



Topic driver: Our World and Beyond							
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Read Aloud Books	Whatever Next!/A Friend Like Me/My Friend Bear/Space Boy/The Way Back Home/Man on the Moon	Whatever Next!/A Friend Like Me/My Friend Bear/Space Boy/The Way Back Home/Man on the Moon	Whatever Next!/A Friend Like Me/My Friend Bear/Space Boy/The Way Back Home/Man on the Moon	Whatever Next!/A Friend Like Me/My Friend Bear/Space Boy/The Way Back Home/Man on the Moon	Whatever Next!/A Friend Like Me/My Friend Bear/Space Boy/The Way Back Home/Man on the Moon	Whatever Next!/A Friend Like Me/My Friend Bear/Space Boy/The Way Back Home/Man on the Moon	Whatever Next!/A Friend Like Me/My Friend Bear/Space Boy/The Way Back Home/Man on the Moon
Reading	To link texts to real life experiences.	<p>Fiction</p> <p>Read Write Inc texts matched to phonic assessment</p> <p>draw on knowledge of vocabulary to understand texts</p> <p>identify / explain key aspects of fiction such as characters, events</p> <p>dentify and explain the sequence of events in texts</p> <p>make inferences from the text</p> <p>predict what might happen on the basis of what has been read so far</p>	<p>Fiction</p> <p>Read Write Inc texts matched to phonic assessment</p> <p>draw on knowledge of vocabulary to understand texts</p> <p>identify / explain key aspects of fiction such as characters, events</p> <p>dentify and explain the sequence of events in texts</p> <p>make inferences from the text</p> <p>predict what might happen on the basis of what has been read so far</p>	<p>Fiction</p> <p>Read Write Inc texts matched to phonic assessment</p> <p>draw on knowledge of vocabulary to understand texts</p> <p>identify / explain key aspects of fiction such as characters, events</p> <p>dentify and explain the sequence of events in texts</p> <p>make inferences from the text</p> <p>predict what might happen on the basis of what has been read so far</p>	<p>Non Fiction</p> <p>Read Write Inc texts matched to phonic assessment</p> <p>draw on knowledge of vocabulary to understand texts</p> <p>identify / explain key aspects of non-fiction texts, such as titles and information</p>	<p>Poetry week. Learn by heart</p> <p>Explain clearly their understanding of what is read to them</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Being encouraged to link what they read or hear read to their own experiences</p>	<p>Non Fiction</p> <p>Read Write Inc texts matched to phonic assessment</p> <p>draw on knowledge of vocabulary to understand texts</p> <p>identify / explain key aspects of non-fiction texts, such as titles and information</p>
Writing	To become familiar with the story	<p>To write about our favourite part of the story.</p> <p>To recount the story.</p> <p>To write a list using adjectives.</p>	<p>To write what baby bear was thinking.</p> <p>To write a diary entry.</p>	<p>To write instructions.</p> <p>To write a postcard as baby bear</p>	<p>To write a letter to the Owl .</p> <p>To write the beginning of the story</p>	<p>To write the middle of the story</p> <p>To write the end of the story</p>	<p>Non fictions writing on space.</p> <p>To publish their work.</p>



Maths	To count sets of objects within 10.	To represent numbers within ten. To recognise bonds to five and six.	To explore the composition of numbers. To recognise bonds to 7, 8, 9 and 10. To double numbers to five.	To find half of numbers within 10. To explore addition and learning to represent as an equation.	To explore subtraction and learning to represent as an equation. To explore related addition and subtraction facts.	To recognise, name and describe 3D and 2D shapes.	To recognise and create a repeated pattern. To use the language of position, direction and movement.
Science		Discover Animal Families <ul style="list-style-type: none"> Name a variety of common animals Identify the 5 groups of animals Describe the key characteristics of the 5 animal groups 	Learn about the differences between mammals and birds. <ul style="list-style-type: none"> Name a variety of common birds and mammals Name and describe a variety of common birds and mammals Name, describe and compare a variety of common birds and mammals 	Learn about the differences between amphibians, reptiles and fish <ul style="list-style-type: none"> Name a variety of common amphibians, reptiles and fish Name and describe a variety of common amphibians, reptiles and fish Name, describe and compare a variety of common amphibians, reptiles and fish 	Discover the type of food living things eat <ul style="list-style-type: none"> Understand that animals eat different things Group animals based on their diet Explain the difference between herbivores, carnivores and omnivores 	Explore the difference between wild animals and pets <ul style="list-style-type: none"> Know that some animals are wild and some are kept as pets Sort animals into those that are wild and those that are suitable for a pet Describe the needs of a pet 	Seasonal Changes: Autumn Observe and describe weather associated with the seasons and gather and record data
History/Geography		To know who the first men to travel to the moon were	To explain what you know about the 1969 moon landings, including what effect the landings had on history.	To know why the moon landing was and still is an important historical event	Black History Month To learn about Dr Maggie Aderin-Pocock's		



Computing		<p>To identify technology</p> <p>I can explain technology as something that helps us</p> <p>I can locate examples of technology in the classroom</p> <p>I can explain how these technology examples help us</p>	<p>To identify a computer and its main parts</p> <p>I can name the main parts of a computer</p> <p>I can switch on and log into a computer</p> <p>I can use a mouse to click and drag</p>	<p>To use a mouse in different ways</p> <p>I can use a mouse to open a program</p> <p>I can click and drag to make objects on a screen</p> <p>I can use a mouse to create a picture</p>	<p>To use a keyboard to type on a computer</p> <p>I can say what a keyboard is for</p> <p>I can type my name on a computer</p> <p>I can save my work to a file</p>	<p>To use the keyboard to edit text</p> <p>I can open my work from a file</p> <p>I can use the arrow keys to move the cursor</p> <p>I can delete letters</p>	<p>To create rules for using technology responsibly</p> <p>I can identify rules to keep us safe and healthy when we are using technology in and beyond the home</p> <p>I can give examples of some of these rules</p> <p>I can discuss how we benefit from these rules</p>
RE		<p>Big Question: What does it mean to belong?</p> <p>Knowledge organisers and how to use them</p>	<p>To know what it means to belong</p> <p>I can identify some symbols or badges which show belonging and talk about them</p> <p>I can draw a badge illustrating something I belong to</p> <p>I can talk about a number of groups or families that people belong to including religious groups or families</p>	<p>To know how Christians belong to their religion</p> <p>I can identify the symbols that are important to religious groups and use the right names for them</p> <p>I can put pictures in the right order for a baptism service</p> <p>I can put pictures in the right order and say why Christian baptise a baby</p>	<p>To know how Christians belong to their religion</p> <p>I can identify my family as a group I belong to I can identify one way Christians belong to their religion</p> <p>I can discover something similar or different between a baptism and dedication service</p>	<p>To know what happens at a Christening</p> <p>I can identify the symbol of the cross, the water and candle</p> <p>I can act out what happening in the Christening ceremony & say why the symbols of the cross, the water & the candle are used</p>	<p>To explain what is special about Belonging</p> <p>Emerging: I can create a card to be given to a family</p> <p>Expected: I can create a card for a Christian with some Christian symbols on it</p> <p>Exceeding: I can create a card and explain what is important about belonging to a Christian family</p>
Music		<p>To understand that the voice and instruments can make different sounds</p>	<p>To recognize the sounds that untuned percussion instruments make by sound alone</p>	<p>Move and respond to recorded music expressively</p>	<p>Recognise 6 different kinds of instrument by sound alone</p>	<p>Use knowledge of sounds to add sound effects to a known story</p>	<p>Use knowledge of sounds to add sound effects to a known story</p>



Art & Technology		<p>Exploring Line</p> <p>To know how to create different types of lines</p>	<p>Making Waves</p> <p>To explore line and mark-making to draw water</p>	<p>Colour – Making colours</p> <p>To draw with different media</p>	<p>Painting with Colour</p> <p>To develop an understanding of mark making</p>	<p>Using what we have learnt for class project.</p> <p>To apply an understanding of drawing materials and mark-making to draw from observation</p>	
PSHE	<p>Zones of Regulation</p> <p>Emotional check- in</p> <p>Brain breaks</p>	<p><u>Being Me in My World</u></p> <p>Class Rules and introduction</p>	<p><u>Being Me in My World</u></p> <p>To know how to use my jigsaw journal.</p>	<p><u>Being Me in My World</u></p> <p>Understanding the rights and responsibilities as a member of class.</p>	<p><u>Being Me in My World</u></p> <p>Understanding the rights and responsibilities as a member of class.</p>	<p><u>Being Me in My World</u></p> <p>To know my views are valued and can contribute to the learning charter.</p>	<p><u>Being Me in My World</u></p> <p>To Recognise the choices I make and understand the consequences.</p>
PE		<p>Class Teacher</p> <p>To throw objects at different targets. To count the number of successful attempts at hitting the target.</p> <p>Specialist Teacher Fundamental movements and skills (recap the ABCs) EffortPhysical Ability</p>	<p>Class Teacher</p> <p>To move safely in a confined space avoiding others. To practise sending an object into a space/target.</p> <p>Specialist Teacher Fundamental movements and skills (recap the ABCs) EffortPhysical Ability</p>	<p>Class Teacher</p> <p>To practise the hopscotch with the same and alternate leg. To practise sending and receiving a ball with a partner.</p> <p>Specialist Teacher Fundamental movements and skills (recap the ABCs) EffortPhysical Ability</p>	<p>Class Teacher</p> <p>To practise the hopscotch with the same and alternate leg. To practise sending and receiving a ball with a partner.</p> <p>Specialist Teacher Fundamental movements and skills (recap the ABCs) EffortPhysical Ability</p>	<p>Class Teacher</p> <p>To practise the hopscotch with the same and alternate leg. To practise sending and receiving a ball with a partner</p> <p>Specialist Teacher Fundamental movements and skills (recap the ABCs) EffortPhysical Ability</p>	<p>Class Teacher</p> <p>To practise the hopscotch with the same and alternate leg. To practise sending and receiving a ball with a partner</p> <p>Specialist Teacher</p>

Trip	Film Festival Creekside (Science)
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