

key Stage	Year A			Year B		
	Terms 1 & 2 Theme Family & Home	Terms 3 & 4 Theme The Deep Blue Sea	Terms 5 & 6 Theme Rainforest	Terms 1 & 2 Theme Journeys & Travel	Terms 3 & 4 Theme Superheros	Terms 5 & 6 Theme In the garden
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English	Nursery rhymes Labels and signs Simple non-fiction texts Letters and Sounds (phonics) Spoken Language - rich sound and communication environment focusing on listening and responding appropriately to adults	Information texts Poems (pirate theme) Simple fiction texts Plays Letters and Sounds (phonics) Spoken Language - rich sound and communication environment focusing on New Words	Stories with predictable structures and patterns. Captions Recounts of visits Letters and Sounds (phonics) Spoken Language - rich sound and communication environment focusing on different registers to use.	Traditional tales. Stories about fantasy worlds. Significant poets. Letters and Sounds (phonics) Spoken Language - rich sound and communication environment focusing on descriptive words.	Information texts. Non chronological reporting. Simple non-fiction. Letters and Sounds (phonics) Spoken Language - rich sound and communication environment focusing on listening and responding appropriately to adults.	Labels and signs Alphabetical texts Repetitive patterns Stories with rhymes and predictable patterns. Letters and Sounds (phonics) Spoken Language - rich sound and communication environment focusing on Initiating communication.
I.C.T.	<p><i>There are 5 areas of ICT to be covered within the year (listed below). One per short term with an opportunity to review an area depending on need in the final term. There should be a focus on communication within Term 1. After this, teachers can select which area they will focus on. This will depend on the topic covered.</i></p> <p>Real Word ICT (e.g. crossing the road, kitchen appliances, chip and pin cards, cause and effect, mobile phones)</p> <p>Control (e.g. creating platform games, simple programming, animation, switches, keyboard skills, mouse skills, Bee Bots)</p> <p>Entertainment (e.g. navigating around the internet, using IPAD, music, Iplayer, youtube, camera, photo editing, video, video editing)</p> <p>Communication (e.g. big macks, Ipad apps, email, recording messages)</p> <p>Recording (e.g. Microsoft products - word, excel, paint, powerpoint etc)</p>			<p><i>There are 5 areas of ICT to be covered within the year (listed below). One per short term with an opportunity to review an area depending on need in the final term. There should be a focus on communication within Term 1. After this, teachers can select which area they will focus on. This will depend on the topic covered.</i></p> <p>Real Word ICT (e.g. crossing the road, kitchen appliances, chip and pin cards, cause and effect, mobile phones)</p> <p>Control (e.g. creating platform games, simple programming, animation, switches, keyboard skills, mouse skills, Bee Bots)</p> <p>Entertainment (e.g. navigating around the internet, using IPAD, music, Iplayer, youtube, camera, photo editing, video, video editing)</p> <p>Communication (e.g. big macks, Ipad apps, email, recording messages)</p> <p>Recording (e.g. Microsoft products - word, excel, paint, powerpoint etc)</p>		
Art	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -to explore a range of materials creatively -to use drawing, painting & sculpture to develop ideas, experiences & imagination -to explore colour, pattern, texture, line, shape, form & space -about a range of artists craft makers, architects and designers, <p>Class teachers should select an area of focus each term, depending which suits the topic best, from the following ensuring all 6 are focused on across the year. Drawing/ Painting/ Printing/ Textiles/ Collage/ Sculpture</p>			<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -to explore a range of materials creatively -to use drawing, painting & sculpture to develop ideas, experiences & imagination -to explore colour, pattern, texture, line, shape, form & space -about a range of artists craft makers, architects and designers, <p>Class teachers should select an area of focus each term, depending which suits the topic best, from the following ensuring all 6 are focused on across the year. Drawing/ Painting/ Printing/ Textiles/ Collage/ Sculpture</p>		

<p>Maths</p>	<p>PScales - Using and Applying, Number, Shape, space and measures. When onto the national curriculum Number Measurement Geometry (Problem solving/using and applying taught through these strands)</p>	<p>PScales - Using and Applying, Number, Shape, space and measures. When onto the national curriculum Number Measurement Geometry (Problem solving/using and applying taught through these strands)</p>	<p>PScales - Using and Applying, Number, Shape, space and measures. When onto the national curriculum Number Measurement Geometry (Problem solving/using and applying taught through these strands)</p>	<p>PScales - Using and Applying, Number, Shape, space and measures. When onto the national curriculum Number Measurement Geometry (Problem solving/using and applying taught through these strands)</p>	<p>PScales - Using and Applying, Number, Shape, space and measures. When onto the national curriculum Number Measurement Geometry (Problem solving/using and applying taught through these strands)</p>	<p>PScales - Using and Applying, Number, Shape, space and measures. When onto the national curriculum Number Measurement Geometry (Problem solving/using and applying taught through these strands)</p>
<p>Science</p>	<p>Everyday Materials</p> <ul style="list-style-type: none"> I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>Animals and Living Things</p> <ul style="list-style-type: none"> Animals and humans have offspring which grow Basic needs of humans and animals - Food, water I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) I can 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>Plants</p> <ul style="list-style-type: none"> Basic structure of plants, trees and flowers. Observe growth of flowers and vegetables I can identify and name a variety of common wild and garden plants including deciduous and evergreen trees I can identify and describe the basic structure of a variety of common flowering plants, including trees 	<p>Everyday Materials</p> <ul style="list-style-type: none"> I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>Animals including Humans</p> <ul style="list-style-type: none"> I can notice that animals, including humans, have offspring which grow into adults I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Living things and their habitats</p> <ul style="list-style-type: none"> I can explore and compare the differences between things that are living, dead and things that have never been alive I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of 	<p>Plants</p> <ul style="list-style-type: none"> I can observe and describe how seeds and bulbs grow into mature plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

					<p>animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> I can identify and name a variety of plants and animals in their habitats, including micro-habitats I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 	
D.T	Design Make Evaluate Technical knowledge Homes	Design Make Evaluate Technical knowledge Textiles	Design Make Evaluate Technical knowledge Animal shelters	Design Make Evaluate Technical knowledge In the garden - structures	Design Make Evaluate Technical knowledge Costumes	Design Make Evaluate Technical knowledge Wheels!
Food	Healthy eating (food groups)	Food without heat	World food	Where does food come from ?	Colourful food	Food from around the country
Geog	Name, locate and identify characteristics of the countries that make up the UK.	Use aerial photos and plan perspectives to recognise landmarks and basic human geography and physical geography features.	Use basic geographical vocabulary to refer to physical and human features.	Use simple field work studies and observational skills to study the geography of their grounds (school)	Identify seasonal and daily weather patterns in the UK.	Understand geographical similarities and differences through studying the human and physical geography of an area in the UK and a small area in a contrasting non-European country.
History	Develop an understanding of the past using common words and phrases relating to the passing of time.	Identify similarities and differences between different ways of life in different periods.	Changes within living memory	Understand some of the ways that we find out about the past.	Ask and answer questions to demonstrate their understanding of key features and events	The lives of significant individuals in the past who have contributed to national and international achievements.
Music	'Peace at last'. Making different sounds using tuned and untuned instruments and voice. Sound effects	Singing, chants and rhymes. Listening to recorded music	Create, select and combine sounds. Repeating rhythms.	Making and identifying sound effects. Create and combine. Tuned and untuned	Rhythm and beats. Listening to recorded music	Play tuned and untuned instruments musically.
P.E	Yoga, swimming every week. Riding, hydro for some pupils. Gymnastics (winter), games (Summer), dance, team games.			Yoga, swimming every week. Riding, hydro for some pupils. Gymnastics (winter), games (Summer), dance, team games.		
Rebound Therapy available all year						
R.E Christianity Judaism	Celebrations eg. Harvest, thanksgiving, Christmas, Eid,	Parables and stories that link to pupils' own behaviour and beliefs.	Places of worship Buildings, symbols and books linked to the religions	Meditation and reflection. Use of candles, music, special places.	Purim, Shrove Tuesday, Ash Wednesday, Easter, Passover, Palm Sunday	Stories from religions

Year A			Year B		
Term 1 and 2 Family and Home	Term 3 and 4 Pirates	Term 5 and 6 Rainforest	Term 1 and 2 Theme in the Garden	Term 3 and 4 Fireworks	Term 5 and 6 Theme Journeys and travel
SEAL THEME New beginnings Getting on and falling out SAY NO TO BULLYING (THEME WEEK)	SEAL THEME Going for Goals Good to be me	SEAL THEME Relationships Changes	SEAL THEME New beginnings Getting on and falling out SAY NO TO BULLYING (THEME WEEK)	SEAL THEME Going for Goals Good to be me	SEAL THEME Relationships Changes
LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> How to contribute to life in the class room Class rules, school rules Other people and other living things have needs and that they have responsibilities to meet them (taking turns, share and understand the need to return things that have been borrowed) That they belong to various groups and communities such as family and school <p>COVERED DURING ANTI BULLYING WEEK</p> <ul style="list-style-type: none"> to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say that there are different types of teasing and bullying, that these are wrong and unacceptable how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	HEALTH AND WELL BEING <ul style="list-style-type: none"> What constitutes a healthy lifestyle -rest, physical activity, healthy eating and dental health To recognise what they like and dislike Think about themselves, to learn from their experiences to recognise an celebrate their strengths and set goals. About change and loss and feelings (Moving home, losing toys, pets) Who looks after them who to go to if worried 	RELATIONSHIPS <ul style="list-style-type: none"> To communicate their feelings to others To recognise how their behaviour affects other people The difference between secrets and surprises What is fair and unfair, kind and unkind what is right and wrong to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) that people's bodies and feelings can be hurt 	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> What improves and harms their local, natural and built environments About how people look after the environment Money -where does it come from? The different sources What can it be used for? About the role of money plays in their lives including the concepts of spending money and what influences those choices 	HEALTH AND WELL BEING <ul style="list-style-type: none"> How to maintain personal hygiene How some diseases are spread (Not washing hands) Process of growing young to old and how people's needs change Name main parts of body (including external genitalia) Differences between boys and girls Household products including medicines can be harmful if not used properly Rules for keeping physically and emotionally safe (including road safety, safety in the environment, safety online) 	RELATIONSHIPS <ul style="list-style-type: none"> To share opinions on things that matter to them To listen to other people and play and work co-operatively including strategies to resolve simple arguments to identify and respect the differences and similarities between people to identify their special people (family, friends, carers), what makes them special and how special people should care for one another

PSHE Programme of Study (From the PSHE Association) It is just a guide to give ideas about what to teach. It will depend on the pupils in your class as to what you feel is appropriate to cover. Throughout the school the pupils will be learning about the different themes, Living in the Wider World in terms 1 and 2, Health and Well being Terms 3 and 4 and Relationships in Terms 4 and 5. Some of the concepts taught will be covered in whole school activities, such as Anti bullying week, the Equality and Diversity themed days over the year, assemblies, and circle times . Throughout the Key Stages pupils will build on the skills taught the year before.