



Topic driver: The Seaside							
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Read aloud book	The Lighthouse Keeper's Lunch Collection 8 Books Set (Lunch, Rescue, Cat, Tea, Breakfast, Picnic, Catastrophe, Christmas)	The Lighthouse Keeper's Lunch Collection 8 Books Set (Lunch, Rescue, Cat, Tea, Breakfast, Picnic, Catastrophe, Christmas)	The Lighthouse Keeper's Lunch Collection 8 Books Set (Lunch, Rescue, Cat, Tea, Breakfast, Picnic, Catastrophe, Christmas)	The Magic Finger R Dahl	The Magic Finger R Dahl	The Magic Finger R Dahl	Little Leaders: Bold Women in Black History Vashti Harrison
Guided Reading	Teaching phonics assessed to RWI programme. Decodable phonics books will be used in guided reading sessions. Children learn to: - draw on knowledge of vocabulary to understand texts - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information - identify and explain the sequence of events in texts - make inferences from the text - predict what might happen on the basis of what has been read so far						
Writing	The Sea Saw by Tom Percival To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To use a capital letter and full stop to punctuate a sentence To be able to apply the suffix -ing where no change is needed to the root word To write commands To begin to punctuate a sentence using a question mark	The Sea Saw by Tom Percival To spell the days of the week To use the prefix un- To compose a sentence orally before writing it to be able to join words and join clauses using 'and' To use the prefix un- Explain clearly their understanding of what is read to them To discuss word meanings, linking new meanings to those already known	The Sea Saw by Tom Percival To name the letters of the alphabet To identify initial phonemes in words To name the letters of the alphabet in order To make inferences on the basis of what is being said and done To participate in discussion about what is read to them, taking turns and listening others To link what they read or hear to their own experiences	The Sea Saw by Tom Percival To say out loud what they are going to write about To sequence sentences to form short narratives To leave spaces between words To use capital letters and full stops	The Sea Saw by Tom Percival To apply consistent use of past tense throughout writing To use the prefix un To refer to plans to support the structure of writing To spell the days of the week	The Sea Saw by Tom Percival To re-read what they have written to check that it makes sense To read aloud their writing clearly enough to be heard by their peers and the teacher	
Maths	Measuring length <i>Comparing, estimating and measuring length</i> L1: Compare non-standard units and standard units L2: Estimate, measure, compare and order length in metres			<i>Exploring and measuring length in different contexts L5: Measure curved and straight lines</i>		Unit 5: Graphs <i>Representing data using a table, pictogram and block diagram</i>	



DT - Textiles: Pouches	To sew a running stitch.		To join fabrics using a running stitch.	To decorate a pouch using fabric glue or stitching.			
PSHE - Families and relationships	To begin to understand the role of the family in their lives.	To begin to understand the range of families they may encounter now and in the future.	To recognise how others show feelings in different ways and how to respond.	To begin to understand that some friendships might make us feel unhappy and how to deal with this.	To begin to understand the conventions of courtesy and manners.	To begin to understand the process and emotions relating to grief.	
PE - Dance	Dance To respond to stimuli with a range of actions. To explore movements while repeating and putting them together.	Dance To move at different speeds. To create shapes and actions. To combine your actions with a partner.	Dance To create elastic shapes. To practise, link and repeat movements to put them into a sequence.	Dance To move in time with the music. To learn and create dance moves with a partner.	Dance To be creative and invent contrasting moves. To watch and copy your partners actions.	Dance To combine several actions to create a sequence. To perform with a partner.	

Trip	Garden Museum London (Fire of London Walk)
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