhythmic patterns to tell a familiar tale</p>	<p>Superheroes</p> <p>Learn how to identify high and low notes and compose a simple tune. Investigate how tempo changes to tell a story.</p>	<p>By the sea</p> <p>Make links between music, sounds and environments and use percussion, vocal and body sounds to make calm and stormy seas.</p>



<p>Art/DT</p>	<p>Drawing: make your mark Know how to create different types of line. Work and experiment with drawing lines to make waves. Draw with different media. Draw from observation. Bridget Riley</p>  <p>Zaria Forman Wassily Kandinsky Ilya Bolotowsky Renata Bernal</p>	<p>DT - Structures</p> <p>Making a windmill Create a stable structure Use tools and equipment to make sails Attach the sails evaluate the windmill</p>	<p>DT - Textiles</p> <p>Join fabrics using different methods Design a character Make, join and decorate the puppet</p>	<p>Art Paint and mixed media - colour splash</p> <p>Paint play - investigate how to create secondary colours. Explore colour through painting and printing. Apply painting skills when working in the style of an artist: Clarice Cliff</p>  <p>Jasper Johns</p>	<p>DT- How to make a smoothie.</p> <p>Identify fruits and know where they grow practise cutting and juicing Test ingredients and make smoothies</p>	<p>Art Sculpture and 3D: Paper play</p> <p>Roll paper to make 3D structures Shape paper to make a 3D drawing Apply paper shaping skills to make an imaginative sculpture work collaboratively to make a large sculpture Samantha Stephenson</p>  <p>Marco Balich Louise Bourgeois</p>
<p>PE</p>	<p>Ball Skills</p>	<p>Gymnastics</p>	<p>Dance</p>	<p>Fitness</p>	<p>Athletics</p>	<p>Net and wall games</p>
<p>RSHE</p>	<p>Understanding my body and my health</p> <p>Let the children come I am unique Girls and boys Clean and healthy</p>	<p>Emotional wellbeing</p> <p>Feelings, likes and dislikes Feelings inside out Super Susie gets angry</p>	<p>Life cycles</p> <p>cycle of life</p>	<p>Understanding personal relationships</p> <p>God loves you Special people Treat others well ...and say sorry</p>	<p>Keeping safe</p> <p>Being safe Good secrets and bad secrets Physical contact Harmful substances Can you help?</p>	<p>Living in the wider world</p> <p>Who is my neighbour? The communities we live in.</p>