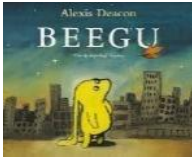
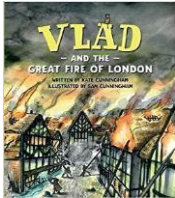
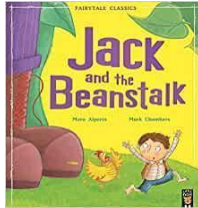
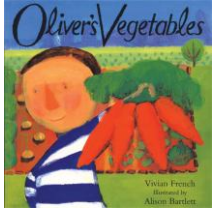


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events/ Key Dates/ Trips	2nd September - INSET day 13th & 15th October - Parent Consultations 19th October - Multicultural Week Forest School	4th November - Phonics Parent Workshop and Class Visit 11th November - Remembrance Day 13th November - Children In Need 16th November Anti Bullying Week 27th November - HPSA Fete 30th November - INSET Day 9th & 10th December - Nativity 11th December - Christmas Jumper Day & Lunch 16th December - Panto 17th December - Class Parties	4th January - INSET day 27th January - Maths Parent Workshop 8th February - Mental Health Week 9th February - Internet Safety Day	4th March - World Book Day 15th March - Neurodiversity Celebration Week 16th & 18th March - Parent Consultations 19th March - Comic Relief 22nd March - RE Focus Day	12th April - INSET day 23rd April - Story Time Workshop 18th, 19th, 20th May - Class Assemblies 24th May - Arts Week 28th May - HGT Final	14th June - Growing and Changing week 14th June - Phonics Screening check 18th June - HPSA Fete 21st June - Sports Week 28th June - INSET day 2nd July - STEM Fair
English Focus Texts/ Stimuli	 - Beegu by Alexis Deacon - Bog Baby by Jeanne Willis	 - My Friend the Weather Monster by Steve Smallman - The Christmas Story	 - Vlad and the Great Fire of London by Kate Cunningham (Linked to History) - Fireman Sam	 - Chicks in school - Where the Wild Things Are by Maurice Sendak	 - Jack and the Beanstalk - Planting Beans	 - Oliver's Vegetables by Vivian French - Senses poem - Oi Frog by Kes Gray and Jim Field
Phonics	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	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	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	Phase 5 graphemes /ur/ or word /oo/ u oul 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	Phonics screening check review No new GPCs or tricky words	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

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 Tricky Words	busy beautiful pretty hour move improve parents shoe
Handwriting	Unit 1: Lower-case letters • c, a, d, g, o, q (Week 1) • e, s, f, l, i, t (Week 2) • j, u, y, m, n, r (Week 3) • b, p, h, v, w, x (Week 4) • z, k (Week 5)	Unit 2: Applying capital letters • A, B, C, D (Week 7) • E, F, J, H (Week 8) • I, J, K, L (Week 9) • M, N, O, P (Week 10) • Q, R, S, T (Week 11) • U, V, W, X, Y, Z (Week 12)	Unit 3: Forming digits • Numbers 0–5 (Week 1) • Numbers 6–9 (Week 2) Unit 4: Digraphs and trigraphs • ll, ff, ss, zz, qu, ck, ch, sh (Week 3) • th, ng, nk, ai, ee, igh, oa, oo (Week 4) • ar, or, ur, ow, oi, ear, air, er (Week 5)	Unit 5: Useful words Focus words: • and, go, his, be, her, full, he, into (Week 7) • push, pull, she, put, the, me, is, as (Week 8) • we, to, all, are, by, my, I, was (Week 9) • they, said, you, come, do, have, here, like (Week 10) • love, little, has, one, some, there, so, today (Week 11)	Unit 6: Words with Phase 5 GPCs Writing words with the GPCs: • ay, a-e, ea, e (Week 1) • ie, i-e, o, o-e (Week 2) • ue, ew, u-e, aw (Week 3) • ea, ir, ou, oy (Week 4) • i, a, ow, u (Week 5) • ph, wh, ie, g (Week 6)	Unit 7: Days of the week • Monday, Tuesday, Wednesday, Thursday (Week 8) • Friday, Saturday, Sunday (Week 9) Unit 8: Sentences with punctuation • Focus punctuation: . ? ! (Week 10) Unit 9: Sentences with useful words • Focus words: again, ask, because, could, eye, beautiful, friend, call (Week 11) • Focus words: laugh, our, people, house, school, should, their, water (Week 12)
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	Forest school Seasonal Changes 1: What is a season? 4: What is Autumn?	My Body and My Senses 1: What Can Our Bodies Do? 2: What Are the Senses (Smell)? 3: How Do We See? 4: What is that Sound? 5: How Does It Taste? 6: What Can We Feel?	Seasonal Changes 5: What is Winter? Everyday Materials 1.What Is It Made Of? 2.Is It Hard or Soft? 3.Is It Rough or Smooth? 4.What Keeps Us Dry? 5.What Looks Shiny? 6.Which Material is Best? <i>Sango's raincoat</i>	Animal Groups 1.Is It A Mammal? 2.Can All Birds Fly? 3.What Is A Reptile? 4.Water Or Land? 5.How Do Fish Breathe Underwater? 6.What Makes Animals Different? Seasonal Changes 2: What is Spring	The Park Explorers 1.What is That Plant? 2.What Part is That? 3.Is it Evergreen? 4.What is That Flower? 5.How Do Plants Grow? 6.Where do Fruits Come From?	Animal Diets 1.Where does food come from? 2. Who eats plants? 3.Who eats only meat? 4.Who eats both? 5. What are some unusual foods? 6.How do animals eat differently? Seasonal Changes 2: What is Summer 6: Can I compare the season

Computing	Information technology PM – Intro to Purple Mash Digital literacy NCCE - Teach computing Computing systems and networks – Technology around us 2BeSafe: Being Safe in a Digital World – Health, Wellbeing & Lifestyle (Safety Rules)	Information technology PM – Creative Computing – Information Technology PM – Data explorers	Information Technology PM - Animated stories	Computer Science PM – Creating & following instructions	Computer Science PM - Coding Keeping safe (PSHE) How our feelings can keep us safe – including online safety Know age-appropriate ways to stay safe online 2BeSafe: Being Safe in a Digital World – Privacy and Security (Passwords, Personal information, Sharing Information)	Digital Literacy PM – Tech outside school Information Technology PM – Making Beats
Geography	Weather <i>What is the weather like in Palmers Green?</i>	Around Our School <i>What are the key features of a map? What is an aerial view?</i>	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>		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>	
History	History of Hazelwood <i>Changes within Living memory</i> <i>What has changed at our school and what's stayed the same?</i> <i>How can we find out about the past?</i>		The Great Fire of London <i>Events beyond Living Memory -</i> <i>Why did the fire last so long?</i> <i>What impact did the fire have on London?</i> <i>What is an eyewitness?</i>		Queen Elizabeth I compared with Queen Elizabeth II <i>Lives of significant individuals who have contributed to national and international achievements</i> <i>What is similar and what is different about the two queens?</i> <i>How has life changed from Queen Elizabeth I's reign to Elizabeth II?</i>	
RE	Who is a Christian and what do they believe? Strand: <i>Believing</i> (1.1) <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> <i>(Story of the Nativity – through Year 1 performance)</i>		What makes some places sacred? Strand: <i>Expressing</i> (1.5) <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> Visit a Church		What does it mean to belong to a faith community? Strand: <i>Living</i> (1.7) <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>	
Art	Autumn 2: Drawing and Sketchbooks <u>Spirals</u> <i>Using drawing, collage and mark-making to explore spirals.</i> <i>Introducing sketchbooks</i> Themes: Pattern, Structure, Movement, Growth, The Human Body, Sound Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, Artists: Molly Haslund		Spring 2: Surface & Colour <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> Medium: Paper, Printing Ink, Plasticine, Printing Foam Artist: Karen Leader		Summer 2: Working in 3 dimensions <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> 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)	

D&T	Autumn 1: Technical skill: Mechanisms Design Brief: Design and make a Celebration Card Design Specification: 1. Use a simple mechanism 2. Bright colours 3. Pictures 4. Slogan 5. Decorations		Spring 1: Technical skill: Structures Design Brief: Design and make a model of a tree house for the Rec Design Specification: 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.		Summer 1: Technical skill: Cooking & Nutrition Product: design and make a fruit salad for parents to eat Design Specification: 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	
Cooking	Link to Multicultural Week	School cake - Link to old school lunches (History)	Bread - Link to Thomas Farriner's Bakery (History)	Animal biscuits - Link to Animals (Science)		Vegetable Tart - Link to Oliver's Vegetables (English)
PSHE	Me and My Relationships • Why have classroom rules? • How are you listening? • Thinking about feelings & Our feelings • Feelings and Bodies • What is Diversity? • 2BeSafe – Health, Wellbeing & Lifestyle	Valuing Difference • Same or different? • Unkindness, teasing or bullying • It's not fair! • Who are our special people? • Our special people balloon	Being My Best • I can eat a rainbow • Eat well • Harold's wash and brush up • Catch it! Kill it! Bin it! • Anti-Racism -My Skin Your Skin	Rights and Respect • Harold has a bad day • Harold's money • How should we look after our money? • Basic first-aid • What could Harold do?	Keeping Safe • Super Sleep • Who can help? (1) • Good or bad touches? • Sharing pictures • Harold loses Geoffrey	Growing and Changing • 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	Bouncing and Catching Games Forest School	Ball Skills Travelling Dance	Receiving Games Parkour	Inclusive Sports Gymnastics	Athletics Yoga	Striking and Fielding Fitness: Exercise and healthy lifestyle
Music	The Magic Flute by Wolfgang Amadeus Mozart Skills: listening, appraising, contextualising, Inter-related dimensions of music: pitch, tempo Genres: Opera Period: Classic	Choir Skills: singing, performing Inter-related dimensions of music: duration, pitch, tempo, silence, structure Genres: Sacred Music, Pop Period: Early 20th Century, Contemporary Application: Nativity performance	Peter and the Wolf by Sergei Prokofiev Skills: listening, appraising, contextualising Inter-related dimensions of music: timbre, tempo, dynamics Genres: Classical Period: Early 20th Century	Follow the beat Skills: beat marking, percussion instruments Inter-related dimensions of music: tempo, duration Genres: Nursery rhymes, Folk Period: Early 20th Century, Contemporary		Composition Skills: composition, percussion instruments, beat marking, notating Inter-related dimensions of music: dynamics, structure, silence, timbre, texture Genres: Found sounds Period: Contemporary

