

Term Topic	Autumn Term 1 Superheroes	Autumn Term 2 Moon Zoom	Spring Term 1 Dinosaur Planet	Spring Term 2 Enchanted Woods	Summer Term 1 Bright Lights, Big City	Summer Term 2 Paws, Claws and Whiskers
<p><b>Literacy</b></p> <p><b>National Curriculum English statements - writing transcription, Vocabulary, grammar, punctuation.</b></p> <p><b>English Appendix 1 &amp; 2 in National Curriculum</b></p> <p><b>Common Exception Words</b></p> <p><b>Handwriting letter families</b></p> <p><b>Terminology for pupils</b></p> <ul style="list-style-type: none"> <li>letter, capital letter</li> <li>word, singular, plural</li> <li>sentence</li> <li>punctuation, full stop, question mark, exclamation mark</li> </ul>	<p>Talk for Writing: <b>Narrative - Supertato</b></p> <p>Extra writing activities: Descriptive sentences Comic strips Fact files Posters Labels and captions</p> <p><b>Spell</b> the days of the week</p> <p><b>Long ladder letters</b> <b>One-armed robot letters</b></p> <p><b>name the letters of the alphabet</b></p> <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>leaving spaces between words <b>Separation of words with spaces</b></li> </ul> <p>Common exception words: the, a, to, said, was, is, his, has, I, you, no, go,</p>	<p>Talk for Writing: <b>Recount/Diary Entry - Beegu</b></p> <p>Extra writing activities: Posters Character profiles Non-chronological reports Adverts Science fiction</p> <p><b>Spell</b> the days of the week</p> <p><b>Curly caterpillar letters</b> <b>Zig-zag monster letters</b></p> <ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul> <p><b>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</b></p> <ul style="list-style-type: none"> <li>joining words and joining clauses using 'and' <b>Joining words and joining clauses using 'and'</b></li> </ul> <p>Common exception words: be, he, me, she, we, one, do, so,</p>	<p>Talk for Writing: <b>Recount/Letters or postcards - Dear Dinosaur</b></p> <p>Extra writing activities: Fact files Poetry and riddles Non-chronological reports Narrative</p> <p><b>Spell</b> the days of the week</p> <p><b>Long ladder letters</b> <b>One-armed robot letters</b> <b>Curly caterpillar letters</b> <b>Zig-zag monster letters</b></p> <ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <b>Capital letters for names and for the personal pronoun I</b></li> </ul> <p>Common exception words: Today, of, says, are, by, my, your</p>	<p>Talk for Writing: <b>Narrative - Hansel &amp; Gretel</b></p> <p>Extra writing activities: Recounts Information books and letters Lists and instructions Narratives</p> <p><b>Spell</b> the days of the week</p> <p><b>Long ladder letters</b> <b>One-armed robot letters</b> <b>Curly caterpillar letters</b> <b>Zig-zag monster letters</b></p> <ul style="list-style-type: none"> <li>-tch</li> <li>using the prefix un-</li> <li><b>How the prefix un- changes the meaning of verbs and adjectives</b></li> </ul> <p>Common exception words: come, some, they, once, love</p>	<p>Talk for Writing: <b>Recount/Tv news report - Great Fire of London</b></p> <p>Extra writing activities: Recounts Labels and captions Adventure narrative Instructions Emails Character study</p> <p><b>Spell</b> the days of the week</p> <p><b>Long ladder letters</b> <b>One-armed robot letters</b> <b>Curly caterpillar letters</b> <b>Zig-zag monster letters</b></p> <ul style="list-style-type: none"> <li>using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li><b>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</b></li> </ul> <p>Common exception words: put, push, pull, full, our</p>	<p>Talk for Writing: <b>Instructions - How to wash a woolly mammoth.</b></p> <p>Extra writing activities: Recounts Fables Booklets and lists Nursery rhymes and poems</p> <p><b>Spell</b> the days of the week</p> <p><b>Long ladder letters</b> <b>One-armed robot letters</b> <b>Curly caterpillar letters</b> <b>Zig-zag monster letters</b></p> <ul style="list-style-type: none"> <li><b>The /v/ sound at the end of words ('ve')</b></li> </ul> <p><b>add prefixes and suffixes</b></p> <ul style="list-style-type: none"> <li>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li><b>Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</b></li> </ul> <p>Common exception words: house, friend, were, where, here, there, ask, school</p>

Maths	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 2</u>	<u>Spring 1</u>	<u>Summer</u>	<u>Summer 2</u>
<p>National Curriculum objectives - measurement</p> <p>Lesson ideas &amp; continuous provision</p> <p>Activities</p> <p>White Rose Maths block units.</p> <p>National Curriculum objectives within.</p>	<p>Sequence events in chronological order using language eg. before and after, yesterday, tomorrow</p> <p>Use language relating to dates, including days of the week, weeks, months and years.</p> <p>Change the date daily.</p> <p>Regular use of time language. Days and months songs sung regularly.</p> <p>Put each other's' birthdays and ages in date order.</p> <p>Number: place value to 10</p> <p>Number: addition &amp; subtraction to 10</p>	<p>Sequence events in chronological order using language eg. before and after, yesterday, tomorrow</p> <p>Use language relating to dates, including days of the week, weeks, months and years.</p> <p>Change the date daily.</p> <p>Regular use of time language. Days and months songs sung regularly.</p> <p>Geometry: Shape</p> <p>Measurement: Length/Height</p> <p>Measurement: Weight/Volume</p>	<p>Sequence events in chronological order using language eg. before and after, yesterday, tomorrow</p> <p>Use language relating to dates, including days of the week, weeks, months and years.</p> <p>Change the date daily.</p> <p>Regular use of time language. Days and months songs sung regularly.</p> <p>Number: place value to 20</p> <p>Number: place value to 50</p>	<p>Sequence events in chronological order using language eg. before and after, yesterday, tomorrow</p> <p>Use language relating to dates, including days of the week, weeks, months and years.</p> <p>Change the date daily.</p> <p>Regular use of time language. Days and months songs sung regularly.</p> <p>Number: Fractions</p> <p>Measurement: Money</p> <p>Measurement: Time</p>	<p>Sequence events in chronological order using language eg. before and after, yesterday, tomorrow</p> <p>Use language relating to dates, including days of the week, weeks, months and years.</p> <p>Change the date daily.</p> <p>Regular use of time language. Days and months songs sung regularly.</p> <p>Geometry: Position &amp; Direction</p> <p>Number: place value to 100.</p>	<p>Sequence events in chronological order using language eg. before and after, yesterday, tomorrow</p> <p>Use language relating to dates, including days of the week, weeks, months and years.</p> <p>Change the date daily.</p> <p>Regular use of time language. Days and months songs sung regularly.</p> <p>Number: multiplication &amp; division</p>
<p>Science</p> <p>National Curriculum objectives.</p> <p>Lesson ideas &amp; continuous provision</p> <p>activities</p>	<p>Observe the changes across the four seasons</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Summer/Autumn</p> <p>Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.</p> <p>Labelling parts of the human body (link to superpowers with labels).</p> <p>Investigate senses and how they help us in everyday life.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify, name, compare and describe simple physical properties of a variety of</p>	<p>Observe the changes across the four seasons.</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Autumn/Winter</p> <p>Working Scientifically</p> <p>Make air propelled rockets to launch into 'outer space'.</p> <p>Investigate whether the size of a balloon affects how far a balloon- powered rocket will go.</p> <p>Make mini exploding rockets.</p>	<p>Observe the changes across the four seasons.</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Winter/Spring</p> <p>Personal weather journal over a half term</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Reptiles - linked to dinosaurs</p> <p>Identify and name a variety of common animals including herbivores, omnivores and carnivores.</p> <p>Dinosaur diets</p>	<p>Observe the changes across the four seasons.</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Spring</p> <p>Personal weather journal over a half term</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Woodland animals</p> <p>Bird watching</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Learn about evergreen and deciduous trees - images to</p>	<p>Observe the changes across the four seasons.</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Spring/Summer</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify, name, compare and describe simple physical properties of a variety of everyday materials.</p> <p>Recreate Pudding Lane. List what materials the buildings were made from and why.</p> <p>Make Tudor-style houses from boxes etc.</p> <p>Working Scientifically</p> <p>Testing 'houses'</p>	<p>Observe the changes across the four seasons.</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Summer</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and that are carnivores, herbivores and omnivores.</p> <p>Look at different animal groups like pets, under the sea animals, birds, zoo animals.</p> <p>Sort animals into animal groups and based on the type of food they eat.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Look at the structure of</p>

	<p>everyday materials. Materials used for superhero costume.</p> <p>Working Scientifically Investigate how our senses rely upon each other.</p>			<p>discuss and sort - look for them at Forest School.</p> <p>Identify and describe the basic structure of a variety of common plants and trees. Plant British woodland plants. How to look after a plant.</p> <p>Working Scientifically Investigate how pine cones open and close in different conditions. Planting beans.</p>		<p>birds - create their own bird.</p> <p>Working Scientifically Investigate variation amongst peers. Explore the basic parts of the body and how they vary between people.</p>
<p><b>History</b></p> <p>National Curriculum objectives.</p> <p>Lesson ideas &amp; continuous provision activities</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Significant individuals Historical heroes eg. Rosa Parks, Florence Nightingale, Mary Seacole.</p> <p>Changes within living memory. Growing-up</p>	<p>Significant individuals Yuri Gagarin</p> <p>Events beyond living memory Look at images from space history and order them chronologically.</p>	<p>Significant individuals Mary Anning -paleontologist</p> <p>Events beyond living memory Compare the life during the period of the dinosaurs to modern life. Discuss extinction theories - children can then draw image to illustrate some of these.</p>		<p>Events beyond living memory Great fire of London</p>	<p>Significant individuals Jane Goodall</p> <p>Changes within living memory. Look back over Year 1.</p>

<p><b>Geography</b></p> <p>National curriculum objectives</p> <p>Lesson ideas &amp; continuous provision activities</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Whole class weather chart Summer/Autumn</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world.</p> <p>Whole class weather chart Autumn/Winter</p> <p>Use simple compass directions (N, S, E, W) and directional language eg. Near, left) to describe features on a map.</p> <p>Link to Alien Beebot computing.</p> <p>Use aerial photographs to recognise landmarks and human/physical features.</p> <p>Planets - Earth</p> <p>Explore images of the Earth from space and identify geographical features.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Whole class weather chart Winter/Spring</p> <p>Study the key human and physical features of the school and its grounds.</p> <p>Dinosaur hunt around school</p> <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Use world maps, atlases, globes.</p> <p>Learn about the Dodo bird that is extinct. What animals around the world are also close to extinction?</p> <p>Look at where Dinosaurs came from.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world.</p> <p>Whole class weather chart Spring</p> <p>How trees/plants change over the four seasons.</p> <p>Make a simple map and use symbols in a key.</p> <p>Build a mini woodland.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases, globes.</p> <p>UK - woodlands.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Whole class weather chart Spring/Summer</p> <p>Use simple compass directions (N, S, E, W) and directional language eg. Near, left) to describe features on a map.</p> <p>Use basic geographical vocab to refer to key human and physical features:</p> <p>Look at maps of London, Buckingham Palace and Shalford. Read labels of landmarks and features.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases, globes.</p> <p>Make a simple map and use symbols in a key.</p> <p>Learn about the UK.</p> <p>Understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use world maps, atlases, globes.</p> <p>Compare London with another city (Australia or Africa).</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world.</p> <p>Whole class weather chart Summer</p> <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Use world maps, atlases, globes.</p> <p>Find out where a range of zoo animals come from and place images of them on a globe to show where they originated.</p> <p>Make a simple map and use symbols in a key.</p> <p>Zoo map</p>
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<p><b>DT</b></p> <p>National curriculum objectives</p> <p>Lesson ideas &amp; continuous provision activities</p>	<p>Superhero mask</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p>Super foods - make superhero super smoothie</p>	<p>Alien spaceship Moving vehicles and space toys Make space buggy</p>	<p>Make a Sock-o-saurus. Make decorations for the dinosaur party. Create a pre-historic landscape.</p>	<p>Build a nest or a den for a woodland animal. Make a small tea party for a woodland creature (making small treats)</p>	<p>Models of the London Eye using a construction kit, such as K'NEX.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes Bake wholegrain bread like Thomas Farriner. Make sandwiches</p>	<p>Design and make a label for a can of tiger food. Design and create a mini-zoo</p>
<ul style="list-style-type: none"> <li>• Design: Design products and generate ideas</li> <li>• Make: Select tools and materials to complete tasks</li> <li>• Evaluate: Explore and evaluate existing products</li> <li>• Technical knowledge: Build structures, explore how they can be made stronger, stiffer and more stable and explore and use mechanisms</li> </ul>						
<p><b>Art &amp; Design</b></p> <p>National curriculum objectives</p> <p>Main focus</p> <p>Lesson ideas &amp; continuous provision activities</p>	<p>Drawing Painting</p> <p>Artist: Pop artist Roy Lichtenstein</p> <p>Draw favourite superhero Superhero cape</p>	<p>3D work/sculpture Digital art</p> <p>Artist: Henri Matisse</p> <p>Wire Paper/card Papier Mache Chalk pastels - solar system</p>	<p>Drawing Painting</p> <p>Artist: Picasso</p> <p>Dinosaur paintings Clay dinosaur</p>	<p>Collage &amp; textiles</p> <p>Artist: Andy Goldsworthy</p> <p>Nature Boggart Woodland creatures Making a woodland crown. Nature sculptures. Sewing/weaving</p>	<p>Drawing Painting</p> <p>Artist: Vincent Van Gogh</p> <p>Fire art London city silhouettes</p>	<p>3D work/sculpture Printing</p> <p>Artist: Dean Russo</p> <p>Print-making based on animal patterns. Large-scale paintings and collages of animals. Animal masks. Animal drawings - half photo Clay tile</p>
<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>						
<p><b>PSHE</b></p> <p>Shalford Values</p> <p>Lesson ideas &amp; continuous provision activities</p> <p>PSHE scheme of work</p>	<p>Values: Friendship and Respect.</p> <p>Circle time - Rules Circle time - Calming down Circle time - Making good decisions (link to superheroes/villains)</p> <p>Growth Mindset</p> <ul style="list-style-type: none"> <li>• know that mental wellbeing is a normal part of daily life, in the same way as</li> </ul>	<p>Values: Honesty &amp; Kindness.</p> <p>Circle time - Mindfulness</p> <p>Road Safety To know how to keep safe on the roads</p> <p>Mindfulness</p> <ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and</li> </ul>	<p>Values - Tolerance</p> <p>Clever never goes</p> <ul style="list-style-type: none"> <li>• Learn to recognise when someone outside of their family is trying to get them to go with them and how to keep themselves safe</li> </ul>	<p>Values: Responsibility and empathy.</p> <p>Healthy living - link to Drugs and alcohol policy</p>	<p>Values - Courage and Thoughtfulness</p> <p>Pants are Private</p>	<p>Values - Resilience Achievement</p> <p>Elephant's Tea Party - Bereavement</p> <p>Sun Safety</p> <ul style="list-style-type: none"> <li>• Know about safe and unsafe exposure to the sun and how to keep themselves safe in the sun</li> </ul>



<p>curriculum objectives</p> <p>Lesson ideas &amp; continuous provision activities</p>	<p>speaking chants and rhymes Autumn songs Harvest songs Days of the week/months etc. songs Boom Chicka Boom</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Music Appreciation - Short Ride in a Fast Machine by John Adams Pitch - high and low Body percussion Superhero sound effects.</p>	<p>speaking chants and rhymes Autumn/Winter songs Space songs including Twinkle, Twinkle, Little Star. Christmas songs Days of the week/months etc. songs</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Music Appreciation Dynamics - loud and soft</p> <p>Play untuned instruments musically. Percussion instruments (experiment with space sounds).</p> <p>Play tuned instruments Twinkle Twinkle little star and Christmas songs (glockenspiel)</p>	<p>speaking chants and rhymes Winter/Spring songs Days of the week/months etc. songs</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Music Appreciation - Horn Concerto No 4 by Mozart Tempo - fast and slow Dinosaur songs, poems and nursery rhymes.</p> <p>Play tuned instruments Boomwhackers</p>	<p>speaking chants and rhymes Fairytale songs Spring songs Days of the week/months etc. songs</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Music Appreciation - Connect It by Anna Meredith Woodland songs</p> <p>Play untuned instruments Percussions</p>	<p>speaking chants and rhymes Summer songs Days of the week/months etc. songs</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Music Appreciation - Storm by Benjamin Britten London nursery rhymes, poems.</p> <p>Play tuned and untuned instruments Boomwhackers Online keyboard Glockenspiel</p>	<p>speaking chants and rhymes Summer songs Animal songs Days of the week/months etc. songs</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Music Appreciation - Zadok the Priest by Handel Rhythms - link to animals.</p> <p>Play tuned and untuned instruments Percussion Online keyboard Glockenspiel</p>
<p>Possible Visits Visitors</p>	<p>Superhero hunt - Dress up day Supertato - Evil Pea</p>	<p>Space Workshop Space box tent - stars Pantomime</p>	<p>Dinosaur dig excavation Dinosaur visit</p>	<p>Surrey Wildlife trust Woodland walk Hedgehog visit</p>	<p>Firefighter visit Putting out 'fire' experience. Royal tea party</p>	<p>Whole School trip Marwell Zoo How to wash a woolly mammoth</p>