

YEAR 1	Autumn 1 GREETINGS!	Autumn 2 LONDON'S BURNING	Spring 1 LOST AND FOUND	Spring 2 MARVELLOUS ME	Summer 1 WHAT A WONDERFUL WORLD	Summer 2 FAIRY TALE FIASCO
Special Events (days, weeks, festivals, assembly)	Number Day Pirate Day	Building Tudor Houses Anti-Bullying Week Diwali Day Inter Faith Day	Safer Internet Week Mental Health Day	Comparison Day World Book Day		Sports Day
Hooks Wow Start Celebration Finish	Creation of a pebble garden	Toast Marshmallows Burning of Pudding Lane Massive straw Silver trail		Planetarium	Release butterflies Snail race	Wormery Dancing
Visits Visitors	Cinema Southampton Library Theatre Group	The Church Jane The Baker Fire Brigade Tudor house Open box theatre	Hindu Temple	Southampton Gallery Planetarium History Box	Hilliers Ice Cream Van	New Forest Wildlife Park Sports Day Janmashtami
Parent Engagement	Friendship and Belonging art	Poetry reading Parent's Evening	Making Pouches -DT	History – Mary Rose Parent's evening	Plants	Scratch Animation
Spoken Language	- to listen and respond appropriately to familiar adults and their peers - to use relevant strategies to build their vocabulary.	- to ask questions to extend their understanding and knowledge. - to participate in discussions and role play.	- to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - to use relevant strategies to build their vocabulary.	- to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	- to articulate and justify answers, arguments and opinions - to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	- to consider and evaluate different viewpoints, attending to and building on the contributions of others. - to select and use appropriate registers for effective communication. - to gain, maintain and monitor the interest of the listener(s).
English Texts (Writing)	1)Tiddler – Julia Donaldson 1) Look Up! - Nathan Byron	1) I want my hat back! – Jon Klassen 2) Lost and Found – Oliver Jeffers	1) Beegu – Alexis Deacon 2) The Lonely Beast – Chris Judge	1) Giraffes Can't Dance – Giles Andreae 2) Perfectly Norman – Tom Percival	1) The Lion Inside - Rachel Bright and Jim Field 2) A Little Bit Brave – (Nicola Kinnear)	1) Goldilocks and Just the One Bear – Leigh Hodgkinson 2) Little Red – Bethan Williams
Purpose for writing	Own profile: All about me Labels Information: Fact File Poetry: Look Up! What can you see?	Thought Bubbles Instructions* - How to look after a Penguin Postcard Description: I have found...	Speech Bubbles Diary*: Today I met... Recipe Poem: Friendship	Letter*: Ask for Advice Advert: To find someone like me! Narrative: * Can't *	Poem – Bravery Theme Instructions: How to be brave/overcome challenge Narrative: A little bit *	Diary*: You'll never guess what...! Narrative – Twisted Tale
Grammar And Punctuation	- leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop. - joining words using 'and' - How words can combine to make sentences	- beginning to punctuate sentences using a capital letter and a full stop - joining words and joining clauses using 'and' - Beginning to sequencing sentences	- beginning to punctuate using a capital letter, full stop or question mark - Sequencing sentences	- beginning to punctuate using a capital letter, full stop, exclamation mark or question mark. - Sequencing sentences to form short narratives	- Beginning to punctuate using a capital letter, full stop, exclamation mark or question mark. - Sequencing sentences to form short narratives	Beginning to punctuate using a capital letter, full stop, exclamation mark or question mark. Sequencing sentences to form short narratives
Phonics	Revise: /ai/ /ow/ /igh/ /ee/oi/ /ur/ /{y}oo/ /or/w/ /f/ /{y}oo/ /oa/	Revise: /or/ /ee/ /ai/ /ee/igh/ /oa/ /{y}oo/ /s/ /ee/ /or/ (walk) HRSW - please, once any, many, again who, whole where, two	/ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by) /oa/ (go) /o/ (was) /oo/ (push) /y/+/oo/ (music) /c/ (school) /sh/ (chef) /e/ (head)	/u/ (brother) /j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen) /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here)	Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).	Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).

			/ur/ (world) /ur/ (learn) /oo/ (soup) /oa/+/l/ (shoulder) /ee/ (brief) /v/ (have) /i/ (gym) /air/ (care) /air/ (there) /air/ (pear) /ch/ (catch) HRSW - here, sugar, friend because	/sh/ (patient) /sh/ –tion (station) /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ –tious (scrumptious) /sh/ (delicious) –ous, –ion, –ian		
Storytime Options: (Choose according to cohort preferences, needs etc...highlight your current selection)	Rabbit and Bear: Rabbit’s Bad Habits – Julian Gough You Choose Fairytales – Pippa Goodhart	Vlad and the Great Fire of London – Kate Cunningham The Baker’s Boy and the Great Fire of London – Tom and Tony Bradman	The Unlikely Adventures of Mabel Jones – Will Mabbitt Molly Rogers to the Rescue – Cornelia Funke	Look Up! - Nathan Bryon Lights On Cotton Rock – David Litchfield	Professor Astro-Cat's Deep Sea Voyage – Dr Dominic Walliman	Arlo The Lion Who Couldn’t Sleep – Catherine Rayner
Banister Book Bear	Where the Wild Things Are – Maurice Sendak					
Poetry	Alphabet Poem – Michael Rosen Incy Wincy Spider Hey Diddle Diddle Five Little Monkeys	London’s There was a Crooked Man Burning One, Two, Buckle my Shoe Queue for the Zoo – Clare Bevan	Voices of Water – Tony Mitton The North Wind	An Alphabet of Horrible Habits Song of the Train – David McCord	Pineapple – Vyanne Samuel	Simple Riddles A Little Seed
Guided Reading	Zog – Julia Donaldson	Dogger – Shirley Hughes One Snowy Night – Nick Butterworth The Way Back Home – Oliver Jeffers	Where the wild things are – Maurice Sendak Max and the Tag-Along Moon – Floyd Cooper Can’t you Sleep Little Bear – Martin Waddell	Ravi’s Roar – Tom Percival My Must-Have Mum – Maudie Smith and Jen Khatun	The Koala who Could – Rachel Bright My Monster and Me – Nadiya Hussain The Squirrels who Squabbled – Rachel Bright and Jim Field	Winnie the Witch – Valarie Thomas I am Nefertiti – Annamarie Anang and Natelle Quek Love – Corrinne Averiss
Mathematics	Numbers to 10 Addition and Subtraction	Position Numbers to 20 Addition and Subtraction	Addition and Subtraction within 20 Shapes and Patterns Length and Height Review and Revision	Numbers to 40 Addition and Subtraction Word Problems Multiplication	Multiplication Division Fractions Numbers to 100	Time Money Capacity Mass Measurement Volume and Capacity Mass Space Review and Revision
Science	Animals including Humans (Human only) Seasonal Changes	Everyday materials	Enquiry only	Animals Including Humans (Animals only) & Seasonal Changes	Plants	Animals including humans Seasonal Changes (Animals only)
Religious Education	Thankfulness (Ch) Celebrating harvest Love	Journey’s end (Ch) Nativity journey Love	Gods (H) Hindu’s teaching about gods	Authority (Ch) Events in Jesus’ life Community	Kindness (B) Traditions Love	Remembering (H) Janmashtami Belonging
History		The Great Fire of London (Sig National Event beyond living memory)		The Mary Rose (Locality)		Shopping (Events within living memory)
Geography	Local Area		Weather and Climate		The United Kingdom	

Art	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	<u>Drawing & Sketchbooks</u> Spirals Using drawing, collage and mark-making to explore snail spirals. Introducing sketchbooks. Disciplines: Drawing, Collage, Sketchbooks	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	<u>Surface & Colour</u> Exploring Watercolour Exploring watercolour and discovering we can use accidental marks to help us make art Disciplines: Painting (Watercolour)	<u>The Drawing Journey</u> Minimum of 2 x 10 minutes a week to help ensure the continuation of sketchbook and drawing skill development.	<u>Working in Three Dimensions</u> Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird. Disciplines: Sculpture, Drawing, Collage
Design Technology	Fruit and Vegetables Cooking and Nutrition		Pouches Textiles		Moving Story Book Mechanisms	
Computing	Computing Systems and Networks – Technology Around Us	Creating Media – Digital Painting	Programming A - Moving a Robot	Data and Information - Grouping Data	Creating Media - Digital Writing	Programming B - Programming Animations
Online safety	Managing Online Information	Online Relationships (Anti-bullying week)	Online Reputation Self-image and Identity (Safer Internet Day)	Online Bullying Health, Wellbeing and Lifestyle	Privacy and Security	Copyright and Ownership
Personal, Social, Health and Relationships	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Leader In Me	Creating a leadership classroom	Creating a leadership classroom Habit 1 – Be proactive Habit 2 – Begin with the end in mind	Habit 3 – Put first things first Habit 4 – Think win-win	Habit 5 – Seek first to understand then to be understood	Habit 6 – Synergise Habit 7 – Sharpen the saw	More ways to lead (beyond habit 7)
Music	Learn how to hold my recorder properly and how to sit or stand when playing. Learn how to play B and A notes. Learn how to read and play 1 beat notes, 2 beat notes and rests using music notation. Learn skills that teach me how to sing clearly and beautifully.	Learn how to read and play 4 beat notes, 2 beat notes using music notation. Learn to read and play a piece of music. Compose music.	Watch and explore a live performance. Learn how to read and play a tango using music notation. Perform to an audience	Learn how to read and play a piece of funk music using music notation. Learn to sing using skills to help me sing clearly and confidently. Perform to an audience.	Learn to play C notes. Learn how to read and play a piece of pop music using music notation. Compose music. Perform to an audience	Learn how to read, play and sing using music notation and beautiful singing skills Prepare all of my learning from the year to put on a concert for family members.
Physical Education	Team games Gymnastics	Object control Dance	ABCs of movement Gymnastics	Basic invasion Dance	Athletics OAA	Strike and field Rounders Hit catch
Modern Foreign Languages	Celebrating difference by listening and repeating greetings					