

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The World through our Senses The Animal Kingdom	Celebrations The Great Fire of London	Whatever the Weather On the Move	Toys The circus	Amazing Architects Growing up	Flowers and Insects Beside the Seaside
Literacy	Early Reading Repetitive stories – joining in, predicting what will happen. Answering ‘who’, ‘what’ and ‘what doing?’ Guided reading Receptive and productive (Speaking and listening) Naming everyday objects. Watching a peer when they answer. Asking a friend to play. Phonics Daily Visual Phonics sessions Daily 1:1 reading at phonics level –sounding out, blending and comprehension Writing Letter formation: lower case letters Fiction – Traditional stories	Early Reading Engaging with a range of books (fiction and non-fiction) Answering simple recall questions Sequencing and retelling familiar stories Guided reading Receptive and productive (Speaking and listening) Making a request. Conversational turns. Phonics Daily Visual Phonics sessions Daily 1:1 reading at phonics level – sounding out, blending and comprehension Writing Letter formation: lower case letters continued Labels - labelling pictures and body parts Using adjectives to	Early Reading Answering prediction and analytical questions. Answering who/what/where/when and why? Guided reading Receptive and productive (Speaking and listening) Repairing a breakdown in conversation. Interviewing familiar people. Recalling an answer from a peer. Phonics Daily Visual Phonics sessions: Review, learn, practise and apply. Daily 1:1 reading at phonics level –sounding out, blending and comprehension Writing Letter formation: lower and capitals	Early Reading Evaluating reasons why an event happened/ a character acted a certain way. Analysing emotions in a story and using expression in reading. Identifying past and present tense markers Guided reading Receptive and productive (Speaking and listening) Turn taking in 1:1 and small-group conversations. Phonics Daily Visual Phonics sessions: Review, learn, practise and apply. Daily 1:1 reading at phonics level –sounding out, blending and comprehension Writing Letter formation: lower and capitals	Early reading Name some features of a traditional story Join in with repetitive or predictable language Relate to a story using personal experience Receptive and productive (Speaking and listening) Join in discussions around a story. Offer answers without being prompted in class discussion. Turn-take in class discussion. Phonics Daily Visual Phonics sessions: Review. Learn, practise, apply. Daily 1:1 reading at phonics level –sounding out, blending and comprehension Writing Non-fiction: describe objects and buildings using adjectives and a	Early reading Name some features of a fantasy story. Receptive and productive (Speaking and listening) Giving, following and remembering instructions of increasing length e.g. 1 step, 2-step or 3-step instructions. Phonics Daily Visual Phonics sessions: Review. Learn, practise, apply. Daily 1:1 reading at phonics level –sounding out, blending and comprehension Writing Non-fiction: Information texts: use reference books, create an information page about a bee (see science), building on previous knowledge

	- Retell the story of Goldilocks and the Three Bears AND the Little Red Fiction – Narrative stories within familiar settings - Story about an animal within a familiar setting in the style of ‘The Little Red Hen’ and ‘The Tiger Who Came to Tea’ Non-Fiction – Information text - Book about how to look after a pet	Poetry – Patterns on a page - Fire and firework poems with patterned language Non-Fiction – Information text - Great Fire of London books Non-Fiction – Diary writing - Diary entry for eyewitness testimony of the Great Fire of London	Labels – labelling pictures with every day things Using adjectives to describe senses and emotions Non -Fiction – Instructions - Set of instructions for making a toy/fruit vehicle Fiction – Adventure stories - Short narrative about the adventures of a vehicle, based on ‘The Journey’ - Story about themselves as an explorer, based on James Mayhew’s ‘Miranda the Explorer’ Poetry – Silly Stuff - Range of poems, to include tongue twisters, riddles and nonsense poems, based on poems shared as a class	Labels – labelling pictures with every day things Using adjectives to describe senses and emotions Using ‘and’ to join clauses. Poetry – The circus - Circus poems, using patterned language and structures Fiction – Stories with familiar settings - Writing inspired by John Burningham’s ‘Cannonball Simp’ - Character description of Simp - Sequel to ‘Cannonball Simp’ focusing on her adventures with the circus Non-Fiction – Recount - Recount of Circus Skills workshops, including personal response	range of nouns linked to materials. Fiction: Traditional tales and fairy stories. Writing a descriptive setting. Using imagination to create a setting. Composing a sentence. Non-Fiction – Night-time stories - A sequel to ‘Eliot Jones, Midnight Superhero’ Non-Fiction – Non-chronological reports - A report on the life-cycle of a plant	around captions, labels and lists. Fiction: fantasy stories – read, act out and respond to fantasy stories. Poetry – Seaside - Poem about a day at the seaside - Descriptive poem about a creature/creatures found in a rock pool Non-Fiction – Holiday postcards - Postcard to a family member describing a day at the beach or seaside holiday Fiction – Seaside adventure - Extended adventure story about a seaside holiday
Literacy Enrichment activities	Handwriting practice. Alphabets ordering. Days of the week, months of the year ordering & spelling. HFW practice.	Handwriting practice. Alphabets ordering. Days of the week, months of the year ordering & spelling. HFW practice.	Handwriting practice. Alphabets ordering. Days of the week, months of the year ordering & spelling. HFW practice.	Handwriting practice. Alphabets ordering. Days of the week, months of the year ordering & spelling. HFW practice.	Handwriting practice. Alphabets ordering. Days of the week, months of the year ordering & spelling. HFW practice.	Handwriting practice. Alphabets ordering. Days of the week, months of the year ordering & spelling. HFW practice.

	Phonics / Visual Phonics	Phonics / Visual Phonics	Phonics / Visual Phonics	Phonics / Visual Phonics	Phonics / Visual Phonics	Phonics / Visual Phonics
Maths	<u>Number (Place value)</u> Counting from 0-20. Reading, recognising and writing numbers. Part-whole model: number bonds to 5 and 10 Comparing numbers (more/less) Finding one more and one less. Ordering numbers Finding the missing number Greater than, less than, equal to < > = <u>Shape, Space and Measure</u> Days of the week- names and sequencing Recognising and naming 2D shapes Number – Place Value - Recognise the place value of each digit in a two-digit number - Identify, represent and estimate numbers using different representations, including the number line	<u>Number (Addition and subtraction)</u> Identifying and representing numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer). Reading, writing and interpreting mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Representing and using number bonds and related subtraction facts within 20. Adding and subtracting 1-digit and 2-digit numbers to 20, including zero. <u>Geometry (Shape)</u> Recognising and naming common 2-D and 3-D shapes [2-D shapes for example, rectangles, squares, circles and triangles; 3-	<u>Number (Place value)</u> -Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. -Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. -Read and write numbers from 1 to 20 in numerals and words. -Given a number, identify 1 more and 1 less. <u>Number (Addition and subtraction)</u> -Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	<u>Number (Place value)</u> -Counting forwards and back across 50. -Count in 2s -Addition and subtraction Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Given a number, identify 1 more and 1 less. <u>Measurement (Length and height)</u> -Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. -Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time. <u>Measurement (Mass and volume)</u>	<u>Measurement (Length and height)</u> -Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. -Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time. <u>Number (Place value)</u> - Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. <u>Number (Multiplication and division)</u> - Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. - Solve one-step problems involving multiplication and division by calculating the answer using concrete objects,	<u>Measurement (Mass and volume)</u> -Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. -Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time. <u>Number (Place value)</u> - Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number <u>Measurement (Money)</u> - Recognise and know the value of different denominations of coins and notes. <u>Measurement (Time)</u> - Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and

	- Read and write numbers to at least 100 in numerals and in words Number – Addition and Subtraction - Solve problems with addition and subtraction - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot be done in any order - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	D shapes for example, cuboids, cubes, pyramids and spheres]. Number – Addition and Subtraction - Solve problems with addition and subtraction - Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - Add three 1-digit numbers Number – Multiplication and Division Recall and use multiplication facts for the 2 and 5 - Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication (x) and equals (=) signs - Solve problems involving multiplication using materials, arrays, repeated addition, mental methods, and multiplication facts,	-Add and subtract 1-digit and 2-digit numbers to 20, including zero. -Represent and use number bonds and related subtraction facts within 20. -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ Number – Multiplication and Division - Recall and use division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Geometry – Properties of Shape - Identify and describe the properties of 2-D shapes, including the number of sides - Identify and describe the properties of 3-D shapes	-Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. -Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time. Geometry – Properties of Shape - Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - Compare and sort common 3-D shapes and everyday objects SM note only 2D shape will be covered (5 week term) Covered: -Naming circles, rectangles, squares and triangles -Counting sides and vertices -Making 2D shapes on geo boards	pictorial representations and arrays with the support of the teacher. Number (Fractions) - Recognise, find and name a half as one of two equal parts of an object, shape or quantity. - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Number – Fractions - Recognise, find, name and write fractions $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity - Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ - Recognise, find, name and write fraction $\frac{3}{4}$ of a length, shape, set of objects or quantity - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Measurement – Money - Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	evening). - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Measure and begin to record time (hours, minutes, and seconds). - Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times. Statistics - Interpret and construct simple pictograms, tally charts and simple tables - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Measurement – Time - Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - Know the number of minutes in an hour compare and sequence intervals of time
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		including problems in contexts. Geometry – Properties of Shape - Identify and describe the properties of 2-D shapes, including the number of sides - Identify and describe the properties of 3-D shapes - Identify and describe the properties of 2-D shapes, including line symmetry in a vertical line - Compare and sort common 2-D shapes and everyday objects	- Identify and describe the properties of 2-D shapes, including line symmetry in a vertical line - Compare and sort common 2-D shapes and everyday objects	Measurement – Length and Height - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm using rulers - Compare and order lengths and record the results using >, < and = Geometry – Position and Direction - Order and arrange combinations of mathematical objects in patterns and sequences - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	- Find different combinations of coins that equal the same amounts of money Measurement – Mass, Capacity and Temperature - Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels - Compare and order mass, volume/capacity and record the results using >, < and =	- Know the number of hours in a day Geometry – Position and Direction - Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)
Science	Living Things and their habitats - Explore and compare the differences between living things,	Living Things and their habitats - Describe simple food chains and identify and name different sources	Audiology and Deafness - Deaf identity - Levels of deafness - Make a 3D model of an	Animals including humans - Notice that all animals including humans have offspring which grow	Plants - Observe and describe how seeds and bulbs grow into mature plants	Plants - Observe how different plants grow in a local woodland environment throughout the year

	dead things and things that have never lived - Name and identify a variety of plants and animals in their habitats including micro habitats - Identify that most living things live in habitats to which they are suited and describe how different habitats suit different animals and plants, and that they depend on each other	of food Everyday Materials - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	ear	into adults - Linked to reception topic 'Chicks' - Find out about and describe the basic needs of animals, including humans for survival (water, food, air) - Describe the importance for humans of exercise, eating the right amounts of different kinds of foods and hygiene	- Find out more and describe how plants need water, light and a suitable temperature to grow and stay healthy	- Understand what all plants need to grow and thrive
History/ Geography	Geography Local Habitats - To learn about the UK - Name and label the countries of the UK - Name and label the flags of the UK - Name and label the capital cities of the UK - To label landmarks of the UK <u>History</u> Black History Month: role models and key figures in history. (Daily celebration throughout October)	History The Great Fire of London - Recognise and retell the progression of events of the Great Fire of London - Know that the Great Fire occurred as a result of a combination of factors (dry weather, combustible buildings, narrow streets) - Investigate the lives of Samuel Pepys and Thomas Farrinor - Understand that the Fire occurred in the Stuart Period of British	History History of Transport - Find out about transport used in the locality in the past. - Be able to find out about aspects of the past from a range of sources of information - Be able to order modes of transport through history into a sequence Geography London Transport - Know about the main transport features of the locality	<u>Geography</u> -Locate a number of places on world map (based on origin of different toys). History History of Circus - Learning about the history of circus. Geography Geography linked to Circus - Learning about the different types of Clowns in different countries - How circus differ in	<u>Geography</u> - Identifying local and national landmarks. - Observing and recording local architecture. Identify use of range of buildings. Geography Identifying physical and human features. To understand key human geographical features. To understand physical geographical features. Geography	<u>History</u> -Sustainability – why is it important to look after things from the past/present? History Local Habitats - Identify different ways in which seaside holidays have been represented in the past, using a range of sources (stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums,

		history because the Stuart family occupied the throne	- Follow a simple set of directions - Use maps of the local area to find out routes and give directions - Make sketch maps of the classroom, school and routes to school - Understand, use and interpret a range of simple mapping symbols - Use simple compass directions (north, south, east and west) and locational and directional language (near and far, left and right) to describe the location and features and routes on a map	other countries - Local knowledge, using a map to find out the tour of a circus.	Mapping To name and locate the world's seven continents To name and locate the world's five oceans. To use world maps, atlases and globes to identify the UK and its countries. To make a paper plate where we are in the world map. To identify the planet, continent, country, county we live in.	galleries and sites) - Identify differences between seaside holidays today in their own lives and those taken by people who have lived in the past - Name periods in British history; Tudor, Georgian, Victorian, 20th Century, 21st Century - Know that the 1900s was the 20th Century; the 1800s was the 19th Century and discuss why. Geography Westcliff-on-Sea - Know about the main physical features seaside settings - Know about the main physical features of Westcliff-on-Sea - Know about the main human features of a seaside settings - Know about the main human features of Westcliff-on-Sea - Know about the similarities and differences between the local area and Westcliff-on-Sea
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Art / DT / Cookery	Cookery: Apple crumble Food Technology: No need for meat burgers Art - Camouflage art - To explore stripes and spots - To use materials to create animals - To create a diorama of a habitat	Cookery: Bonfire carrot cupcakes Food Technology: Bread and butter	Cookery: Froyos Food Technology: Fruit vehicles	Cookery: Funny food faces Food Technology: Clown cookies Art - Design and create own circus. - Explore painting using straight lines. - To explore and apply Clown face paint.	Cookery: Cheese and courgette scones Food Technology: Vegetable pasta sauce	Cookery: Caprese ladybird bruschetta Food Technology: Picnic sandwiches
	What helps us stay healthy? - To what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) - To the importance of promoting general wellbeing and physical health - To that things people put into or onto their bodies can affect how they feel - To how medicines (including the facts and scientific evidence relating to vaccinations	What is the same and different about us? - To what they like / dislike and are good at - To what makes them special and how everyone has different strengths - To how to foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests - To how their personal features or qualities are unique to them	Who helps to keep us safe? - To that people have different roles in the community to help them (and others) keep safe; the jobs they do and how they help people - To who can help them in different places and situations; how to attract someone's attention or ask for help; what to say - To how to respond safely and appropriately to adults they may encounter (in all	Who is special to us? - To that family is one of the groups they belong to, as well as, e.g. school, friends, clubs - To about different features of family life, including what families do / enjoy together - To that families are important for children growing up safe and happy because they can provide love, security and stability - To the characteristics	What can we do with money? - To what money is - that money comes in different forms - To how money is obtained (e.g. earned, won, borrowed, presents) - To how people make choices about what to do with money, including spending and saving - To the difference between needs and wants - that people may not always be able	How can we look after each other and the world? - To how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work cooperatively - To the responsibilities they have in and out of the classroom - To the benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness - To how people and

	and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy - To why personal hygiene is important and how simple hygiene routines can stop germs from being passed on - To what they can do to take care of themselves on a daily basis, e.g. brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, brushing hair, hand washing PSHE What makes a good friend? - how to make friends with others - how important friendships are in making us feel happy and secure - how to recognise when they feel lonely and what they could do	- To how they are similar or different to others, and what they have in common - To to use the correct names for the main parts of the body, including the penis, vulva vagina, testicles, scrotum, nipples - To that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts - To that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact RE Chanukah, Diwali: Festivals of light – what do people celebrate? Why? Common celebrations: why do we celebrate Fireworks Night, weddings and	contexts, including online) including those they do and do not know - To how to ask for advice or help for themselves or others, and to keep trying until they are heard, where to get advice - To how to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so - To how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say PSHE What is bullying? - To how words and actions can affect how people feel - To about the different types of bullying (including online	of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives - To that the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care - To that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy, unsafe or worried RE Easter traditions and the Easter story Ramadan – the	to have the things they want - To how to keep money safe and the different ways of doing this RE: Eid al-Fitr traditions St George's Day – what is a saint? Why do we have one? PSHE What jobs do people do? - To how jobs help people earn money to pay for things they need and want - To about a range of different jobs, including those done by people they know or people who work in their community - To how people have different strengths and interests that enable them to do different jobs - To how people use the internet and digital devices in their jobs	animals need to be looked after and cared for - To what can harm the local and global environment; how they and others can help care for it - To how people grow and change and how people's needs change as they grow from young to old - To how to manage change when moving to a new class / year group PSHE What helps us to stay safe? - To how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines / household products and online) - To how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code (in familiar
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	about it - that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it - how people behave when they are being friendly and what makes a good friend - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened - how to manage conflict and that resorting to violence is never right - how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed RE Exploring why some	birthdays? What are some typical British traditions? Christmas – the Nativity story PSHE How do we recognise our feelings? - how to recognise, name and describe the range and scale of emotions they might experience in different situations - to use varied vocabulary to talk about their own and other's feelings - what helps them to feel good, or better if not feeling good e.g. the benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness - simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation - how different things	bullying) - To how to ask for and give / not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe - To why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable; the impact of bullying - To how to respond if this happens in different situations; the responsibilities of bystanders - To that bullying or other hurtful behaviour (including cyberbullying) has a negative and often lasting impact on mental wellbeing - To the importance of seeking help from a trusted adult, and how to do so for themselves or others (including the confidence and vocabulary needed)	revealing of the Quran to Prophet Muhamma PSHE What can help us grow and stay healthy? - To the importance of promoting general wellbeing and physical health - To that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest, the importance of hand washing - To that eating and drinking too much sugar can affect their health, including dental health - To the importance of and how to be physically active e.g. walking to school, a daily active mile or other forms of regular, moderate or vigorous physical activity - To the amount of sleep recommended for their age and practical steps for	and everyday life RE Exploring why our world is special The children will reflect on how they feel about the natural world (wonder, amazement etc.) Why is our world special? How do I feel about the natural world? How do people show that they care / don't care about our world. Highgate Woods – see how the woods change through the seasons. Investigate other forests and woods of the world. (Awe and wonder) – Redwoods etc Some forest habitats are being lost – why trees are so important in our world.	and unfamiliar environments, including online) - To about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks - To how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets - To how not everything they see online is true or trustworthy and that people can pretend to be someone they are not - To how to ask for advice or help for themselves or others, and to keep trying until they are heard; where to get advice RE Exploring why our world is special. The children will reflect on how they feel about the natural world (wonder, amazement etc.)
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	places are special. The children will begin at the start of the year by thinking about their new classroom and what can make it special for all of them. Why are some places special? What places are special to me and my community. Rosh Hashanah (Jewish New Year) Understand how Jewish New Year is celebrated in Jewish households and places of worship. Discuss biblical name 'Yom Teruah' and meaning. Hebrew calendar, Ecclesiastical year, 1 Tishrei Traditions Stories Harvest Learn about the Christian festival of Harvest and the importance of giving and community. Story of Harvest: importance in community. Harvest assembly. Trip – help distribute	/ times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class / year group) - how feelings can affect people in their bodies and their behaviour - that isolation and loneliness can affect children, and the benefits of seeking support - ways to manage big feelings and the importance of sharing their feelings with someone they trust - how to recognise when they might need help with feelings and how to ask for help when they need it RE Christianity Investigate the role of a cathedral in England, in religious and civic life, referencing St. Paul's. Look at the	RE Places of worship Talk about a place that is special to them. Understand what worship is and name some places of worship. To know that a place of worship is a special place for religious believers.	improving sleep - the impact of poor sleep on weight, mood and ability to learn - To that there are different ways to learn and play; how to know when to take a break from screen-time - To about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer RE Easter Learn about the Easter story and its significance in Christianity & understand how Easter is celebrated within Christian households and Church, Revisit Easter Story Community: hot cross bun story Ramadan Learn about the story of Ramadan Understand how Ramadan is celebrated in the Muslim community/ households/Mosque.		Why is our world special? Visit The seaside – awe and wonder of the sea. Investigate songs about the sea, the power and importance of our oceans. Thinking about different ways to view the sea, amazing, dangerous, frightening • Compare how different faith and non-faith communities talk about how our world was created. Hindus – mother earth Humanist / scientific Religious people have different views on creation – some Christians believe
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	donations.	iconography, architecture, and style of the cathedral and draw on similarities and differences between the church and synagogue visited in Year 1 Advent/Christmas. Understand how Christmas is celebrated in a Christian household and Church Chanukah Hear the story of Chanukah. Understand how Chanukah is celebrated in Jewish households and at Synagogue (Symbols, traditions, Torah and worship, giving thanks)		Islam story of Ramadan Allah revealed Quran to Prophet Mohammed. Moon in 9th month of Islamic calendar. How it's celebrated – fasting/food, prayer, family, promises and giving . Introduce 5 pillars of Islam		
BSL	The Animal Kingdom Nocturnal animals in the UK, Africa animals, elephant zoo/circus, describing animals and how animals survive. Blanche Nevile history	The Great Fire of London Firework safety, BSL story, fire safety, deaf fire alarms, exploring a fire station, Christmas vocabulary, games and stories.	On the Move Comparing old and new transport, how transport works, how water is transported, emergency transport vehicles and deaf in transport.	The Circus History of circus, animals in the circus, history of clowns, the circus set up, and the people in the circus. Roleshift games with animals.	Growing Up Cycle of life, looking at how plants, nature, and people grow. Learning vocabulary linked to growing up.	Beside the Seaside Beach safety, sun safety, the seaside, food and toys at the seaside, vocabulary at the seaside. Fingerspelling games.
Deaf Studies	Deaf Identity To explain about themselves – families, likes/dislikes. To watch BSL poems. To describe their family	Christmas To know the story of Christmas in BSL. To draw a character from the story. To describe their	Communication Technology Technological Aids To learn about old and new technical aids that helps us.	Communication To learn about the different types of communication methods that Deaf people use.	Deaf History To create a timeline to use for this term. To learn about Deaf inventors over the years.	Deaf Community and Culture To talk about our families. Who is Deaf and hearing at home? To learn about our

	members. To paint their families. To create their own BSL poetry about their family.	character in detail. To act in the style of their character. To create a short play of a Christmas story.	To identify some of technological aids around the school, Some programmes for Deaf people on TV/ Subtitle on TV/sign on vision To experiment with FaceTime. To know the differences between old and new. To learn about hearing aids and cochlear implants.	To discuss how deaf and hearing people communicate. Identify why we have sign names. Discuss seating, lighting and what could distract us. To discuss what it means to be Deaf aware. Create short video about Deaf Awareness.	To know more about A J Wilson (Arthur James) who inventor the wing mirror for motor vehicles and how does it important to us now. To know about other Deaf inventors.	identities. Who is Deaf and hearing at school? To learn about our hearing levels. What we can and cannot hear at school. To research which Deaf organisations. To learn about Deaf role models and their role in the community. To meet Deaf role models within the community.
Computing	Computer literacy and e-safety: using Seesaw; logging in and out. Seesaw - Online safety - To demonstrate how to log in - To demonstrate how to upload a picture - To demonstrate how to draw a picture - To demonstrate how to change an icon - To demonstrate how to log out.	E-safety: what to do if you see something you don't like on phone/iPad/TV. (including a session on age restrictions and supervision) Digital photography - To use a digital device to take a photograph - To make choices when taking a photograph - To describe what makes a good photograph - To decide how photographs can be improved - To use tools to change an image - To recognise that photos can be changed	Programming A: Moving a robot (Beebots) Programming - Beebots - To explain what a given command will do. - To follow an instruction and give directions. - To plan a simple program and to find more than one solution to a problem.	Creating media- digital painting - To explore different freehand tools. - To use shape tools and the line tools. - To edit colours and shapes. - To use a computer to paint a picture.	Creating media – Digital writing - typing - capital letters - using Word - Digital writing - To use a computer to write - To add and remove text on a computer - To identify the look of text can be changed on a computer - To make careful choices when changing text - To explain why I used the tools that I chose - To compare typing on a computer to writing on paper	Programming – Scratch Jr - To explain that a sequence of commands had a start - To explain that a sequence of commands has an outcome - To create a program using a given design - To change a given design - To create a program using my own design - To decide how my project can be improved

P.E	Dance	Invasion	Gymnastics	Circus	Fitness	Yoga
	Ball skills	Team building	Invasion	Net and Wall	Athletics	Striking and Fielding
School Visits	Safari Pete Hertfordshire Zoo London Zoo Heath Beasts	London Museum Puddling Lane Jacksons Lane	BIG TRANSPORT Trip Transport Museum Panathlon Challenge	Circus Jacksons Lane	PE trip	Westcliff-on-sea
Texts used	The Tiger Who Came to Tea The Little Red Hen Goldilocks and Three Bears. The Zoo Vet	The Great Fire of London	The Journey Miranda the Explorer	Cannonball Simp	Eliot Jones, Midnight Superhero	The Sea Saw

This is the projected plan that may be subject to change.