

Topic Title	This is me 7 weeks	Time travellers 7 weeks	Wheels, Wings and Moving Things 6 1/2 weeks	Roots, Shoots and Muddy Boots 5 weeks	World Explorers 6 weeks	Wild things 7 weeks
Maths	Weeks 1-4 - Number and place value (within 10) Weeks 5-9 - Addition and Subtraction (within 10) Week 10 - Shape Weeks 11-12 - Number and Place Value (within 20)		Weeks 1-4 - Addition And Subtraction (within 20) Weeks 5-7 - Number and Place Value (within 50) Week 8-9 – Length and Height Weeks 10-12 - Weight and Volume		Weeks 1-4 – Multiplication and Division Weeks 5-6 - Fractions Week 7-8 - Number and Place Value (within 100) Weeks 9 -10 - Money Weeks 11-12 – Time Week 13 – Position and Direction	
Key Texts	Funnybones In our Hands	Traction Man What did the tree see?	Room on the Broom The snail and the Whale	Clean up	Look up Beegu	Where the Wild things are Meerkat Mail
Writing opportunities	Predictions Structure of a story Speech bubbles Role-play Role on the wall Introducing adjectives and time conjunctions Chronological ordering of events Rhyme and poetry	Predictions Introducing –ed ending for past tense Rhyming words Poetry Diary entry Persuasive letter/poster Historical comparisons Narration Action speech Character descriptions Thankyou cards Superhero story	Visualise and respond Character speech Verbs and irregular verbs Diary entry Suffixes –s and –es Writing an alternative ending Conjunctions Persuasive note Newspaper report	Likes and dislikes of the story Character speech Researching and describing Kenyan villages Non-chronological report	Speech bubbles Character description Setting description Letter writing Retell with story-mapping Research facts about meteors Press conference	Fantasy setting description Postcards Letters Role-play Poetry Exploration through dance and musical instruments Character description Art - wild thing collage Adventure story writing
GPS	Revisit Phase 3 and 4	1. ay 2. oy 3. ie 4. ea 5. a-e 6. i-e and o-e 7. u-e and e-e	8. ou 9. long vowels 10. ch for sh and c 11. ir 12. ue 13. ew	14. y 15. au and aw 16. oe 17. wh 18. g (j) and c (s)	19. ph 20. ea saying e 21. ie saying ee 22. ed suffix 23. s and es 24. er and est	25. tch 26. er and ing 27. are and ear 28. unspoken e 29. ore 30. un prefix
Science	Autumn Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how the day length varies.	<u>NC links</u> 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	Winter and Spring Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how the day length varies. <u>Working Scientifically:</u>	<u>NC links</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common	Summer Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how the day length varies. <u>Working Scientifically:</u>	<u>NC links</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are

	<p><u>Learning Tasks:</u> -Autumn walk looking for signs of Autumn. -Create a class weather chart -Create a rain gauge -Describe changes in the trees and clothes worn in autumn</p> <p><u>Working Scientifically:</u> - Gathering and recording data about the weather in tables and charts - Using their observations and ideas to suggest answers to questions about weather patterns and changes.</p> <p><u>NC links</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Working Scientifically:</u> - Gathering and recording data to help answer questions about different tastes, textures, smells and noises.</p> <p><u>Learning Tasks:</u> - Explore and use senses to compare different textures, sounds and smells. - Learn names of body parts through songs, games and rhymes.</p> <p><u>Key vocabulary:</u> head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>	<p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Working Scientifically:</u> - Perform a simple test to find out what is the best material for... -Observe closely -Use observations and ideas to suggest answers to questions.</p> <p><u>Learning Tasks:</u> -Explore, name, discuss and raise and answer questions about everyday materials. -Become familiar with their properties. -Experiment with a wide range of materials including, fabric, elastic, and foil. -Identify and name materials -Describe the properties of materials -Umbrella investigation with a Teddy. -Sorting objects</p> <p><u>Key vocabulary:</u> hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p>	<p>- Gathering and recording data about the weather in tables and charts - Using their observations and ideas to suggest answers to questions about weather patterns and changes.</p> <p><u>Working Scientifically:</u> - Observing closely using simple equipment - the growth of items they have planted throughout the year.</p> <p><u>Learning Tasks:</u> - Compare plants - Draw diagrams showing the parts of a plant</p> <p><u>Key vocabulary:</u> leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem</p>	<p>flowering plants, including trees.</p>	<p>- Gathering and recording data about the weather in tables and charts - Using their observations and ideas to suggest answers to questions about weather patterns and changes.</p>	<p>carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><u>Working Scientifically:</u> - Identifying and classifying animals according to what they eat. - Observe and contrast animals at first hand or through videos and photos.</p> <p><u>Learning Tasks:</u> - Use local environment to explore and answer questions about animals in their habitats. - how to take care of animals taken from their local environment - Become familiar with the common names of animals from each category including pets.</p>
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<p>Seasons</p>	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how the day length varies.</p> <p>Working Scientifically:</p> <p>- Gathering and recording data about the weather in tables and charts</p> <p>- Using their observations and ideas to suggest answers to questions about weather patterns and changes.</p>					
<p>History</p>	<p>NC links</p> <p>Significant historical events, people and places in their own locality.</p> <p>Learning Tasks:</p> <p>William Webb Ellis and the game of Rugby Football</p> <ul style="list-style-type: none"> - Rugby School - Famous people who lived in Rugby – Rupert Brooke, Sir Frank Whittle, Lewis Carroll. 	<p>NC links</p> <p>Changes within living memory to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p> <p>Learning Tasks:</p> <ul style="list-style-type: none"> - Comparing what life was like in the Victorian Era to the modern day. - Victorian toys and school life compared to modern day -William Webb Ellis and the game of Rugby Football - Rugby School - Famous people who lived in Rugby – Rupert Brooke, Sir Frank Whittle, Lewis Carroll. 	<p>NC links</p> <p>Changes within living memory to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Learning Tasks:</p> <ul style="list-style-type: none"> - History of flight, in particular the first flight by Wright brothers - History of cars - New forms of transport -Comparing past, present and future transport 		<p>NC links</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Learning Tasks:</p> <ul style="list-style-type: none"> - Neil Armstrong – first man on the moon. - Mae Jemison – first African American woman in Space - Christopher Columbus - Jessica Watson 	<p>NC links</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Learning Tasks:</p> <ul style="list-style-type: none"> - David Attenborough and his contribution to global life through raising awareness of environmental issues.
<p>Geography</p>	<p>NC links</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</p>		<p>NC links</p> <p>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 – CONTINENT FOCUS</p> <p>Learning Tasks:</p>	<p>NC links</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>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</p>	<p>NC links</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>NC links</p> <p>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>

	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use aerial photographs and plan perspectives</p> <p><u>Learning Tasks:</u></p> <ul style="list-style-type: none"> - Human and Physical features in Rugby - Human and Physical features of Brownsover - Have the school grounds changed over time? -create aerial plans of our classroom -Draw our route to school and navigate our way home using Google Maps. -Explain where I live by knowing by address -begin to recognise map symbols -Learn 4 points of a compass direction 		<ul style="list-style-type: none"> -Extreme weathers – link to class continents -Weather dangers -Weather forecasting 	<p>Equator and the North and South Poles</p> <p><u>Learning Tasks:</u></p> <ul style="list-style-type: none"> -Extreme weathers – link to class continents -Weather dangers -Weather forecasting -Our frozen planet -Famous landmarks in our continents 	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><u>Learning Tasks:</u></p> <p>-</p>	<p><u>Learning Tasks:</u></p>
<p>Art</p>	<p><u>Portraits</u> <u>NC links</u></p> <p>To use drawing to develop and share their ideas, experiences and imagination</p> <p>To develop techniques in using colour, line, shape and space</p> <p>To ask questions about a piece of Art.</p>	<p><u>Digital Art</u> <u>NC links</u></p> <p>To develop techniques in using colour, line, shape and space.</p> <p>To create different lines of thickness.</p> <p>To name primary and secondary colours.</p>	<p><u>Clay</u> <u>NC links</u></p> <p>To name primary and secondary colours.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination</p> <p><u>Learning Tasks:</u></p> <ul style="list-style-type: none"> -Digital Art – pictures of transport. -Observational drawing of wheels/wheeled toys. 	<p><u>Printing</u> <u>NC links</u></p> <p>To develop a wide range of art and design techniques in using colour, pattern, line, shape and space.</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and</p>	<p><u>Sculpture</u> <u>NC links</u></p> <p>To use sculpture to develop and share their ideas, experiences and imagination</p> <p><u>Learning Tasks:</u></p> <ul style="list-style-type: none"> - Paper sculpture – use paper manipulation techniques to create an imaginary planet or landscape. 	<p><u>Abstract Art</u> <u>NC links</u></p> <p>To develop techniques in using colour, pattern, texture, shape and form.</p> <p><u>Learning Tasks:</u></p> <ul style="list-style-type: none"> - ARTS WEEK – continent focussed Art. -Australia – Ken Dome and Pete Comer. North America – Helen Frankenthaler

	<p>To create different lines of thickness.</p> <p>To show how people feel in paintings and drawings.</p> <p>To name primary and secondary colours.</p> <p>To describe an Artist's work and give an opinion.</p> <p><u>Learning Tasks:</u></p> <ul style="list-style-type: none"> - Create pop art portraits inspired by Andy Warhol. - Look at how feelings are represented by different artists. - Show how people feel in paintings and drawings. - Describe what can be seen in the work of an Artist and give an opinion. - Explore lines of thickness with a range of Art materials. Colour – Explore and name primary and secondary colours. 	<p>To describe an Artist's work and give an opinion.</p> <p>To ask questions about a piece of Art</p> <p><u>Learning Tasks:</u></p> <ul style="list-style-type: none"> - Digital Art – Taking inspiration from Andy Warhol and using IT to create a picture of favourite toy. - Observational drawings – Taking inspiration from Michelle Waldele to draw still life toys. (building on pencil skills) - Monoprint technique used to create Christmas Cards. - Christmas crafts for decoration day. 	<p>- Clay – make a clay tile. Roll and cut it to a square. Use wheels of different toy vehicles to imprint into the clay. Paint with ready mix glaze, PVA and water.</p>	<p>disciplines, and making links to their own work.</p> <p><u>Learning Tasks:</u></p> <ul style="list-style-type: none"> - Look at how moods are created in Art work by looking at a range of Artists work. - Create a repeated pattern taking inspiration from Orla Kiely. - Compare work of Artists noting likes and dislikes, similarities and differences. - Create a collograph inspired by the works of Georgia O'Keefe, Monet and Van Gogh 		
DT	<p><u>NC links</u></p> <p>I can choose appropriate resources and tools.</p> <p><u>Learning Tasks:</u></p> <p>Cutting and joining skills to create skeletons and scarecrows.</p>	<p><u>Textiles</u></p> <p><u>NC links</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Evaluate their ideas and products against design criteria</p>	<p><u>Mechanisms</u></p> <p><u>NC links</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, and mock-ups.</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Evaluate their ideas and products against design criteria</p>	<p><u>Structures</u></p> <p><u>NC links</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, Templates and mock-ups.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p><u>Cooking and Nutrition</u></p> <p><u>NC links</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p> <p>select from and use a wide range of ingredients, according to their characteristics</p> <p><u>Learning Tasks:</u></p> <p>- Design a fruit and veg smoothie and its accompanying package.</p>	<p><u>Mechanisms</u></p> <p><u>NC links</u></p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p><u>Learning Tasks:</u></p> <p>- Making a moving story book with pop up parts (levels and tabs).</p> <p>- Explore pop up books.</p>

		<p>Explore and evaluate a range of existing products.</p> <p>Learning Tasks:</p> <ul style="list-style-type: none"> -Design, make and evaluate a hand puppet. -Joining materials with stitching. -Explore different types of puppets. 	<p>Learning Tasks:</p> <ul style="list-style-type: none"> - Design, make and evaluate a vehicle. -Explore wheels and axels 	<p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Learning Tasks:</p> <ul style="list-style-type: none"> -construct a windmill to stand in the garden as a bird scarer. -Explore different types of windmills to see the different structures. -Rotating structure based on an axel. 		
ICT	<p>NC links</p> <p>I can use IT to create a picture I can use technology safely. I can create digital content.</p> <p>Learning Tasks:</p> <ul style="list-style-type: none"> -Logging in Navigating the mouse -Creating pictures on a paint app -Changing the size and colour of the brush for different effects. 	<p>NC links</p> <p>I can use IT to create a picture</p> <p>Learning Tasks:</p> <p>Draw their favourite toys on paint application, save and print it.</p>	<p>NC links</p> <p>Learning Tasks:</p> <p>Moving animation of different types of transport</p> <p>Beebots</p>	<p>NC links</p> <p>Learning Tasks:</p>	<p>NC links</p> <p>Learning Tasks:</p> <p>Use beebots to navigate around the world map – link with Geography</p>	<p>NC links</p> <p>Learning Tasks:</p>
e-Safety Underpinned in all computing	<ul style="list-style-type: none"> - I follow the schools safer internet rules - I can use the search engines agreed by the school - I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc. 					

Subject	Autumn		Spring		Summer	
PE	<p>Personal Cog</p> <p>Coordination</p> <p>Footwork</p> <p>Static Balance</p>	<p>Social Cog</p> <p>Dynamic Balance to Agility</p> <p>Jumping and Landing</p>	<p>Cognitive Cog</p> <p>Dynamic Balance</p> <p>On a Line</p> <p>Static Balance</p>	<p>Creative Cog</p> <p>Coordination</p> <p>Ball Skills</p> <p>Counter Balance</p>	<p>Physical Cog</p> <p>Coordination</p> <p>Sending and Receiving</p> <p>Agility</p>	<p>Health & Fitness Cog</p> <p>Agility</p> <p>Ball Chasing</p> <p>Static Balance</p>

	One Leg	Static Balance Seated	Stance	With a Partner	Reaction / Response	Floor Work
RHE	<p>Protective behaviours block – first week back</p> <p>RHE (Twinkl Life)</p> <p>Be yourself Lesson 1 – Marvellous Me Lesson 3 – Things I like Lesson 6 – Speak up</p> <p>It's my body Lesson 2 – active and asleep Lesson 3 – Happy healthy food Lesson 6 – Clean as a whistle</p>	<p>RHE (Twinkl Life)</p> <p>Diverse Britain All 6 lessons</p>	<p>RHE (Twinkl Life)</p> <p>Digital Well-being</p> <p>All 6 lessons – Ties in with Internet Safety day 14th feb</p>	<p>RHE (Twinkl Life)</p> <p>Safety first (whenever swimming is)</p> <p>All 6 lessons</p>	<p>RHE (Twinkl Life)</p> <p>One World</p> <p>All 6 lessons</p>	<p>RHE (Twinkl Life)</p> <p>Growing up Lesson 5 – Getting older Lesson 6 – Changes</p> <p>Aiming High Lesson 1 – star qualities Lesson 3 – Bright futures Lesson 5 – going for goals Lesson 6 – Looking forward</p>
RE	<p>Caring for others</p> <p>Week 1: Looking after each other</p> <p>Week 2: Raksha Bandham</p> <p>Week 3: Good Samaritan</p> <p>Week 4: Langar</p> <p>Week 5: Be my guest</p> <p>Week 6: Monkey King</p>	<p>Gifts and Giving</p> <p>Week 4: What is Christmas?</p> <p>Week 5: How is Christmas celebrated?</p> <p>Week 6: Christmas presents</p> <p>Nativity</p>	<p>Religion and Rituals</p> <p>Week 1: What is a ritual?</p> <p>Week 2: Salat (Islam)</p> <p>Week 3: Puja (Hinduism)</p> <p>Week 4: Holy Communion (Christianity)</p> <p>Week 5: Comparing rituals</p> <p>Week 6: Create your own ritual</p>	<p>Easter and Surprises</p> <p>Week 1: Palm Sunday</p> <p>Week 2: Maundy Thursday</p> <p>Week 3: Surprises</p> <p>Week 4: Good Friday</p> <p>Week 5: Easter Sunday</p> <p>Week 6: How is Easter celebrated?</p>	<p>Places of worship</p> <p>Week 1: What is a place of worship?</p> <p>Week 2: Jewish Synagogue</p> <p>Week 3: Hindu Mandir</p> <p>Week 4: Christian Church</p> <p>Week 5: Why are places of worship important?</p> <p>Week 6: A new place of worship</p>	<p>Friendship</p> <p>Week 1: Who are my friends?</p> <p>Week 2: How can I be a good friend?</p> <p>Week 3: The wind and the Moon (Buddhism)</p> <p>Week 4: The Deer and the Crow (Hinduism)</p> <p>Week 5: David and Jonathon (Christianity)</p> <p>Week 6: Special Friends (Christianity)</p>
Music	Hey you!	Little angel gets her wings	In the groove	Rhythm in the way we walk and banana rap	Round and round	Reflect, rewind and replay