

	ALL OWLS THINK A LOT	A WART AT THE END OF HIS NOSE	MAGIC TOYBOX	MESSAGE IN A BOTTLE	JACK IN A BEANSTALK
Main Text Driver	Owl Babies – Martin Waddell	Gruffalo – Julia Donaldson	Naughty Bus – Jan Oke	The Lighthouse Keeper’s Lunch – David Armitage and Ronda Armitage	Traditional tale
Additional Texts	Colour Monster Wonderful Earth! – Butterworth/Inkpen Goodbye Summer, Hello Autumn – Kenard Pak	Tree- Patricia Hegarty/Britta Teckentrup The Hog in the Fog – Julia Copus/Eunyoung Seo	Whatever Next! – Jill Murphy Lost in the Toy Museum – David Lucas Toys in Space – Mini Grey Three Little Pigs	Storm Whale – Benji Davies Message in a Bottle – Matt Hunt Somebody Swallowed Stanley – Sarah Roberts	Jim and the Beanstalk – Raymond Briggs The Tiny Seed – Eric Carle Jaspers Beanstalk – Nick Butterworth
Class Reader		Two Village Dinosaurs – Phyllis Arkle	The Rocking Horse Secret – Rumer Godden	The Sea Egg – Lucy Boston	The Twits – Roald Dahl
Enrichment Curriculum Opportunities	Owl and Monkey Haven Outreach	Zoologica  Nettlecombe Farm	Carisbrooke Castle Outreach – Toys from the Past  Class Museum	RNLI – Lifeboat Station  Beach Schools	
RE	Creation Catholic Social Teaching	Advent Christmas	Revelation Lent	Easter Pentecost and Mission	Sacraments
PHONICS	Delivered through Read write Inc (y1/2)				
LITERACY	<p><u>Word Reading:</u> Read words containing GPCs and –s endings</p> <p><u>Reading – Comprehension</u> Participate in discussion about what is read to them, taking turns and listening to what others say. (class reader) Explain clearly their understanding of what is read to them (library time)</p> <p><u>Writing – Transcription</u> Spell the days of the week Spelling</p> <p><u>Writing Composition:</u></p>	<p><u>Word Reading:</u> Read words containing GPCs and –es endings</p> <p><u>Reading – Comprehension</u> Participate in discussion about what is read to them, taking turns and listening to what others say. (class reader) Explain clearly their understanding of what is read to them (library time)</p> <p><u>Writing – Transcription</u> Spell the days of the week Spelling</p> <p><u>Writing Composition:</u></p>	<p><u>Word Reading:</u> Read words containing GPCs and –ing endings</p> <p><u>Reading – Comprehension</u> Participate in discussion about what is read to them, taking turns and listening to what others say. (class reader) Explain clearly their understanding of what is read to them (library time)</p> <p><u>Writing – Transcription</u> Spell the days of the week Name the letters of the alphabet in order Spelling</p> <p><u>Writing Composition:</u></p>	<p><u>Word Reading:</u> Read words containing GPCs and –ed endings Read words with contractions and understand that the apostrophe represents the omitted letter.</p> <p><u>Reading – Comprehension</u> Participate in discussion about what is read to them, taking turns and listening to what others say. (class reader) Explain clearly their understanding of what is read to them (library time)</p> <p><u>Writing – Transcription</u> Spell the days of the week Name the letters of the alphabet in order Spelling</p>	<p><u>Word Reading:</u> Read words containing GPCs and –er and –est endings Read words with contractions and understand that the apostrophe represents the omitted letter.</p> <p><u>Reading – Comprehension</u> Participate in discussion about what is read to them, taking turns and listening to what others say. (class reader) Explain clearly their understanding of what is read to them (library time)</p> <p><u>Writing – Transcription</u> Spell the days of the week</p>

	<p>Write sentences by saying out loud what they are going to write about. Discuss what they have written with the teacher or other pupils.</p> <p><u>Writing VCOP</u> Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop. Use a capital letter for names of people and the pronoun I. Grammar/Grammatical terminology</p>	<p>Write sentences by composing a sentence orally before writing it. Discuss what they have written with the teacher or other pupils. Write sentences by re-reading what they have written to check it makes sense</p> <p><u>Writing VCOP</u> Join words and join clauses using and. Begin to punctuate sentences using a capital letter and a full stop. Use a capital letter for places and days of the week. Grammar/Grammatical terminology</p>	<p>Write sentences by composing a sentence orally before writing it. Discuss what they have written with the teacher or other pupils. Write sentences by re-reading what they have written to check it makes sense. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><u>Writing VCOP</u> Punctuate sentences using a question mark Grammar/Grammatical terminology</p>	<p><u>Writing Composition:</u> Write sentences by sequencing sentences to form short narratives. Discuss what they have written with the teacher or other pupils. Write sentences by re-reading what they have written to check it makes sense. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><u>Writing VCOP</u> Punctuate sentences using an exclamation mark Grammar/Grammatical terminology</p>	<p>Name the letters of the alphabet in order Add prefixes and suffixes Spelling</p> <p><u>Writing Composition:</u> Write sentences by sequencing sentences to form short narratives. Discuss what they have written with the teacher or other pupils. Write sentences by re-reading what they have written to check it makes sense. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><u>Writing VCOP</u> Grammar/Grammatical terminology</p>
Handwriting (Nelson Handwriting Scheme/RWI)	<p>Sit correctly at a table, holding a pencil comfortable and correctly Begin to form lower case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting families and to practise these.</p>				
MATHS (Busy Ants Scheme)	<p>Number: Number and Place Value Number: Addition and Subtraction Geometry: properties of Shape Measurement: length and height</p>	<p>Number: Number and Place Value Number: Multiplication and Division Geometry: Position and Direction Number: Addition and Subtraction Number: Fractions Measurement: Money</p>	<p>Number: Number and Place value Number: Addition and Subtraction Geometry: Properties of Shapes Number: Multiplication and Division, Number and Place Value</p>	<p>Measurement: Mass Number: Addition and Subtraction Measurement: Time Number: number and Place Value Number: Fractions Measurement: Volume and Capacity Geometry: Position and Direction</p>	<p>Number: Multiplication and Division, Number and Place Value Measurement: Length and Height Number: Addition and Subtraction Geometry: Properties of Shape Number: Fractions Measurement: Time</p>

<p>SCIENCE</p>	<p><u>Seasonal Changes – Autumn</u></p> <ul style="list-style-type: none"> <li>Observe changes across the season of autumn</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals (<u>pets</u> and as linked to RE Creation).</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of trees</li> <li>Identify and name a variety of deciduous and evergreen trees.</li> </ul>	<p><u>Seasonal Changes – Winter (teach Jan.)</u></p> <ul style="list-style-type: none"> <li>Observe changes across the season of winter</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals (<u>birds</u> – Jan. RSPB Birdwatch/<u>mammals</u>).</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals.</li> </ul>	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><u>Seasonal Changes – Spring</u></p> <ul style="list-style-type: none"> <li>Observe changes across the season of spring (Emma Dennett – amateur botanist History link)</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles (<u>ocean creatures</u>).</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals.</li> </ul>	<p><u>Seasonal Changes – Summer</u></p> <ul style="list-style-type: none"> <li>Observe changes across the season of summer</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><u>Plants</u></p> <ul style="list-style-type: none"> <li>Identify and name a common wild and garden plants (<u>flowers: fruits and veg/gardening</u>)</li> <li>Identify and describe the basic structure of a variety of common flowering plants.</li> </ul>
<p>GEOGRAPHY</p>	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns linked to the UK - Autumn</li> </ul>	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns linked to the UK - Winter</li> <li>Use basic geographical vocabulary to refer to key human</li> </ul>		<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>Name and locate the world’s seven continents and five oceans.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of</li> </ul>	<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns linked to the UK - Summer</li> </ul>

		<p>features including: city, town, village, factory, farm, house, office, port, harbour, shop.</p> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</li> <li>• Use simple compass directions (N,S,E,W) and locational and directional language (eg. Near/far, left/right) to describe the location of features and routes on a map.</li> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li>• Use simple fieldwork and</li> </ul>		<p>the UK and its surrounding seas.</p> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features including: beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• Identify seasonal (spring) and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</li> </ul>	
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		observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.			
HISTORY	<i>(Celebrating the Life of Queen Elizabeth II).</i>	<p>Christmas Trees and Prince Albert (science links evergreen)</p> <ul style="list-style-type: none"> <li>- Significant event</li> <li>- Significant local person</li> </ul> <p>CST link?</p>	<ul style="list-style-type: none"> <li>• Changes within living memory: where appropriate these should be used to reveal aspects of change in national life (<u>Magic Grandad – BBC</u>)</li> <li>• Events beyond living memory that are significant nationally or globally (<u>Roosevelt – teddy</u>).</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements (<u>Margaret Steiff</u>).</li> </ul>	<ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality (<u>John Dennett 1780-1852 and his son Horatio rocket designers and Emma Dennett – see science</u>).</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements (<u>Grace Darling</u>). Some should be used to compare to aspects of life in different periods (modern female icon?)</li> </ul>	
ART & DESIGN	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products (natural art – owls).</li> <li>• To develop a wide range of art and</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products (collage).</li> <li>• To develop a wide range of art and design techniques</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products (<u>mosaic – toolbox lid</u>).</li> <li>• To use <u>painting</u> to develop and share their ideas,</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products (<u>plastic sculpture</u>).</li> <li>• To use <u>sculpture</u> to develop and share their ideas,</li> </ul>	<ul style="list-style-type: none"> <li>• To use <u>drawing</u> to develop and share their ideas, experiences and imaginations (<u>giants and castles</u>).</li> <li>• To develop a wide range of art and</li> </ul>

	<p>design techniques in FORM and SPACE (nests)</p> <ul style="list-style-type: none"> <li>To find out 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 (autumn gallery – indep arts)</li> </ul> <p>Sketchbooks – Rainbow</p>	<p>in TEXTURE and SHAPE (Gruffalo collage)</p> <ul style="list-style-type: none"> <li>To find out about the work of a range of artists (<u>Axel Scheffler</u>), craft makers (<u>SummerLillys – floral table decoration</u>) and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul> <p>Sketchbooks – Nativity Journey</p>	<p>experiences and imaginations (<u>Steiff bears</u>).</p> <ul style="list-style-type: none"> <li>To develop a wider range of art and design techniques in using <u>COLOUR/PATTERN (mosaic)</u>.</li> <li>To find out about the work of a range of craft makers and designers (<u>mosaic – Roman/modern</u>) (<u>toymakers – Steiff/ glass makers – marbles?</u>) describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul> <p>Sketchbooks -</p>	<p>experiences and imaginations.</p> <ul style="list-style-type: none"> <li>To find out about the work of a range of craft makers and designers (<u>sculpture in plastic – Mandy Barker</u>) describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul> <p>Sketchbooks – Grace Darling Portrait Still Life Bottle</p>	<p>design technology in using <u>LINE</u></p> <ul style="list-style-type: none"> <li>To find out about the work of a range of craft makers and designers (<u>fantasy drawing?</u>) describing the differences and similarities between different practices and disciplines and making links to their own work.</li> </ul> <p>Sketchbooks</p>
MUSIC (taught by LE)	Kapow Unit 2 All about me Pulse and rhythm	Kapow unit 3 Animals Classical music, dynamics and tempo  Christmas	Kapow unit 5 Superheroes Pitch and tempo	Kapow unit 1 Under the sea Unit 6 By the sea Pulse and tempo Dynamics and timbre Pitch and rhythm Text and structure Musical vocab Vocal and body sounds	Kapow unit 4 Fairytale Timbre and rhythmic patterns
COMPUTING (taught by LE)	Kapow unit 1 Computer systems and networks: improving mouse skills Logging in Click and drag Drawing shapes Drawing a story	Kapow unit 2 Algorithms unplugged What is an algorithm Algorithm pictures Virtual assistants Step by step Debugging	Kapow unit 3 Rocket to the moon Using text and images for lists and instructions	Kapow unit 4 Beebots Explore device Plan and follow instructions Program Debug	Kapow unit 6 Introduction to data Data and databases
PE	Core Skills: Running, jumping, throwing and catching.	Dance: Develop balance, agility and co-ordination	Outdoor and Adventurous Activities: Team games	Gymnastics : Develop balance, agility and co-ordination	Multi Skills: Running, jumping, throwing and catching.

	Team games				Cricket? Athletics: team games
PSHE (taught by LE)	Scarf unit 1 Me and my relationships Feelings Getting help Classroom rules Special people Being a good friend	Scarf unit 2 Valuing difference Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Scarf unit 3 Keeping safe How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Scarf unit 4 Rights and respect Taking care of things: Myself My money My environment	Scarf unit 5 Being my best Growth Mindset Healthy eating Hygiene and health Cooperation  Scarf unit 6 Growing and changing Getting help Becoming independent My body parts Taking care of self and others
RSE (taught by LE)		Ten:ten Module 1 Created and loved by God units 1 & 2 Let the children come I am unique Girls and boys Clean and healthy	Tenten Module 2 Created to love others units 1 & 2 God loves you Treat each other well ...and say sorry	Tenten Module 3 Created to live in the community Unit 1 Three in one Who is my neighbour?	