	Autumn 1 Upside Downside	Autumn 2 London' Burning	Spring 1 Wizard of Oz	Spring 2 Pirates Ahoy	Summer 1 What a Wonderful World	Summer 2 Who's Afraid of the Big Bad Wolf?
Wow	Penguin Day	Toasting Marshmallow	Cinema Trip	Stolen Jewels	Caterpillar and snail arrival Planting veg	Hoodwinked – movie afternoon
Trip/visit -	New Forest Wildlife Park	Jane The Baker/ Fire Crew visit		Portsmouth Historic Dockyard	Hilliers	Portchester Castle History Trunk
Celebration	Nation costume/colours Food from UK and Australia	Burning of Pudding Lane	Rainbow Party	Pirate Party	Release butterflies Snail race Ugly Bug Ball	Shrek Banquet
Cooking	Yorkshire puddings Damper bread Welsh cakes	Bread Iced buns	Making rainbow cakes	Ship biscuits/dead fly biscuit Light house keepers lunch	Bug feast	Swamp Soup
Parent involvement	Columbus boats	Building Tudor Houses	Collage characters	Light house keepers lunch picnic	Mixed up animals	Make a castle
Text focus for writing	Lost and Found - Oliver Jeffers The Journey – Neil Griffiths The way back Home – Oliver Jeffers The Night Gardener – The Fan Brothers	The Great Fire of London - Gillian Clements Firework Safety Video and Poster (Hampshire Fire Service)	The Wizard of Oz A Place to Call Home by Alexis Deacon Beegu - Alexis Deacon	The Night Pirates - Peter Harris The Pirates Next Door - Jonny Duddle The Lighthouse Keeper's Lunch by Ronda Armitage One Smart Fish Paperback by Christopher Wormell	Two Frogs Paperback – by Christopher Wormell Tadpole's Promise Paperback – by Jeanne Willis Yucky Worms – by Vivian French Very Busy Spider Paperback – by Eric Carle	Who's Afraid of the Big Bad Book? – Lauren Child Dear Mother Goose by Michael Rosen and Nick Sharratt Goldilocks and Just the One Bear Paperback – by Leigh Hodgkinson The Pea and the Princess Paperback – by Mini Grey
Writing Focus	Form lower case letters correctly. Form capital letters correctly. Understand letter families. Form digits 0-9. Leaving spaces between words. Punctuate sentences with a . Capital letters for sentence start and personal pronoun I.	Adding –ing & -ed – where no change is needed for root word. Joining words and joining clauses using and. Punctuate sentences with a ? Capital letters for names and days of the week.	Adding –er & -est – where no change is needed for root word. Punctuate sentences with a ! Capital letters for places.	-s & -es as the plural marker for nouns and the third person singular marker for verbs. Adding prefix un-	Application of skills taught.	Application of skills taught.
Science – season work	Seasonal changes:		Seasonal changes: Winter walk – cold day – The Common.		Seasonal changes: Spring walk – begin to notice seasonal changes (buds etc.) - The	Seasonal changes: Summer walk – warm day – The Common.

	Autumn Walk – The Common – Begin to notice seasonal changes, collect leaves etc. Begin season diary.		Collect leaves etc. Continue season diary.		Common. Collect leaves etc. Continue season diary.	Collect leaves etc. End season diary. Discuss and write about findings.
Science	Animals Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Working Scientifically Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Everyday Materials 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. Working Scientifically – applied across topics	Animals including Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working Scientifically – applied across topic s	Everyday Materials 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. Working Scientifically – applied across topics	Animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Working Scientifically – applied across topics	Plants 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 flowering plants, including trees. Working Scientifically – applied across topics
Maths	Number and Place Value Read and write in numerals and words numbers to 10. Adding and Subtracting Addition Within 10. Number Bonds to 10.	Number and Place Value Read and write in numerals and words numbers to 20. Adding and Subtracting Subtraction Within 10. Geometry – position and movement Describe movement, position and direction.	Adding and Subtracting Addition and Subtraction Within 20. Geometry- properties of shapes Shapes and Patterns. Measurement Length and Height.	Number and Place Value Read and write in numerals and words numbers to 40. Adding and Subtracting Addition and Subtraction. Word Problems. Multiplication and Division Solving 1 step word problems involving multiplication and subtraction calculating the answer using concrete objects, pictorial representation and arrays with support.	Fractions Recognise, find and name half as one part of two equal parts of an object, shape or quantity. Recognise, find and name quarter as one part of four equal parts of an object, shape or quantity. Number and Place Value Read and write in numerals and words numbers to 100. Adding and Subtracting Addition and Subtraction. Word Problems. Measurement Time. Money.	Measurement Volume and Capacity. Mass. Geometry- properties of shapes 3-D shapes. Geometry – position and movement Describe movement, position and direction including half, quarter and three quarter turns.
RE	Thankfulness (Ch) Celebrating harvest	Journey's end (Ch) Nativity journey	Gods (H) Hindu's teaching about gods.	Welcoming (all) Palm Sunday/ Hindu.	Symbol of new life (Ch) Eggs as a sign of new life.	Authority (Ch) Events in Jesus' life.
History	Significant historical events, people and places in their own locality. Children will learn about the New Forest and its significance locally.	Events beyond living memory that are significant nationally or globally. Children will learn about the Great Fire of London and its national significance.		Significant historical events, people and places in their own locality. Children will learn about the Mary Rose and its local significance.		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Children will develop a chronology in the changes in domestic life.

Geography	Physical Geography 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. Use basic geographical vocabulary. Children will investigate the differences between the UK and Australia. They will use different sources of information e.g. maps and globes to do this.			Locational Name and locate the world's seven continents and five oceans. Children will investigate maps, globes and atlases. They will also draw maps and plan journeys for their pirates across the seven seas. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Children will plan journeys for their pirate beebots visiting all four countries. Geographical skills 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. Use basic geographical vocabulary.	Human and physical Geography 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. Use basic geographical vocabulary. Children will use their garden area to collect information about our weather. We will refer to our season books (science). We will then compare this to hot and cold counties around the world.	
Art	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Children will investigate dot painting (aboriginal art).	Learn 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. Children will research George Seurat and Paul Signac and their work (pointillism).			To use a range of materials creatively to design and make products Children will use clay to design and make their own minibeast.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Children will draw, sculpt and paint a castle using a range of mediums.

DT		Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable. Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	Technical Knowledge Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.		
Computing	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school. Children will device their own questionnaires to share at home about what technology is used. Information they collect will then be shared in class.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Children will access tablets for topic research.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Children will access tablets for topic research.	Use logical reasoning to predict the behaviour of simple programs Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Children will predict and then programme beebots to travel around the seven seas and UK.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Children will access tablets for topic research.	Create and debug simple programs Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children will use Scratch to explore algorithms. Name and save their progress and be able to retrieve their file in a future lesson.

PSHE	**Health and well-being** Share their likes and dislikes. With support they can set themselves simple, short term goals. **Living in the wider world** Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders. **Relationships** Take turns to speak with one other person or in a small group and answer simple questions relation to topical issues.	**Health and well-being** List and describe some things that keep them healthy, and with support make simple choices about aspects of their health. **Relationships** Begin to understand what bullying is and to recognise that it is wrong. They are able to list some ways to get help if it is happening.	**Health and well-being** Identify and name some feelings. With support, they can express and manage their feelings and are able to express some of their positive qualities. **Living in the wider world** To explain simple ideas of different communities, such as family and school. With adult direction and support, begin to contribute to the life of the class and school. **Relationships** Describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another.	**Health and well-being** Be able to list some harmful household products and medicines, and, with support, understand some of their harmful aspects and how to keep safe in familiar situations. **Living in the wider world** Explain in simple terms where money comes from and some different ways in which it can be used. **Relationships** With adult support, have some understanding of the effect of their behaviour on other people and cooperate in some less demanding situations.	**Health and well-being** Know the basic ways of keeping clean, name the main parts of the body and show a basic understand of how people grow from young to old. **Living in the wider world** With support, understand some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks.	**Living in the wider world** With support, recognise simple choices they can make, and usually recognise the difference between right and wrong. **Relationships** Take turns to speak with one other person or in a small group and answer simple questions relation to topical issues.
E-SAFETY	What is the internet?	**Self-image and identity & relationships on line** - Online and real world friends. - How can I communicate? - What Apps do I use? - Being E Kind.	**Online Bullying** - What is bullying? - Anti-Bullying Pledge. - What is cyber bullying? - Can a post stay forever?	**Self-image and identity. Online Relationships** Who to Trust? - What does trust mean? - Who are my trust adults? - What to do if I don't feel safe or happy.	**Online reputation, Privacy and Security** -What is a password and why do I need one? - Why might I want to keep things private? - What do you know about me?	**Copyright, Ownership and Information** - It's mine! - How to save my work safely.