

YEAR A YEARS 1 AND 2	AUTUMN		SPRING		SUMMER	
	Great People (Space)	What Can We Learn From Stories? (The Great Fire of London)	How do we Solve Problems? (Artists and Designers)	How did That Happen? From Dinosaurs to the Moon (Animals)	Water, Water Everywhere (Why Water is Precious)	What Can We Learn from our Local Area (Seaside)
Starter/Visit		Visit from fire safety officer.		Africa Alive!		Time and Tide: Seaside special
English  Purposes for Writing  Writing to entertain: Story, Description, Poetry  Writing to inform: Recount, Letter, Instruction	Labels and captions Invitations to moon party Space stories- sequence, beginning, middle and end Character description Beegu - T4W	Stories about fire and other dangers Diary Recounts Non-chronological writing Toby and the Great Fire of London - T4W	Information text- Write about an artist Instructions Recounts Poetry Fiction - Jack and the Beanstalk (defeating the monster) - T4W	Information text- Animal fact file Traditional tales - Little Red Riding Hood, Chicken Licken, Little Red Hen, Goldilocks and the Three Bears. Stories from other cultures - Meerkat Mail Handa’s Surprise (Journey) - T4W	Instructions - Plant bulbs, science investigations Letter writing Willy the Wimp - T4W	Stories- Lucy and Tom at the Seaside, Lighthouse keeper books Description of beach Poetry Lighthouse Keeper’s Lunch - T4W
Reading	Explicit teaching of comprehension skills based on high quality literature, including fairy tales and traditional tales, stories about space, non-fiction texts Explicit teaching of comprehension skills based on Reading Explorers Skills taught and reinforced: Vocabulary, Infer, Predict, Explain, Retrieve, Sequence					
SPAG focus	Regular plural noun suffixes (s/es) Suffixes that can be added to root word where no change of spelling is needed in root word How the prefix un- changes the meaning of nouns or adjectives How words can combine to make sentences Joining words and clauses using and Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks Capital letters for names and the personal pronoun			Formation of nouns using suffixes and by compounding Formation of adjectives using suffixes Using suffixes –er and –est in adjectives and using –ly to create adverbs Subordination (when, if, that, because) and coordination (or, and, but) Expanded noun phrases for description Recognise statements, questions, exclamations or commands Correct choice and consistent use of present and past tense Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes for omission and singular possession		
Maths	See Rising Stars Maths Curriculum					
RE	How do Christians belong to their faith family?	Why is light an important symbol for Christians and Jews?	What do Jews celebrate on Shabbat?	What does the cross mean to Christians?	Why is meeting together important to Christians?	What do Jesus’ parables teach Christians about belonging to the Christian family?
Science	Everyday materials  Pupils should be taught to: <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 (ie. stretchy/stiff, shiny/dull, rough/smooth)</li><li>- Compare and group together a variety of everyday materials based on their simple physical properties</li></ul>		Animals, including humans  Pupils should be taught to: <ul style="list-style-type: none"><li>- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</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 (bird, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</li><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>		Plants  Pupils should be taught to: <ul style="list-style-type: none"><li>- Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.</li><li>- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers</li><li>- Observe and describe how seeds and bulbs grow into mature plants.</li><li>- Explore and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li></ul>	
History	Study the first moon landing. Study space history and create a timeline of events.	Study the events the lead to the Great fire of London. Study London at the time of of the fire and the impact after. Study St Paul's Cathedral before and after the fire. Samuel Pepys and how his diary gave information about significant events and ordinary life at the time of the fire.	Studying artists from the past, their lives and techniques.	Learn about the work of Jane Goodall.	Compare and contrast seaside towns in the past and present. Learn about significant local people eg: RNLI and Henry Blogg. History of the RNLI. Study how have people changed over time visiting the seaside. Learn about the history of the Punch and Judy show.	

<b>Geography</b>	Compare and contrast the physical features of our local area and the Moon.	Study the city of London and its landmarks and physical and human features.		Look at the different countries on a world map and globe where different animals come from.	Find where our food comes from. Farming .	Use aerial photographs to find physical and human features of coastal towns.
<b>Computing</b>	Information technology		Computer science		Digital Literacy	
<b>DT</b>	Design and make a Moon buggy using recycled materials and evaluate their design.  Design and make a space shuttle.	Design and make a tudor house. Make bread rolls.	Design and make mosaic bowls, lizards and use tolls and different materials to create artwork.	Using levers and sliders to create moving animals.	Design and make posters showing what plants need to grow.	Design and make a lighthouse. Design and make Punch and Judy puppets.
<b>Art and Design</b>	Using different media create a space picture.  Using ICT design and create an alien.	Create a picture showing the Great Fire of London.	Learn about the artists; Mondrian, Gaudi and Kandinsky and make pictures and models using paint, collage, papier mache, fabrics and other media create artwork inspired by these artists.	Using collage create pictures of animals.	Create flower pictures using different paper techniques.	Create artwork based around sea creatures. eg: fish, papier mache jellyfish.
<b>Music</b>	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
<b>PE</b>	<b>Multi Skills</b> Agility, balance & control, throwing, rolling	<b>Gymnastics</b> Use of flexibility, technique, control and balance	<b>MTM/ETM</b> movement/exercise to music/dance	<b>Invasion Games</b> Basketball, Football, Netball, Hockey, Rugby	<b>Striking /Fielding</b> Rounder's, Cricket, T-Ball	<b>Sports Day Activities</b>