

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver						
	Owl Babies Lydia Monks Martin Waddell	The Emperor's egg Martin Jenkins	The Gruffalo Julia Donaldson	The Snail and the Whale Julia Donaldson	The Smeds and the Smoos Julia Donaldson	Jolly Postman Janet and Allan Ahlberg plus Traditional tales (Jack and the bean stalk, Cinderella, Red Riding)
Vocabulary	Owl, forest, family, mum, brother, sister, nest, nocturnal, woodlands, birds, feathers, beaks, scared, worried, branch, tree, leaves, night time, moon, babies, trunk, hunting, ivy, brave, mice, fox, soft, silent, swooped, flapped, fuss	Flippers, hatch, horizon, miserable, slippery, waddled, important, actually	Woodland, animals, Gruffalo, twigs, trees, plants, growth, fear, scared, story,	as black as soot, sea is deep, world is wide, smooth black rock, a silvery trail that looped and curled, immensely long, wonderful song, shimmering ice, coral caves, shooting stars, coral caves, starlit sea, towering icebergs, far-off lands, fiery mountains, golden sands, foamed and frolicked and sprayed, arched and crashed, hideous toothy grins, zigzag lightning, flashing and frightening	Alien, space, planet, moon, rocket, crater, astronaut, atmosphere, Earth, Crescent, galaxy, gravity, light, Jupiter, Mars, Mercury, Saturn, Uranus, Venus Sun, Solar system, Neil Armstrong Apollo, Moon landing, Nasa	Palace, cackle, champagne, gingerbread, beautiful, Cinderella, Goldilocks
Literacy Outcomes	Captions - speech bubbles Letter to mum Poster - missing mum	Instructions - How to look after an egg. Non- chronological report on Emperor Penguins. (suffix - ed) Poem penguin movement - suffix ing	Suffix ing Plural adding s Pronoun I Character description Poem	Setting description - Using full stops. Suffixes- er and est Recount of the story from snails point of view. Skills ed. Narrative (own creature and whale) Joining clauses by using and	Recount - prefix un Non-chronological report. es plurals Instructions	Instructions - How to be a baddie in a story. Narrative - Tradition tale Recount - from characters point of view (Jack the Beanstalk) (Days of the week)
Maths	Place value to 10 Addition and subtraction	Shape 2d and 3d Place value to 20	Place value to 20 continued Addition and subtraction within 20	Place value to 50 (Inc 2 5 10) Measurements Length and height Weight and volume (units of measure)	Multiplication and division (incl 2 5 10) Money Position and direction	Place value to 100 Fractions Time
Topic Outcomes	Families Habitats	Penguin fact book How to protect an egg	Animals in the local environment,	Travel Guide	The moon landing	Who lives in a house like this? (looking at own houses types of houses in local area)
Science	WALT identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals WALT: describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Seasonal changes WALT: observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	The human body inc being healthy WALT To identify, name and label the basic parts of the human body To identify, name and say which part of the body is associated with each sense The Big Garden Bird Watch WALT observe closely WALT use observations to answer questions WALT Gather and record data to answer questions.	Materials and their Properties: Floating and sinking WALT: describe the simple physical properties of a variety of everyday materials WALT: distinguish between an object and the material from which it is made.	Everyday Materials. WALT: 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.	Plants Deciduous and evergreen WALT identify and describe trees. WALT identify and name a variety of common wild and garden plants including evergreen and deciduous trees. Plant and observe stages of growth (plant a beanstalk) Identifying plants and leaves. WALT identify and describe the basic structure of plants including trees. What does a plant need to grow? WALT use observations to answer questions

<p>Geography</p>	<p>WALT Use Key human features WALT use Key physical features</p> <p>Progression - field work Carry out a local survey of the local area.</p> <p>Walk around community - recount. WALT simple fieldwork and simple observational skills to study the geography of their school and its grounds.</p> <p>Progression - field work Carry out a local survey of the local area. Ask and respond to basic geographical questions. Create plans and raw simple features in their familiar environment.</p>	<p>Comparing Barnsley to Antarctica</p> <p>Atlas work</p> <p>Weather patterns</p> <p>WALT: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Progression - field work Use basic observational skills. Use a pro-forma to collect data (e.g. tally survey) - how many times it has snowed in a week etc.</p> <p>Mapping of 5 continents and 7 seas (Antarctica - southern Ocean)</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	<p>WALT: key physical features, including: forest, hill, mountain, , river, soil and weather</p> <p>Progression - map skills Use photographs to identify features. Add labels photograph or features.</p>	<p>Compare seaside towns</p> <p>Look at key costal features.</p> <p>WALT: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Progression - map skills Use photographs and maps to identify features. Use relative vocabulary such as bigger, smaller, like and dislike. Add labels onto a sketch map, map.</p>	<p>WALT: devise a simple map and use and construct basic symbols in a key.</p> <p>Progression - map skills Use a basic picture map to move around school. Use directional language such as near and far, up and down, left and right, and forwards and backwards. Draw simple features.</p> <ul style="list-style-type: none"> use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map 	<p>Postman Missing letters . Look at the counties that make the UK. Look at flags and where they are on a map. WALT: Name and locate characteristics of the 4 countries and capital cities.</p> <p>WALT: Use maps and atlases to identify the UK and the 4 countries.</p> <p>Look at aerial view pictures and compare the countries. WALT Use basic geographical features. (valley and mountain)</p> <p>Focus on landmarks on each country. Eplore all but focus on London. Link to Royal Family. WALT recognise landmarks.</p> <p>Progression - map skills Use maps to locate the 4 countries and capital cities of the UK and its surrounding seas. Use photographs and maps to identify features. To identify the UK and its position in the world.</p>
<p>History</p> <p>Progression - historical terms Vocab of; a long time ago, recently, when my... were, younger, years.</p>		<p>Scott of the Antarctic</p> <p>WALT: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Progression - cause and consequence Recognise why people did things.</p>			<p>Neil Armstrong - The Moon landing</p> <p>WALT understand events beyond living memory</p> <p>Progression - historical enquiry Ask and being to answer questions about events.</p> <p>WALT Understand the lives of significant individuals.</p> <p>Progression - cause and consequences Recognise what happened as a result of people's actions or events.</p> <p>Progression - chronology Demonstrate an awareness of the past using common words and phrases relating to the passing of time.</p>	<p>Alexander Graham Bell- Inventor of the telephone</p> <p>WALT: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Progression - historical enquiry Choose and use parts of stories and other sources to show understanding of events.</p>
<p>Art</p>	<p>Create an owl</p> <p>WALT: to develop a wide range of art and design techniques using texture and pattern.</p>	<p>Colour mixing - sunset in Antarctica</p> <p>WALT: to develop a wide range of art and design colour. WALT to develop a background.</p> <p>WALT Mixing secondary colours. WALT Exploring how shades can be created using black and white. WALT Practice mixing colours and shades to produce more accurate results. WALT Uses thick and thin brushes, beginning to select where appropriate.</p>	<p>A woodland picture created in woodlands/ outside.</p> <p>WALT To make rubbings of surfaces and objects using wax crayons and calks e.g. coins, leaves WALT Build up a collection of rubbings to create a picture. WALT Use a range of colours and shapes to produce more complex patterns.</p>	<p>Clay - making and painting a light house (salt dough for home learning?)</p> <p>WALT: to use painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Pop Art - Andy Warhol</p> <p>WALT Describe the work of artwork of artists</p>	<p>Create a post van for the Jolly Postman</p> <p>WALT use a range of materials creatively to design and make products</p>

Design Technology	<p>Owl baby flap book</p> <p>DESIGN Identify a target group for what they intend to design and make.</p> <p>MAKE WALT Model their ideas in card and paper. WALT Mark out materials to be cut using a template. WALT With help measure, mark out, cut and shape a range of materials.</p> <p>WALT build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>EVALUATE WALT Suggest how products could be improved</p>			<p><i>Mover and lever - make a moving Snail and the Whale for a friend. .</i></p> <p>DESIGN WALT State the purpose of the design and the intended user</p> <p>MAKE WALT Select from a range of tools and equipment explaining their choices</p> <p>WALT Begin to use simple finishing techniques to improve the appearance of their product.</p> <p>EVALUATE WALT Look and talk about what we have produced, describing simple techniques and media used.</p>	<p>Cooking and nutrition Make a smeds and the smoos picnic.</p> <p>DESIGN WALT Draw on their own experience to help generate ideas. WALT Suggest ideas and explain what they are going to do</p> <p>MAKE WALT Know how to prepare simple dishes safely and hygienically, without using a heat source such as a fruit salad.</p> <p>WALT Know how to use techniques such as cutting, peeling, and grating with support from an adult.</p> <p>EVALUATE WALT Talk about their design ideas and what they are making</p>	<p>Create a post van for the Jolly Postman.</p> <p>DESIGN WALT Generate own ideas for design by drawing on own experiences or from reading</p> <p>WALT generate, develop, model and communicate their ideas.</p> <p>MAKE WALT explore and use mechanisms Make vehicles with construction kits which contain free running wheels. Cut materials safely using tools provided. Attach wheels to chassis on a model using an axle. With support cut strip wood/dowel using a hacksaw. Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>EVALUATE WALT Use appropriate language to describe colours, media, equipment, and textures. Make simple judgements about their products and ideas against design criteria</p>
PE	<p>Real PE unit 1 Co-ordination and footwork - personal skill Invasion Games I can follow instructions and practise safely I can work on simple tasks by myself. I ask for help when appropriate. If I try several times if at first I don't succeed.</p>	<p>Real PE unit 2 Dynamic balance and agility - social skills Dance I can help praise and encourage others in their learning. I can work sensibly in a group with others taking turns and sharing.</p>	<p>Real PE unit 3 Dynamic balance and static balances - cognitive Gymnastics I can begin to order instructions movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. I can name some things I am good at. I can understand and follow simple rules. gymnastics</p>	<p>Real PE unit 4 co-ordination and balance - creative Ball skills - dribbling and throwing and catching I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can explore and describe movements. Ball skills - dribbling and throwing and catching</p>	<p>Real PE unit 5 co-ordination and agility - physical Striking and Fielding - tennis/rounders I can perform a sequence of movements with some changes in level. Direction or speed. I can perform a range of skills with some control and consistency. I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.</p>	<p>Real PE - unit 6 agility and balance health and fitness - Athletics I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise. I am aware of why exercise is important for good health.</p>
Music	<p>Hey You Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p>	<p>Rhythm In The Way We Walk/The Banana Rap Listen & Appraise Musical Activities: • Games • Singing Perform/Share</p>	<p>In the Groove Listen & Appraise Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share</p>	<p>Round and Round Listen & Appraise Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share</p>	<p>Your Imagination Listen & Appraise Musical Activities - a new activity is added until Step 4: • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share</p>	<p>Summer 2 - Reflect, Rewind and Replay Listen & Appraise Musical Activities: • Games • Singing • Playing • Improvisation • Composition Perform/Share</p>

RE	Christianity God/Creation Does God want Christians to look after the World?	Christianity Incarnation What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity Incarnation Is it always easy for Jesus to show friendship?	Christianity Salvation Why was Jesus welcomed like a king or a celebrity by the crowds on Palm Sunday?	Judaism - the Shabbat Is Shabbat important to Jewish children?	Judaism - Yom Kippur Are Rosh Hashanah and Yom Kippur are they important to Jewish children
Trips/event	Visit from parents and pets		IN SCHOOL/HOME The big garden birdwatch	Beach day in the classroom	Planetarium visit to school	Walk in local area
PSHE, FBV and Life Skills	Jigsaw - Unit 1 Being me in my world Class rules and expectations (Law/ Responsibility) School Council elections (FBV Democracy) Bikeability?	Jigsaw - Unit 2 Celebrating Difference I can tell you some ways I am different from my friends I understand these differences make us all special and unique	Jigsaw - Unit 3 Dreams and Goals I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest Careers Day	Jigsaw - Unit 4 Healthy Me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy	Jigsaw - Unit 5 Relationships I can tell you why I appreciate someone who is special to me and express how I feel about them Road Safety	Unit 6 Changing Me I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private
ICT (Purple mash)	Online safety Grouping and sorting	Pictograms	Lego builders Maze explorers	Animated stories	Coding spreadsheets	Technologies outside of school