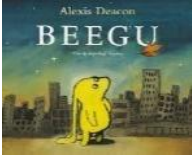

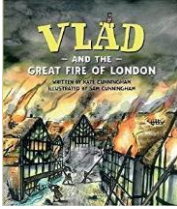

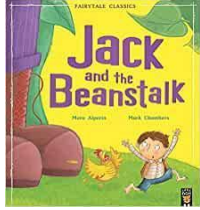
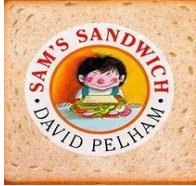








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	<p>1<sup>st</sup> &amp; 2<sup>nd</sup> September – INSET                      5<sup>th</sup> September Meet the team                      20<sup>th</sup> October – Multicultural week                      21<sup>st</sup> &amp; 23<sup>rd</sup> October Forest School                      Jeanne Willis author visit</p>	<p>5<sup>th</sup> November – Phonic workshop and visit                      10<sup>th</sup> November Anti-Bullying Week                      14<sup>th</sup> November – Children in Need                      1<sup>st</sup> December INSET day                      10<sup>th</sup> December – Nativity                      12<sup>th</sup> December – Christmas lunch/jumper                      15<sup>th</sup> December – Festival of lights                      Visit a Church</p>	<p>27<sup>th</sup> Jan – Maths workshop                      9<sup>th</sup> February – Mental health week                      10<sup>th</sup> February – online safety day                      Stuart Day</p>	<p>9<sup>th</sup> March – Science week                      5<sup>th</sup> March World Book Day                      16<sup>th</sup> March – Neurodiversity celebration week                      20<sup>th</sup> March – comic relief                      20<sup>th</sup> March – Story time                      24<sup>th</sup> &amp; 26<sup>th</sup> March – parent consultations                      Hertfordshire Zoo Trip                      Chicks in School</p>	<p>7<sup>th</sup> May polling day                      15<sup>th</sup> May – phonic screening meeting                      22<sup>nd</sup> May – HGT final                      WB 19<sup>th</sup> May Class Assemblies                      Walk around local area (Geography Fieldwork)</p>	<p>8<sup>th</sup> June Phonics Screening                      15<sup>th</sup> June                      29<sup>th</sup> June – INSET day                      15<sup>th</sup> June - Sports week                      3<sup>rd</sup> July STEM Fair                      8<sup>th</sup> July - Art exhibition                      Local enquiry - Types of housing in Palmers Green (Geography Fieldwork)</p>
English Focus Texts/stimuli	 <ul style="list-style-type: none"> <li>• Beegu by Alexis Deacon</li> <li>• Bog Baby by Jeanne Willis</li> </ul>	 <ul style="list-style-type: none"> <li>• My Friend the Weather Monster by Steve Smallman</li> <li>• Church visit</li> </ul>	 <ul style="list-style-type: none"> <li>• Vlad and the Great Fire of London by Kate Cunningham (Linked to History)</li> <li>• Fireman Sam</li> </ul>	 <ul style="list-style-type: none"> <li>• Chicks in school</li> <li>• Animal fact file</li> </ul>	 <ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• Planting Beans</li> </ul>	 <ul style="list-style-type: none"> <li>• Sam's Sandwich by David Pelham</li> <li>• The Queen's Knickers</li> </ul>
Phonics	<p><b>Review Phase 3 and 4</b>  <b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p>	<p><b>Phase 5 graphemes</b>                      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><b>Phase 5 graphemes</b>                      /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><b>Phase 5 graphemes</b>                      /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><b>Phonics screening check review</b>                      No new GPCs or tricky words</p>	<p><b>Phase 5 graphemes</b>                      /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>

<b>Tricky Words</b>	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	<b>No New Trcky words</b>	busy beautiful pretty hour move improve parents shoe
<b>Maths</b>	<b>Number:</b> Place Value (within 10) <b>Number:</b> Addition and Subtraction (within 10)	<b>Number:</b> Addition and Subtraction (within 10) <b>Geometry:</b> Shape	<b>Number:</b> Place Value (within 20) <b>Number:</b> Addition and Subtraction (within 20)	<b>Number:</b> Place Value (within 50) <b>Measurement:</b> Length and height <b>Measurement:</b> Mass and Volume	<b>Number:</b> Multiplication and division <b>Number:</b> Fractions	<b>Geometry:</b> Position and Direction <b>Number:</b> Place Value (within 100) <b>Measurement:</b> Money <b>Measurement:</b> Time
<b>Science</b>	<p style="text-align: center;"><b>Forest school</b></p> <p><b>Plants (Revisit Termly)</b></p> <ul style="list-style-type: none"> <li>● <b>identify and name</b> a variety of <b>common wild and garden plants</b>, including deciduous and evergreen trees</li> <li>● <b>identify and describe</b> the <b>basic structure</b> of a variety of common flowering plants, including trees</li> </ul>	<p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>● <b>distinguish between an object and the material</b> from which it is made</li> <li>● <b>identify and name a variety of everyday materials</b>, including wood, plastic, glass, metal, water, and rock</li> <li>● <b>describe the simple physical properties</b> of a variety of everyday materials</li> <li>● <b>compare and group</b> together a variety of <b>everyday materials</b> on the basis of their <b>simple physical properties</b></li> </ul> <p><b>(Revisit every term)</b> <b>Seasonal changes (Autumn)</b></p> <ul style="list-style-type: none"> <li>● <b>observe changes across the four seasons</b></li> <li>● <b>observe and describe weather</b> associated with the seasons and <b>how day length varies</b></li> </ul>	<p><b>Everyday materials (Ex Unit)</b></p> <ul style="list-style-type: none"> <li>● <b>describe the simple physical properties</b> of a variety of everyday materials</li> <li>● <b>compare and group</b> together a variety of <b>everyday materials</b> on the basis of their <b>simple physical properties</b></li> </ul> <p><b>(Revisit every term)</b> <b>Seasonal changes (Winter)</b></p> <ul style="list-style-type: none"> <li>● <b>observe changes across the four seasons</b></li> </ul> <p><b>observe and describe weather</b> associated with the seasons and <b>how day length varies</b></p>	<p><b>Animals including humans (Animal focus)</b></p> <ul style="list-style-type: none"> <li>● <b>identify and name</b> a variety of <b>common animals</b> including fish, amphibians, reptiles, birds and mammals</li> <li>● <b>identify and name</b> a variety of common animals that are <b>carnivores, herbivores and omnivores</b></li> <li>● <b>describe and compare</b> the <b>structure</b> of a variety of <b>common animals</b> (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> <p><b>Plants (Revisit Termly)</b></p> <ul style="list-style-type: none"> <li>● <b>identify and name</b> a variety of <b>common wild and garden plants</b>, including deciduous and evergreen trees</li> <li>● <b>identify and describe</b> the <b>basic structure</b> of a variety of common plants</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>● <b>identify and name</b> a variety of <b>common wild and garden plants</b>, including deciduous and evergreen trees</li> <li>● <b>identify and describe</b> the <b>basic structure</b> of a variety of common flowering plants, including trees</li> </ul> <p><b>(Revisit every term)</b> <b>Seasonal changes (Summer)</b></p> <ul style="list-style-type: none"> <li>● <b>observe changes across the four seasons</b></li> </ul> <p><b>observe and describe weather</b> associated with the seasons and <b>how day length varies</b></p>	<p><b>Animals including humans (Human focus)</b></p> <ul style="list-style-type: none"> <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> <p><b>(Revisit every term)</b> <b>Seasonal changes (Spring)</b></p> <ul style="list-style-type: none"> <li>● <b>observe changes across the four seasons</b></li> </ul> <p><b>observe and describe weather</b> associated with the seasons and <b>how day length varies</b></p>

<p><b>Computing</b></p>	<p><b>Information technology</b>  <b>PM</b> – Intro to Purple Mash – 3 lessons</p> <p><b>NCCE - Teach computing</b>  Computing systems and networks – Technology around us L2 – 4 lessons</p> <p><b>Digital literacy</b>  <b>PM - Online Safety &amp; Exploring</b> Number of lessons – 4 Programs – Various</p>	<p><b>Information technology</b>  <b>PM</b> – Creative Computing – 3 lessons</p> <p><b>Information Technology</b>  <b>PM</b> – Data explorers – 4 lessons</p>	<p><b>Information Technology</b>  <b>PM</b> - Unit 1.6  Animated stories – 6 lessons</p>	<p><b>Computer Science</b>  <b>PM</b> – Creating &amp; following instructions - 3 lessons</p>	<p><b>Keeping myself safe (PSHE)</b>  How our feelings can keep us safe – including online safety  Know age-appropriate ways to stay safe online.</p> <p><b>Computer Science</b>  <b>PM</b> - Coding – 6 lessons</p>	<p><b>Digital Literacy</b>  <b>PM</b> – Tech outside school – 4 lessons</p> <p><b>Information Technology</b>  <b>PM</b> – Making Beats – 3 lessons</p>
<p><b>Geography</b></p>	<p><b>Weather</b>  <i>What is the weather like in Palmers Green?</i></p>	<p><b>Around Our School</b>  <i>What are the key features of a map? What is an aerial view?</i></p>	<p><b>United Kingdom</b>  <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><b>Local area - Palmers Green</b>  <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>	
<p><b>History</b></p>	<p><b>History of Hazelwood</b>  <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><b>The Great Fire of London</b>  <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><b>Queen Elizabeth I compared with Queen Elizabeth II</b>  <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>	
<p><b>RE</b></p>	<p><b>Who is a Christian and what do they believe?</b></p> <p><b>Strand: <i>Believing</i> (1.1)</b>  <u>Christianity</u>  <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><b>What makes some places sacred?</b></p> <p><b>Strand: <i>Expressing</i> (1.5)</b>  <u>Christianity, Islam</u>  <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>  <b>Visit a Church</b></p>		<p><b>What does it mean to belong to a faith community?</b></p> <p><b>Strand: <i>Living</i> (1.7)</b>  <u>Christianity, Islam and Judaism</u>  <i>The meaning of belonging</i>  <i>Christian, Muslim, Jewish belonging</i>  <i>Welcoming a baby</i>  <i>Showing belonging</i></p>	
<p><b>ART</b></p>	<p><b>Autumn 2: Drawing and Sketchbooks</b>  <u>Spirals</u>  <i>Using drawing, collage and mark-making to explore spirals.</i>  <i>Introducing sketchbooks</i></p> <p><b>Themes:</b> Pattern, Structure, Movement, Growth, The Human Body, Sound  <b>Medium:</b> Graphite stick or soft B pencil, Handwriting Pen, Pastels &amp; Chalk, Paper,  <b>Artists:</b> Molly Haslund</p>		<p><b>Spring 2: Surface &amp; Colour</b>  <u>Simple Printmaking</u>  <i>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</i></p> <p><b>Medium:</b> Paper, Printing Ink, Plasticine, Printing Foam  <b>Artist:</b> Karen Leader</p>		<p><b>Summer 2: Working in 3 dimensions</b>  <u>Making Birds</u>  <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><b>Themes:</b> Birds, Wildlife, Local habitat  <b>Medium:</b> Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire.  <b>Artists:</b> A variety (see resource)</p>	

<b>D&amp;T</b>	<b>Autumn 1: Technical skill:</b> Mechanisms <b>Design Brief:</b> Design and make a Celebration Card <b>Design Specification:</b> 1. Use a simple mechanism 2. Bright colours 3. Pictures 4. Slogan 5. Decorations		<b>Spring 1: Technical skill:</b> Structures <b>Design Brief:</b> Design and make a model of a tree house for the Rec <b>Design Specification:</b> 1. The treehouse model should include a frame structure that acts as a climbing frame. 2. The treehouse model should include a swing attached to the treehouse structure. 3. The treehouse model should have platforms for children to sit, stand and play on.		<b>Summer 1: Technical skill:</b> Cooking & Nutrition <b>Product:</b> design and make a fruit salad for parents to eat <b>Design Specification:</b> 1. Use at least 2 different techniques - Peeling, grating or slicing to add texture and interest to fruit salad. 2. Use different coloured fruits 3. Fruit salad should be based on parent survey and preference	
	<b>PSHE</b>	<b>Me and My Relationships</b> ● Why we have classroom rules ● How are you listening? ● Thinking about feelings ● Our feelings ● Feelings and bodies ● Good friends	<b>Valuing Difference</b> ● Same or different? ● Unkind, tease or bully? ● Harold's school rules ● It's not fair! ● Who are our special people? ● Our special people balloon	<b>Being My Best</b> ● 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!	<b>Rights and Respect</b> ● 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	<b>Keeping Safe</b> ● Super Sleep ● Who can help? (1) ● Good or bad touches? ● Sharing pictures ● What could Harold do? ● Harold loses Geoffrey
<b>Values</b>	<b>Respect</b> 	<b>Kindness</b> 	<b>Resilience</b> 	<b>Ambition</b> 	<b>Creativity</b> 	<b>Teamwork</b> 
	Ways to show respect: scenarios and role play <b>being polite</b>	Good friends <b>expectations</b>	The learning line – how can we get better at something? <b>never giving up</b>	When I'm older I would like to be... <b>aims</b>	Nature walk: create a story with what you find <b>imagine, imagination</b>	Team scavenger hunt (find 2 things that are blue...) <b>working together</b>
<b>PE (Indoor)</b>	<b>Forest School</b>	<b>Dance:</b> Simple movement patterns	<b>Gymnastics:</b> Taking weight on different body parts	<b>Dance:</b> Exploring dance actions	<b>Gymnastics:</b> Transferring weight from one body to another	<b>Fitness:</b> Exercise and healthy lifestyle
<b>PE (Outdoor)</b>	<b>Games:</b> Bouncing and catching	<b>Games:</b> Travelling with the ball	<b>Games:</b> Receiving hand and feet	<b>Games:</b> Sending, kicking and striking	<b>Games:</b> Developing hand-eye co-ordination	<b>Games:</b> Healthy ABCs (Being active, being healthy, being safe)
<b>Music</b>	<b><u>The Magic Flute by Wolfgang Amadeus Mozart</u></b> <b>Skills:</b> listening, appraising, contextualising, <b>Inter-related dimensions of music:</b> pitch, tempo <b>Genres:</b> Opera <b>Period:</b> Classic <b>Application:</b> n/a <b>Experience:</b> n/a	<b><u>Choir</u></b> <b>Skills:</b> singing, performing <b>Inter-related dimensions of music:</b> duration, pitch, tempo, silence, structure <b>Genres:</b> Sacred Music, Pop <b>Period:</b> Early 20th Century, Contemporary <b>Application:</b> Nativity performance	<b><u>Peter and the Wolf by Sergei Prokofiev</u></b> <b>Skills:</b> listening, appraising, contextualising <b>Inter-related dimensions of music:</b> timbre, tempo, dynamics <b>Genres:</b> Classical <b>Period:</b> Early 20th Century <b>Application:</b> n/a	<b><u>Follow the beat</u></b> <b>Skills:</b> beat marking, percussion instruments <b>Inter-related dimensions of music:</b> tempo, duration <b>Genres:</b> Nursery rhymes, Folk <b>Period:</b> Early 20th Century, Contemporary <b>Application:</b> n/a <b>Experience:</b> n/a	<b><u>Composition</u></b> <b>Skills:</b> composition, percussion instruments, beat marking, notating <b>Inter-related dimensions of music:</b> dynamics, structure, silence, timbre, texture <b>Genres:</b> Found sounds <b>Period:</b> Contemporary <b>Application:</b> n/a	

		Experience: n/a	Experience: n/a		Experience: n/a
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