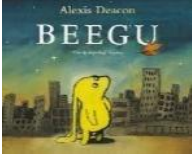

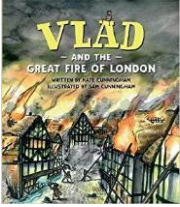
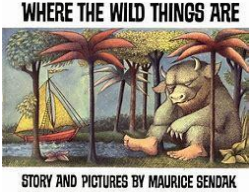
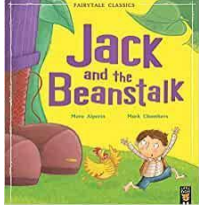
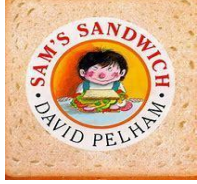








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	Forest School	WB 11 th Nov Anti-Bullying Week Nativity 11 th December Visit a Church	Online Safety Day 10 th Feb Firefighter visit Stuart Day	6 th March World Book Day 14 th March RE Focus Day WB 31 st March Mental Health and Wellbeing Week Hertfordshire Zoo Trip Chicks in School	WB 28 th April Growing and Changing Week 7 th May Story Time WB 19 th May Class Assemblies Walk around local area (Geography Fieldwork)	Phonics Screening 18 th June Sports Day 4 th July STEM Fair Local enquiry - Types of housing in Palmers Green (Geography Fieldwork)
English Focus Texts/stimuli	 <ul style="list-style-type: none"> Beegu by Alexis Deacon Bog Baby by Jeanne Willis Hazelwood in the Past 	 <ul style="list-style-type: none"> My Friend the Weather Monster by Steve Smallman The Story of Christmas Community action project (St John's Christmas tree Festival) 	 <ul style="list-style-type: none"> Vlad and the Great Fire of London by Kate Cunningham (Linked to History) Fire forest school area Fire safety talk Fireman Sam 	 <ul style="list-style-type: none"> Where the wild things are by Maurice Sendak Chicks in school Animals (Linked to Science) Trip to paradise wildlife 	 <ul style="list-style-type: none"> Jack and the Beanstalk Planting Beans Queen's Knickers by Nicholas Allan (Linked to History) 	 <ul style="list-style-type: none"> Sam's Sandwich by David Pelham Oliver's vegetables by Vivian French
Phonics	<p>Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p>	<p>Phase 5 graphemes ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw cla</p>	<p>Phase 5 graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>	<p>Phase 5 graphemes /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p>	<p>Phonics screening check review No new GPCs or tricky words</p>	<p>Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p>

Tricky Words	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	their people oh your Mr Mrs Ms ask could would should our house mouse water want	any many again who whole where two school call different school call different	once laugh because eye	No New Trcky words	busy beautiful pretty hour move improve parents shoe
Maths	Number: Place Value (within 10) Number: Addition and Subtraction (within 10)	Number: Addition and Subtraction (within 10) Geometry: Shape	Number: Place Value (within 20) Number: Addition and Subtraction (within 20)	Number: Place Value (within 50) Measurement: Length and height Measurement: Mass and Volume	Number: Multiplication and division Number: Fractions	Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time
Science	<p style="text-align: center;">Forest school</p> <p>Plants (Revisit Termly)</p> <ul style="list-style-type: none"> ● identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ● 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"> ● distinguish between an object and the material from which it is made ● identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ● describe the simple physical properties of a variety of everyday materials ● compare and group together a variety of everyday materials on the basis of their simple physical properties <p>(Revisit every term) Seasonal changes (Autumn)</p> <ul style="list-style-type: none"> ● observe changes across the four seasons ● observe and describe weather associated with the seasons and how day length varies 	<p>Everyday materials (Ex Unit)</p> <ul style="list-style-type: none"> ● describe the simple physical properties of a variety of everyday materials ● compare and group together a variety of everyday materials on the basis of their simple physical properties <p>(Revisit every term) Seasonal changes (Winter)</p> <ul style="list-style-type: none"> ● observe changes across the four seasons <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>Animals including humans (Animal focus)</p> <ul style="list-style-type: none"> ● identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ● identify and name a variety of common animals that are carnivores, herbivores and omnivores ● describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Plants (Revisit Termly)</p> <ul style="list-style-type: none"> ● identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ● identify and describe the basic structure of a variety of common plants 	<p>Plants</p> <ul style="list-style-type: none"> ● identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ● identify and describe the basic structure of a variety of common flowering plants, including trees <p>(Revisit every term) Seasonal changes (Summer)</p> <ul style="list-style-type: none"> ● observe changes across the four seasons <p>observe and describe weather associated with the seasons and how day length varies</p>	<p>Animals including humans (Human focus)</p> <ul style="list-style-type: none"> ● 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>(Revisit every term) Seasonal changes (Spring)</p> <ul style="list-style-type: none"> ● observe changes across the four seasons <p>observe and describe weather associated with the seasons and how day length varies</p>

Computing	<p>Digital literacy PM - Unit 1.1 PM - Online Safety & Exploring Number of lessons – 4 Programs – Various</p> <p>Digital literacy NCCE - Teach computing Computing systems and networks – Technology around us L2 - 5 Using PM - 2Paint</p>	<p>Computer Science PM - Unit 1.2 Grouping & Sorting Number of lessons – 2 Programs – 2DIY</p> <p>Information Technology PM - Unit 1.3 Pictograms Number of lessons -3 Programs -2Connect, 2Count</p>	<p>Computer Science PM - Unit 1.4 Lego Builders Number of lessons – 3 Programs – 2DIY</p> <p>Computer Science PM - Unit 1.5 Maze Explorers Number of lessons – 3 Programs – 2Go</p> <p>Online Safety Day</p>	<p>Information Technology PM - Unit 1.6 Animated Story Books Number of lessons – 5 Programs – 2Create A Story</p>	<p>Keeping myself safe (PSHE) How our feelings can keep us safe – including online safety Know age-appropriate ways to stay safe online.</p> <p>Computer Science PM - Unit 1.7 Coding Number of lessons – 6 Programs – 2Code</p>	<p>Information Technology PM - Unit 1.8 Spreadsheets Number of lessons – 3 Programs – 2Calculate</p> <p>Digital Literacy PM - Unit 1.9 Technology outside school Number of lessons – 2 Programs – Various</p>
Geography	<p>Weather <i>What is the weather like in Palmers Green?</i></p>	<p>Around Our School <i>What are the key features of a map? What is an aerial view?</i></p>	<p>United Kingdom <i>What are the names of the capital cities and countries of the United Kingdom?</i> <i>What is the weather like in... Scotland?</i></p>	<p>Local area - Palmers Green <i>What are the human and physical features of Palmers Green?</i> <i>How is Palmers Green similar and different to Walton-on-the-Naze?</i></p>		
History	<p>History of Hazelwood <i>Changes within Living memory</i></p> <p>What has changed at our school and what's stayed the same? How can we find out about the past?</p>	<p>The Great Fire of London <i>Events beyond Living Memory -</i></p> <p>Why did the fire last so long? What impact did the fire have on London? What is an eyewitness?</p>	<p>Queen Elizabeth I compared with Queen Elizabeth II <i>Lives of significant individuals who have contributed to national and international achievements</i></p> <p>What is similar and what is different about the two queens? How has life changed from Queen Elizabeth I's reign to Elizabeth II?</p>			
RE	<p>Who is a Christian and what do they believe?</p> <p>Strand: <i>Believing</i> (1.1) Christianity <i>Christian Beliefs about God</i> <i>The Bible</i> <i>The Importance of Jesus</i> <i>Miracles</i> <i>Prayer</i> (Story of the Nativity – through Year 1 performance)</p>	<p>What makes some places sacred?</p> <p>Strand: <i>Expressing</i> (1.5) Christianity, Islam <i>Recap church from Reception, Mosque, Synagogue</i> <i>Similarity and difference between places of worship,</i> <i>Music and worship</i> <i>Importance of places of worship in community</i> Visit a Church</p>	<p>What does it mean to belong to a faith community?</p> <p>Strand: <i>Living</i> (1.7) Christianity, Islam and Judaism <i>The meaning of belonging</i> <i>Christian, Muslim, Jewish belonging</i> <i>Welcoming a baby</i> <i>Showing belonging</i></p>			
ART	<p>Autumn 2: Drawing and Sketchbooks Spirals <i>Using drawing, collage and mark-making to explore spirals.</i> <i>Introducing sketchbooks</i></p> <p>Themes: Pattern, Structure, Movement, Growth, The Human Body, Sound Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, Artists: Molly Haslund</p>	<p>Spring 2: Surface & Colour Simple Printmaking <i>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</i></p> <p>Medium: Paper, Printing Ink, Plasticine, Printing Foam Artist: Karen Leader</p>	<p>Summer 2: Working in 3 dimensions Making Birds <i>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</i></p> <p>Themes: Birds, Wildlife, Local habitat Medium: Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire. Artists: A variety (see resource)</p>			

D&T	Autumn 1: Technical skill: Mechanisms Design Brief: Design and make a Celebration Card Design Specification: <ol style="list-style-type: none"> Use a simple mechanism Bright colours Pictures Slogan Decorations 		Spring 1: Technical skill: Structures Design Brief: Design and make a model of a tree house for the Rec Design Specification: <ol style="list-style-type: none"> The treehouse model should include a frame structure that acts as a climbing frame. The treehouse model should include a swing attached to the treehouse structure. The treehouse model should have platforms for children to sit, stand and play on. 		Summer 1: Technical skill: Cooking & Nutrition Product: design and make a fruit salad for parents to eat Design Specification: <ol style="list-style-type: none"> Use at least 2 different techniques - Peeling, grating or slicing to add texture and interest to fruit salad. Use different coloured fruits Fruit salad should be based on parent survey and preference 	
PSHE	Me and My Relationships <ul style="list-style-type: none"> Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends 	Valuing Difference <ul style="list-style-type: none"> Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloon 	Being My Best <ul style="list-style-type: none"> I can eat a rainbow Eat well Harold's wash and brush up Catch it! Kill it! Bin it! Harold learns to ride his bike Pass on the praise! 	Rights and Respect <ul style="list-style-type: none"> Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first-aid 	Keeping Safe <ul style="list-style-type: none"> Super Sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey 	Growing and Changing <ul style="list-style-type: none"> Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private
Values	Responsibility  A list of my responsibilities.... who is trusting me to do this? trustworthiness	Courage  A recipe for a jar of courage overcoming fears	Appreciation & Understanding  How to forgive someone acceptance	Trust  People who look after me and that I can trust depend, rely on	Honesty  How to say 'it was my fault' by being brave conscience	Fairness  Box of resources on each table (all different, some better than others) fair? equality
PE (Indoor)	Gymnastics: Travelling	Dance: Simple movement patterns	Gymnastics: Taking weight on different body parts	Dance: Exploring dance actions	Gymnastics: Transferring weight from one body to another	Dance: Telling a story through dance
PE (Outdoor)	Games: Bouncing and catching	Games: Travelling with the ball	Games: Receiving hand and feet	Games: Sending, kicking and striking	Games: Developing hand-eye co-ordination	Games: Healthy ABCs (Being active, being healthy, being safe)
Music	Peter and the Wolf by Sergei Prokofiev Genre: Classical Period: Early 20th Century Skills: listening, contextualising Focus: study Elements: timbre, pitch	The Nativity Genre: Sacred Music, Pop Period: Early 20th Century, Contemporary Tradition: The Nativity Experience: Nativity performance Skills: performing, singing Focus: voice	Musical story Genre: Classical Period: tbc Skills: contextualising, listening Focus: study Elements: tempo, duration, dynamics	Make some noise! Experience: Class Assemblies Skills: composing, singing, performing Focus: percussion instruments, composition Elements: timbre, dynamics, silence, texture, tempo	Let's sing together Genre: Pop, Folk Period: Contemporary, Early 20th Century Skills: singing, performing, contextualising Focus: voice, composition Elements: pitch, dynamics, duration	By the Seaside Skills: notating, composing, performing Focus: percussion instruments, composition Elements: texture, duration, timbre, dynamics

		Elements: pitch, tempo, structure, dynamics				
Spanish	Canciones Infantiles Nursery Rhymes	Los Colores y los Números Colours & Numbers	Los Saludos Greetings	En la selva In the jungle	Caperucita Roja Little Red Riding Hood	Bajo el mar At the seaside