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| | Explorers | | Toys through Time! | Our Planet | Where we live... | World We Live In! |
| | Autumn 1 Explorers – looking at ourselves and our local area | Autumn 2 Explorers | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Hook | Picture hunt – Who is he/she? What can we find out about them? (Neil Armstrong) Pick 4 explorers, from different cultural backgrounds to support our schools diversity. | | Look at old toys | | | |
| Key Literature Facilitated using Talk for Writing | The Little Red Hen The Three Little Pigs The Tiger that came to Tea | | Lost in the Toy Museum Traction Man | Leaf Information texts about the seasons | Fitz and Will – The Cambridge Cats. The Boat Race Adventure. Fitz and Will – The Cambridge Cats. The May Ball Adventure. | Handa's Surprise |
| First-hand experiences | Exploration of Fawcett Forest school Exploration of Library (School and Clay farm) | Visit Clay Farm Library | | | Visit to Trumpington church - St Mary and St Michael | Boat trip along the Cam |
| Celebration | Christmas production (invite parents) | | Reading cafe for parents | | Invite the parents in for graduation ceremony with Fitz and Will present – share learning and knowledge and own stories from the term. | |

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| <p>English <i>Writing</i></p> | <p>Descriptive writing based on The Little Red Hen and The Three Little Pigs – adjectives, verbs and nouns.</p> <p>Grammar focus- simple spelling rules and cvc words.</p> <p>Sentence building based on ‘Only One You’ – dictating/writing sentences said by teacher and from memory.</p> | <p>Recount (about an experience in school)</p> <p>Letter writing</p> | <p>Narrative</p> <p>We will be writing stories, based on the texts ‘Lost in the Toy Museum and ‘Traction Man’?</p> <p>Use adjectives.</p> <p>Use the past tense.</p> <p>Use conjunctions.</p> <p>Create a story with a start, middle and an end.</p> | <p>Information texts, focused on the following skills.</p> <p>Use headings and sub-headings.</p> <p>Include factual information.</p> <p>Use connectives.</p> <p>Fiction stories, using the following skills:</p> <p>Use capital letters, full stops and finger spaces.</p> <p>Use adjectives to describe nouns and emotions.</p> <p>Extend our sentences using ‘and’ and ‘because.’</p> | <p>Adventure stories</p> <p>Text - The May ball adventure</p> <p>Instruction texts</p> <p>linked to Science and Art</p> <p>Use verbs to give the instructions.</p> <p>Time conjunctions to order the steps involved.</p> <p>Use conjunctions to extend our sentences.</p> <p>Use capital letters, full stops and finger spaces.</p> | <p>Narratives, linked to our Geography learning about Cambridge and will continue to focus on the following skills:</p> <p>Adjectives to add detail and develop our characters and settings.</p> <p>Use conjunctions to extend my sentences</p> <p>Diary entries, using our boat trip as a stimulus.</p> |
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| <p>Reading/Phonics</p> | <p>Follow Phonics International - starting point and revisiting based upon regular assessments.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction.</p> <p>Read aloud many words containing taught GPCs, apply their phonics knowledge to decide words.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Talk about events in what is read and heard.</p> <p>Re-read phonetically decodable books to build up fluency and confidence in word reading.</p> | <p>Continue to develop phonics knowledge, addressing gaps and misconceptions.</p> <p>Participate in discussion about what is being read, taking turns and listening to what others say.</p> <p>Say sounds for 40+ graphemes, including at least one for each of the phonemes.</p> <p>Apply phonics knowledge to independent reading skills.</p> <p>Check texts make sense and correct inaccurate reading.</p> <p>Retell some of a familiar story</p> <p>Answer questions in discussion with the teacher and make simple inferences.</p> | <p>Continue to develop phonics knowledge, addressing gaps and misconceptions.</p> <p>Continue to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Draw on what is already known or on background information and vocabulary provided by the teacher.</p> <p>Answer questions in discussion with the teacher and make simple inferences.</p> <p>Discuss the significance of title and events.</p> <p>Predict what might happen on the basis of what has been read so far.</p> |
| <p>Maths</p> | <p>Place Value and Number</p> <p>Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 20 in numerals; count in multiples of 2s, 5s and 10s.</p> <p>Identify 1 more and 1 less from any given number.</p> <p>Identify and represent numbers using objects and pictorial representations</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> | <p>Place Value and Number Same statements as Autumn Term but with numbers up to 50.</p> <p>Addition and Subtraction (within 10 and then 20) Same statements as Autumn Term with numbers up to 50.</p> <p>Multiplication and Division</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Geometry: Shape</p> <p>Recognise and name 2-D shapes Recognise and name 3-D shapes</p> <p>Geometry: Position and Direction</p> | <p>Place Value and Number Same statements as Autumn Term but with numbers up to 100 - see below.</p> <p>Addition and Subtraction (within 10 and then 20) Same statements as Autumn Term with numbers up to 100</p> <p>Measure: Time</p> <p>Measure and begin to record time (hours, minutes, seconds).</p> <p>Sequence events in chronological order using language</p> |

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| | <p>Addition and Subtraction (within 10 and then 20)</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including 0.</p> <p>Solve one-step problems that involve addition and subtraction,</p> <p>Measure</p> <p>Compare, describe and solve practical problems for mass/weight</p> <p>Compare, describe and solve practical problems for capacity and volume</p> <p>Compare, describe and solve practical problems for time</p> <p>Sequence events in chronological order using language</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> | <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Fractions</p> <p>Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</p> <p>Measure</p> <p>Compare, describe and solve practical problems for lengths and heights</p> <p>Measure and begin to record lengths and heights, mass/weight, volume/capacity.</p> | | <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Measure: Money</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Place Value and Number (to 100)</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> | |
| Science | <p>Who am I?/Human Body</p> <p>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>Seasonal Change - outdoor opportunities</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> | <p>Materials</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>Animals including humans. We will cover the following knowledge areas:</p> <p>Identify and name common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the structure of a variety of common animals.</p> | <p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common</p> | <p>Seasons</p> <p>Changes across seasons and weather associated with Summer</p> |

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| | | | | | flowering plants, including trees. | |
| Computing | Computing and Networks: Technology Around Us Digital Literacy: Going Places Safely Programming: Direction Investigating Digital Literacy: ABC Searching | | Creating Media: Digital Text/Keyboard skills Digital Literacy: Keep it Private | Using the Internet: Collecting and Organising Information Digital Literacy: My Creative Work | Creating Media: Digital Art Digital Literacy: Sending email Programming: Animation | |
| Art and Design | SPIRALS Explore mark-making and experimenting with how they can use the marks they make in their drawings. Introduced to the fact that they can make drawings as a result of observation, without a seen subject matter (e.g. from action or imagination). The focus of the exploration is around spiral which lends itself to conversations around growth, movement and structure. | SIMPLE PRINTMAKING Explore the concept of ‘print’. Children will use their own bodies and things they collect to create a variety of prints. They will use their hands and feet to make prints and take rubbings of textures from the environment around them. They will create impressions in plasticine and printing foam. They explore how they can build images by creating multiples, line, shape, colour and textures to explore pattern, sequencing and symmetry | Playful making Make art in three dimensions such as sculpture. Generate ideas through playful exploration. Build understanding of the properties of materials through manipulation. | EXPLORING WATERCOLOUR Explore the use of watercolour. Using an open and exploratory approach, children will discover what watercolour can do, how it acts and how they can ‘control’ it. They will use watercolour to help reveal the ‘story’ of the painting. | FLORA AND FAUNA Explore how artists can use flora and fauna to inspire their work. Children will engage in close looking as a way to build drawing skills and will experiment with new material. They will practise their cutting and collage skills to explore shape and colour. They will work collaboratively on a shared piece of art work. | |
| Design technology | | | Toy Making Textiles - Use more than one type of stitch. Explain how to thread a needle and have a go. | | CLAY CATS Clay Cats - children make studies of cats developing drawing techniques. Design own cat. | MAKING BIRDS (DT FOCUS) Explore sculpture. Children will understand how |

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| | | | Have experience in weaving and understand the process and some techniques. | | Clay exercises to develop clay skills and the modelling own clay cat. Use tools for embellishment | <p>exploration starts with careful looking and drawings. Children will take risks by using experimental mark-making with different media. Children will then explore how they can manipulate their drawings to make 3D forms. Paper can be twisted, folded or crumpled to become 3d and add a simple structure. The class birds can be brought together to make a 'flock' installation.</p> |
| Food Technology | | | | | | <p>Children read Handa's surprise and take part in some food taste testing. National curriculum objective:</p> <ul style="list-style-type: none"> -Understanding where food comes from. <p>Children make sandwiches whilst learning about the story Paddington. National curriculum objective:</p> <ul style="list-style-type: none"> -Using the basic principles of a healthy and varied diet to prepare dishes. |

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| History | <p>Who is in the picture? Let's find out. The lives of significant individuals in the past who have contributed to national and international achievements</p> | <p>Exploring toys from the past and present day.</p> <p>Explore chronology and identify similarities and differences.</p> <p>Develop historical vocabulary.</p> | | <p>Significant Historical Events in Cambridge Study significant historical events, people and places in our own locality.</p> <p>We will study Rosalind Franklin and David Attenborough and their roles in Cambridge.</p> <p>We will learn about the colleges some of our classes are named after as well as the Cambridge and Oxford Boat Race.</p> | |
| Geography | <p>Local geography – our area Trumpington and Cambridge exploring where we live.</p> <p>Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, and shop. Identify where children live and explore the location of Trumpington.</p> <p>Describe a journey on a local map using simple locational and directional language (eg near, far, left, right)</p> <p>Make observations about the school, its grounds and the local area</p> <p>Identify seasonal and daily weather patterns in the UK.</p> | | <p>Locate Trumpington in the context of the wider UK and world. Physical features of the local area.</p> <p>Begin to name and locate the seven continents and five oceans on a globe or atlas (using this as context for the location of the UK)</p> <p>Use basic geographical language to refer to key physical features including forest, hill, river, soil, valley and vegetation.</p> <p>Use world maps, atlases and globes to locate the UK and the continents.</p> <p>Continue to develop use of directional language and begin to use North, South, East and West through learning.</p> | | <p>Comparing different places - UK and contrasting, non-European country (Kenya)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (including visiting Cambridge), and of a small area of a contrasting,</p> |

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| | | | | Continue to identify seasonal and daily weather patterns in the UK. | | non-European country (Kenya) |
| Music | <p>Listening Listening and responding to music Notating vocal and percussive call and response activities including common rhythm patterns in 4/4 and 3/4. Composing soundscapes for a story. Create graphic notation to represent sound. Singing techniques - warming up and following simple conductor signals (stop/start together, crescendo, tempo).</p> <p>Singing Singing seasonal songs whilst practising vocal and conductor techniques. Musicianship skills including clapping or tapping to the pulse/rhythm Introduce percussion (or body percussion) to create simple repeated patterns. Record simple rhythm and create repeated loops</p> | | <p>Listening Listening to recorded film music and identifying themes. Composing dance music beats with peers. Introduce structure - verse/ chorus with changing rhythms for each section.</p> <p>Add a simple singing chant to the rhythm Apply Musicianship skills and techniques to the composed piece including performing the music acoustically.</p> | <p>Performing and Listening Practising Musicianship skills in an ensemble (Samba or Taiko), using groups to play contrasting rhythm patterns. Learn to play several parts to a piece of music. Introduce singing or chanting to the ensemble pieces.</p> | <p>Performing, Composing & Improvising. Listening to classical music that represents a story (e.g Hall of the Mountain King) and acting out the scenes.</p> <p>Create a short representation of the story/music and perform to peers.</p> <p>Singing in rounds and working towards performing 3 songs from memory.</p> | <p>Singing, performing and composing Listen to and record sounds from around the school or outside. Use the sounds to create loops and soundscapes. Progress musicianship skills by complementing the singing repertoire.</p> |
| PE | Multi-skills Health related fitness | Gymnastics Fundamentals | Multi-skills Dance | OAA Fundamentals | Athletics Tee Ball | |
| RE | Exploring belongings in regards to family and school structures. We will also look at the Christian religion. | | Why is it important to recognise the birth of a baby? | Why is the bible important? | What makes a church a special place for Christians? | Compare Christian churches with other |

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| | We will look at celebrations from different religions, exploring how people celebrate birthdays as well as other family traditions. We will look at the celebration of Diwali and how this is celebrated. We will also continue to focus on the customs of Christianity and some key events and people in the faith. | | | | Visit local church. | religions. |
| PSHE | Beginning and Belonging | Family and Friends Anti-bullying | Diversity and Communities Managing our emotions | Relationships and Sex Education | Personal Safety Drug Education | Managing Change |