



| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| <p>[History/Geography]</p> | <p>All About Me WK1: ART - Self portraits</p> <p>WK2: Fact file – what, who’s important to them, favourite things etc</p> <p>Geography : Seasons WK3: Lesson 1 - Can we observe the weather?</p> <p>WK4: Lesson 2 - To observe the weather, and understand weather data from pictures, words and symbols.</p> <p>WK5: Lesson 3 - To understand why weather changes, and know that there are different types of wind which bring about these changes.</p> <p>WK6: Lesson 4 – To know about what are the four seasons?</p> <p>WK7: Lesson 5 - To know about parts of the UK and its capital cities, and talk about the weather there.</p> | <p>History: Bonfire Night and Great Fire of London</p> <p>WK1: Does anyone know why we celebrate Bonfire Night on 5th November? What happened on 5th November 1605? Locate where we live on the map and where the houses of parliament are.</p> <p>WK2: Was Guy Fawkes a hero or a villain?</p> <p>WK3: To understand how Bonfire Night has changed over the years, and why it is still celebrated.</p> <p><i>Looking at more events in London in the Stuart period</i></p> <p>WK4: To know what happened during the Great Fire of London. Build a house.</p> <p>WK5: To understand why the Great Fire of London spread so quickly. Compare fire brigade then and now.</p> <p>WK6: Re-create the Great Fire of London.</p> <p>WK7: CHRISTMAS PARTY</p> | <p>Geography: Animals and their Habitats</p> <p>Where Do Our favourite animals live? WK1: LI: To locate and describe the home of Emperor Penguins.</p> <p>Look at continents on the map? What is a continent? Identify where the penguins live? ANtartica Label on the large board. Look at facts about antartica.</p> <p>WK2: LI: To locate and describe the home of an Asian Panda.</p> <p>Look at continents on the map? What is a continent? Identify where the Asian Panda’s live? Label on the large board. Look at facts about Asia.</p> <p>WK3: LI: To locate and describe the home of a Whale shark. Look at continents on the map? What is a continent? Identify where they live? Label on the large board. Look at facts about Oceania</p> <p>WK4: LI: To locate and describe the home of a African Elephant. Look at continents on the map? What is a continent? Identify where the AFrican Elephant’s live? Label on the large board. Look at facts about Africa</p> | <p>History: Great inventions: transport (Amelia Earhart, the Wright Brothers and Stephenson’s rocket)</p> <p>WK1: Who flew the first aeroplane? Introduce the wright brothers. Look at their drawings and prototype.</p> <p>WK2: What were early aeroplanes like and how did they fly? Practical – Make planes from different light weight materials.</p> <p>WK3: How have aeroplanes changed around the world? Look at different types of planes, when they flew. Create a picture timeline.</p> <p>WK4: What happened at the Rainhill trials? Show children an image – what can they see? What do they think the trial is about? Share extract.</p> <p>WK5: Why are the Rainhill trials remembered? Pin point on a map where they happened.</p> <p>WK6: To understand how important events can be commemorated? Look at museums, sites of importance, monuments etc.</p> | <p>Geography: Journeys - Food</p> <p>WK1:</p> <p>WK2:</p> <p>WK3:</p> <p>WK4:</p> <p>WK5:</p> <p>WK6:</p> | <p>History: Holidays (Changes within living memory)</p> <p>WK1:</p> <p>WK2:</p> <p>WK3:</p> <p>WK4:</p> <p>WK5:</p> <p>WK6:</p> |
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| Maths [White Rose] | <p>Year 1: Number Place Value Number: Addition and Subtraction</p> <p>Year 2: Number: Place Value Number: Addition and Subtraction</p> <p>Year 3: Number: Place Value Number: Addition and Subtraction</p> | <p>Year 1: Geometry: Shape Number: Place Value (within 20)</p> <p>Year 2: Geometry: Shape Measurement: Money</p> <p>Year 3: Number: Multiplication and Division</p> | <p>Year 1: Number: Addition and Subtraction (within 20) Number: Place Value (within 50)</p> <p>Year 2: Number: Multiplication and Division</p> <p>Year 3: Fractions Measurement: Mass and Capacity</p> | <p>Year 1: Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: weight and Volume</p> <p>Year 2: Measurement: Length and height Measurement: Mass, capacity and temperature</p> <p>Year 3: Fractions</p> | <p>Year 1: Number: Multiplication and Division Number: Fractions Geometry: Position and Direction</p> <p>Year 2: Number: Fractions Measurement: Time</p> <p>Year 3: Money Time</p> | <p>Year 1: Number: Place Value (within 100) Measurement: Money Measurement: Time</p> <p>Year 2: Statistics Geometry: Position and Direction Consolidation</p> <p>Year 3: Shape Statistics</p> |
| Phonics Guided reading | <p style="text-align: center;">Following School Scheme [Little Wandle]</p> <p style="text-align: center;">Phase 4: Group 1 Phase 4 : Group 2 Phase 5/AR : Group 3</p> | | | | | |
| English | <p>Year 3 Text (adapted): The king who was afraid of the dark Adapted CLPE Sequence</p> | <p>Year 2: Poetry – Limerick/onomatopoeia Bonfire night/Fireworks</p> <p>Diary Entries Samuel Pepys</p> <p>Christmas – Letters to Santa/ Gift List</p> | <p>Year 3 Text(adapted): The Great Kapok Tree Adapted CLPE Sequence</p> <p>Fact finding Description</p> | <p>Year 3 Text (adapted): Flotsam - Creative writing including :</p> <ul style="list-style-type: none"> • Inference • Describe • Predict • Comparing | <p>Year 3 Text (adapted):</p> | <p>Year 2 text (adapted):</p> |
| | <p>Punctuation (YR1) Capital letters (Pronouns) Finger spaces False stop</p> | <p>Punctuation (YR1) Capital letters (Pronouns) Finger spaces False stop Comma</p> | <p>Punctuation (YR1) Exclamation mark Question mark</p> | <p>Punctuation (YR1) Question mark Exclamation mark</p> | <p>Punctuation (YR2) Commas</p> | <p>Punctuation (YR2) Apostrophes</p> |
| | <p>Grammar (YR1) Noun Verb</p> | <p>Grammar (YR1) Adjective Adverbs</p> | <p>Grammar (YR1) Prefix (un) Suffixes (ing, ed,er)</p> | <p>Grammar (YR2) Adverbs tense (past, present)</p> | <p>Grammar (YR2) Suffixes (est,full,less)</p> | <p>Grammar (YR2) noun phrases</p> |

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| | Composition Sentence building using Colourful semantics | Composition Sentence building using Colourful semantics | Composition Sentence building using Colourful semantics | Composition Sentence building using Colourful semantics | Composition Sentence building using Colourful semantics | Composition Sentence building using Colourful semantics |
| | Spelling Follow words from this week's phonics sounds. | Spelling Follow words from this week's phonics sounds. | Spelling Follow words from this week's phonics sounds. | Spelling Follow words from this week's phonics sounds. | Spelling Follow words from this week's phonics sounds. | Spelling Follow words from this week's phonics sounds. |
| Handwriting | Following School Scheme [Letter Join] Non Cursive Print | | | | | |
| Science [Following 'White Rose'] | Year 3: Skeletons (Adapted white rose) | Year 3: Food groups/ healthy unhealthy | Year 3: Rocks, Soil and fossils. | Year 3: | Year 3: | Year 3: |
| R.E. (1 full day per term) | Where in the World do we belong? What makes use special? Who is special to God? | Islam Workshop – November 23 The Christmas Story | Our special Places – Church visit | Holi festival – Whole school celebrations | | |
| PSHE & Social Skills [Including RSE] | Year 3: Relationships – Be Yourself | Year 2: Health and Well-Being – It's My Body | Year 2: Health and Well-Being – Looking After my Body | Year 2: Relationships – VIPs [Very Important Persons] | Year 2: Living in the Wider World – Money Matters | Year 2: Living in the Wider World – Aiming High |
| P.E. | Year 3/4: Fundamentals | Year 3/4: Gymnastics | Year 3/4: Dance | Year 3/4: Team Games: Football | Year 3/4: Ball Skills: Basketball | Year 3/4: Athletics |
| Well-Being | Swimming | Yoga | Yoga | Yoga | Swimming | Swimming |
| Life Skills | Cooking & Forest School | Cooking & Forest School | Cooking & Forest School | Cooking & Forest School | Cooking & Forest School | Cooking & Forest School |
| Sensory | Sensory Circuits Programme BEAM [Balance, Education and Movement] Programme | Sensory Circuits Programme BEAM [Balance, Education and Movement] Programme | Sensory Circuits Programme BEAM [Balance, Education and Movement] Programme | Sensory Circuits Programme BEAM [Balance, Education and Movement] Programme | Sensory Circuits Programme BEAM [Balance, Education and Movement] Programme | Sensory Circuits Programme BEAM [Balance, Education and Movement] Programme |
| SALT | Individualised programs | Individualised programs | Individualised programs | Individualised programs | Individualised programs | Individualised programs |