

|                  | Week 1  | Week 2  | Week 3  | Week 4   | Week 5   | Week 6  | Week 7   |
|------------------|---|---|---|--|--|---|--|
| <b>English</b>   | Grammarsaurus<br>Spelling<br>Punctuation<br>Grammar   | Grammarsaurus<br>Spelling<br>Punctuation<br>Grammar   | Grammarsaurus<br>Spelling<br>Punctuation<br>Grammar   | Grammarsaurus<br>Spelling<br>Punctuation<br>Grammar  | Grammarsaurus<br>Spelling<br>Punctuation<br>Grammar  | Grammarsaurus<br>Spelling<br>Punctuation<br>Grammar   | Grammarsaurus<br>Spelling<br>Punctuation<br>Grammar  |
| <b>Maths</b>     | Addition and subtraction  | Addition and subtraction  | Addition and subtraction  | Addition and subtraction   | Geometry – shape   | Geometry – shape  | Geometry – shape   |
| <b>Science</b>   | Recognise different types of weather  | Observe and record daily weather.   | Explore different foods grown by Farmers.   | Gather, record simple data<br><br>Create simple picture bar chart to represent data gathered.  | Interpret results from ongoing enquiry relating to the length of the day.  | Hibernation   |  |
| <b>Computing</b> | Digital Literacy<br>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 | Digital Literacy<br>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 | Digital Literacy<br>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 | Digital Literacy<br><i>Project evolve Year 1</i><br>I can use keywords in search engines.<br><br>I can explain rules to keep us safe when we are using technology both in and beyond the home. | Digital Literacy<br><i>Project evolve Year 1</i><br>I can use keywords in search engines.<br><br>I can explain rules to keep us safe when we are using technology both | Digital Literacy<br><i>Project evolve Year 1</i><br>I can use keywords in search engines.<br><br>I can explain rules to keep us safe when we are using technology both in and | Digital Literacy<br><i>Project evolve Year 1</i><br>I can use keywords in search engines.<br><br>I can explain rules to keep us safe when we are using technology both |

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|                  | internet or other online technology  | internet or other online technology  | internet or other online technology  | I can name my work so that others know it belongs to me.   | in and beyond the home.<br>I can name my work so that others know it belongs to me   | beyond the home.<br>I can name my work so that others know it belongs to me  | in and beyond the home.<br>I can name my work so that others know it belongs to me   |
| <b>History</b>   | Events beyond living memory that are significant nationally or globally.   | Events beyond living memory that are significant nationally or globally.   | Events beyond living memory that are significant nationally or globally.   | Events beyond living memory that are significant nationally or globally.   | Events beyond living memory that are significant nationally or globally.   | Events beyond living memory that are significant nationally or globally.   | Events beyond living memory that are significant nationally or globally.   |
| <b>Geography</b> | Human and physical geography<br>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. | Human and physical geography<br>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. | Human and physical geography<br>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. | Human and physical geography<br>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. | Human and physical geography<br>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. | Human and physical geography<br>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. | Human and physical geography<br>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. |
| <b>Art</b>       | To use drawing to develop and share their ideas  | To use drawing to develop and share their ideas.   | To use a range of materials creatively to design and make products..   | To use a range of materials creatively to design and make products.  | To use a range of materials creatively to design and make products.  | To use a range of materials creatively to design and make products.  | To use a range of materials creatively to design and make products.  |
| <b>DT</b>        |  |  |  |  |  |  |  |
| <b>RE</b>        | What do Christians belief God is like?   | What do Christians belief God is like?   | What do Christians belief God is like?   | What do Christians belief God is like?us   | What do Christians belief God is like?   | What do Christians belief God is like?   | What do Christians belief God is like?   |

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| <b>PE</b>        | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> <p>Dance:<br/>The Zoo</p> <p>Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p> | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> <p>Dance:<br/>The Zoo</p> <p>Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p> | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> <p>Dance:<br/>The Zoo</p> <p>Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p> | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball</p> <p>Dance:<br/>The Zoo</p> <p>Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p> | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball</p> <p>Dance:<br/>The Zoo</p> <p>Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p> | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball</p> <p>Dance:<br/>The Zoo</p> <p>Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p> | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball</p> <p>Dance:<br/>The Zoo</p> <p>Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p> |
| <b>PSHE/RSHE</b> | <p>Me and My Relationships</p> <p>Identify simple qualities of friendship</p>  | <p>Valuing Difference</p> <p>Identify the differences and</p>  | <p>Valuing Difference</p> <p>Explain the difference between unkindness,</p>  | <p>Valuing Difference</p> <p>Explain some of their school rules and how those</p>   | <p>Valuing Difference</p> <p>Identify some of the people who</p>  | <p>Valuing Difference</p> <p>Recognise and explain what is</p>  | <p>Valuing Difference</p> <p>Recognise and explain what is fair and unfair,</p>   |

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|                     | Suggest simple strategies for making up   | similarities between people;<br><br>Empathise with those who are different from them;<br><br>Begin to appreciate the positive aspects of these differences.   | teasing and bullying;<br><br>Understand that bullying is usually quite rare.  | rules help to keep everybody safe.  | are special to them;<br><br>Recognise and name some of the qualities that make a person special to them   | fair and unfair, kind and unkind;<br><br>Suggest ways they can show kindness to others.   | kind and unkind;<br><br>Suggest ways they can show kindness to others.  |
| <b>Music</b>        | Rhythm In The Way We Walk and The Banana Rap<br>Genre: Reggae<br>Pulse, rhythm and pitch, rapping, dancing and singing<br><br>I know how to say whether I like or dislike a piece of music<br><br>I know how to use my voice to speak, sing and chant | Rhythm In The Way We Walk and The Banana Rap<br>Genre: Reggae<br>Pulse, rhythm and pitch, rapping, dancing and singing<br><br>I know how to say whether I like or dislike a piece of music<br><br>I know how to use my voice to speak, sing and chant | Rhythm In The Way We Walk and The Banana Rap<br>Genre: Reggae<br>Pulse, rhythm and pitch, rapping, dancing and singing<br><br>I know how to say whether I like or dislike a piece of music<br><br>I know how to use my voice to speak, sing and chant | Rhythm In The Way We Walk and The Banana Rap<br>Genre: Reggae<br>Pulse, rhythm and pitch, rapping, dancing and singing<br><br>I know how to say whether I like or dislike a piece of music<br><br>I know how to use my voice to speak, sing and chant | Rhythm In The Way We Walk and The Banana Rap<br>Genre: Reggae<br>Pulse, rhythm and pitch, rapping, dancing and singing<br><br>I know how to say whether I like or dislike a piece of music<br><br>I know how to use my voice to speak, sing and chant | Rhythm In The Way We Walk and The Banana Rap<br>Genre: Reggae<br>Pulse, rhythm and pitch, rapping, dancing and singing<br><br>I know how to say whether I like or dislike a piece of music<br><br>I know how to use my voice to speak, sing and chant | Rhythm In The Way We Walk and The Banana Rap<br>Genre: Reggae<br>Pulse, rhythm and pitch, rapping, dancing and singing<br><br>I know how to say whether I like or dislike a piece of music<br><br>I know how to use my voice to speak, sing and chant |
| <b>Oracy</b>        | Reciting a poem<br>Weather report   | Hot Seating   |   |   | Christmas play  | Christmas play  |   |
| <b>Career Links</b> | Weather reporter<br>Meteorologist   | Historian   | Park Ranger   | Zoo Keeper<br>Author  | Dance teacher   | Actor   |   |

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| <b>Community Links</b>              |   |                 | Cinema Trip<br>Children in Need                                     |  | Christmas Cards<br>for Care Homes | Christmas Cards<br>for Care Homes |  |
| <b>Local Context</b>                |   |                 | Light Switch On   |  |                                   |                                   |  |
| <b>Cultural Capital Enrichment</b>  |   | Remembrance Day | Inter Faith Week<br>Anti-Bullying Week<br>COP 26<br>Parliament Week |  |                                   |                                   |  |
| <b>British Values</b>               | <p align="center"><b>British Values:</b> Picture News</p> <p align="center"><b>Democracy</b> - Introduction to Parliament and it's function (Link to Parliament Week)</p> <p align="center"><b>Rule of Law</b> - Superhero's uphold the law, who upholds the law for us? (Link to Parliament Week)</p> <p align="center"><b>Tolerance</b> - RE: What do Christians believe God is like?</p> |                 |   |  |                                   |                                   |  |
| <b>British Values: Whole School</b> | <p align="center"><b>Collective worship Liberty:</b> Bonfire Safety.</p> <p align="center"><b>Liberty/Tolerance:</b> Anti-bullying week Remembrance Day Tolerance: Diwali</p> <p align="center"><b>Tolerance:</b> Advent Tolerance: Christmas</p>   |                 |   |  |                                   |                                   |  |