



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
Reading	Fiction Read Write Inc texts matched to phonic assessment draw on knowledge of vocabulary to understand texts identify / explain key aspects of fiction such as characters, events 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	Fiction Read Write Inc texts matched to phonic assessment draw on knowledge of vocabulary to understand texts identify / explain key aspects of fiction such as characters, events 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	Fiction Read Write Inc texts matched to phonic assessment draw on knowledge of vocabulary to understand texts identify / explain key aspects of fiction such as characters, events 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	Non- Fiction Read Write Inc texts matched to phonic assessment draw on knowledge of vocabulary to understand texts identify / explain key aspects of fiction such as characters, events 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	Non- Fiction Read Write Inc texts matched to phonic assessment draw on knowledge of vocabulary to understand texts identify / explain key aspects of fiction such as characters, events 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	Non- Fiction Read Write Inc texts matched to phonic assessment draw on knowledge of vocabulary to understand texts identify / explain key aspects of fiction such as characters, events 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	Poetry week. Learn by heart Explain clearly their understanding of what is read to them Discussing word meanings, linking new meanings to those already known Being encouraged to link what they read or hear read to their own experiences
Writing	To become familiar with the story	To write about our favourite part of the story.	To write what baby bear was thinking. To write a diary entry.	To write instructions. To write a postcard as baby bear	To write a letter to the Owl . To write the beginning of the story	To write the end of the story Non fictions writing on space.	To write a new version of the story ' That's Nice Dear'



	To label pictures and write expanded noun phrases To make predictions To retell key events	To recount the story. To write a list using adjectives.			To write the middle of the story	To publish their work.	
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 • 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. • 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 • 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 • 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 • 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	Assessment
History	To know the key events in Neil Armstrong's life and put them in order	To know what happened during the Apollo 11 mission	To know why America and Russia raced to explore space	To compare Christopher Columbus and Neil Armstrong			Black History Month To learn about Dr Maggie Aderin-Pocock's



Computing	To identify technology I can explain technology as something that helps us I can locate examples of technology in the classroom I can explain how these technology examples help us	Internet Safety	To identify a computer and its main parts I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag	To use a mouse or trackpad in different ways I can use a mouse to open a program I can click and drag to make objects on a screen I can use a mouse to create a picture	To use a keyboard to type on a computer I can say what a keyboard is for I can type my name on a computer I can save my work to a file	To use the keyboard to edit text I can open my work from a file I can use the arrow keys to move the cursor I can delete letters	To create rules for using technology responsibly I can identify rules to keep us safe and healthy when we are using technology in and beyond the home I can give examples of some of these rules I can discuss how we benefit from these rules
RE		How did the world begin? To identify what creation means in relation to the natural world.	How did the world begin? To recognise that some people believe God created the world by listening to the Jewish and Christian creation stories.	How did the world begin? To recognise that there are different creation stories to explain how the world began.	How did the world begin? To express ideas about what a creator might be like based on creation stories.	How did the world begin? To know that many Humanists use science to understand how the world began.	How did the world begin? To explore and express ideas about how the world began.
Music		To understand that the voice and instruments can make different sounds	To recognise the sounds that untuned percussion instruments make by sound alone	Move and respond to recorded music expressively	Recognise 6 different kinds of instrument by sound alone	Use knowledge of sounds to add sound effects to a known story	
Art & Technology		Exploring Line To know how to create different types of lines	Making Waves To explore line and mark-making to draw water	Colour – Making colours To draw with different media	Painting with Colour To develop an understanding of mark making	Using what we have learnt for class project. To apply an understanding of drawing materials and mark-making to draw from observation	Firework Art
PSHE	L1: Class Charter, expectations and brain break reminder	Creating a class poster Active listening Oracy for Talk	L2: Mind up: Getting Focused Lesson 1: How our Brain Works	L3: Zones of regulation Remind children of zones of regulation. As a class come up with strategies as to what to do if you	L4: Kapow Introduction Lesson -Setting ground rules for PSHE lessons.	L5 Empathy Lessons To recognise and name different emotions in themselves and others,	L6 Empathy To show kindness and understanding toward others' feelings.

