

Year R and 1 Curriculum Plan: Two Year Cycle

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography /History	<p><u>History: Who do you think you are?</u> The aim of this unit is to study significant changes within children’s living memory focusing on themselves and family. Within this unit we will also link to changes beyond their living memory to allow children to observe further changes and make more comparisons. Children will be using common words and phrases relating to the passing of time. Children will ask and answer questions to demonstrate understanding.</p> <p>EYFS Compare and contrast characters from stories, including figures from the past.</p>	<p><u>Geography: Arctic and Antarctic</u> The aim of this unit is to provide children with the knowledge and understanding of the world’s cold areas in relation to the Equator and the North and South Poles. The children will be introduced to the world’s seven continents and five oceans. The children will use a globe to locate the Arctic, Antarctica and the UK. The children will learn about how the animals and indigenous people that live in the Arctic and Antarctica have adapted to survive in their environment.</p> <p>EYFS Recognise some similarities and differences between life in this country and life in other countries. To explore the natural world around them.</p>	<p><u>History: Transport</u> The aim of this unit is to understand the changes in transport over time. Children will learn about significant events and people who contributed to the development of transport. Children will be using common words and phrases relating to the passing of time. Children will ask and answer questions to demonstrate understanding.</p> <p>EYFS Compare and contrast characters from stories, including figures from the past.</p>	<p><u>Geography: Our School</u> The aim of this unit is for the children to gain a deeper and wider knowledge of their locality (our school). The children will use simple fieldwork and observational skills to study the geography of our school and its ground. The children will identify the key human and physical features of the school and its surrounding environment.</p> <p>EYFS To explore the natural world around them.</p>		

		Recognise that some environments are different from the one in which we live.				
English (Year 1)	Writing genres will be taken from the Long Term Genre Progression document and will depend on the children's needs and interests. Genres will be taken from the following lists: Fiction: Character description, setting description, traditional tales Non-fiction: lists, labels, instructions, recounts Poetry: rhyming, acrostic, free verse					
Literacy (EYFS)	Children in reception will be learning to form lower case and capital letters correctly. They will begin to spell words by identifying the sounds and then writing the sound. They will write short sentences with words with known sound-letter correspondences using a capital letter and full stop. They will also be learning to re-read their writing to ensure it makes sense.					
Guided Reading	<p>Year 1 Children are taught to develop pleasure in reading, motivation to read, vocabulary and comprehension</p> <p>EYFS Engage in stories and take part in extended conversations about stories, learning new vocabulary. Children will learn how to listen carefully and why listening is important.</p>					

<p>Maths (Year R)</p>	<p>Number Baseline Number and Place Value – sorting and comparing groups Number and Place Value - Numbers to 5 Subitise Count objects, actions and sounds Explore the composition of numbers to 5</p> <p>Numerical Patterns Baseline Continue, copy and create repeating patterns Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>		<p>Number Number and Place Value – Numbers to 10 Subitise Count objects, actions and sounds Explore the composition of numbers to 10. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Compare numbers</p> <p>Numerical Patterns Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>		<p>Number Number and Place Value – Numbers beyond 10 Automatically recall number bonds for numbers 0-5 and some to 10. Addition and Subtraction to 10. Sharing and grouping.</p> <p>Numerical Patterns Time Compare length, weight and capacity Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>	
<p>Maths (Year 1)</p>	<p>Number Number and place value. Number formation, recognition and ordering. One more/one less. Addition and subtraction – number bonds to 10.</p>	<p>Number Addition and subtraction: Read, write and interpret mathematical statements involving + - =. Add 1 and 2 digit numbers to 20, including problems.</p> <p>Number and place value: partitioning tens and ones; compare numbers more than/less than.</p> <p>Shape, Space and Measure</p>	<p>Number Addition and Subtraction: Number bonds to 20. Related addition and subtraction facts. Solve problems, including missing number problems. Compare number sentences.</p> <p>Shape, Space and Measure Measurement – length: compare, describe and solve practical problems</p>	<p>Number Number and place value: numbers to 50, represent, compare and order.</p> <p>Fractions: recognise, find and name half of a shape, object or quantity. recognise, find and name quarter of a shape, object or quantity.</p> <p>Shape, Space and Measure</p>	<p>Number Number and Place Value: count in 2s, 5s and 10s.</p> <p>Multiplication and Division: make equal groups, make arrays.</p> <p>Addition and Subtraction: recall how we solve these operations.</p> <p>Shape, Space and Measure Time:</p>	<p>Number Number and place value: Count, read and write numbers to 100 in numerals. Given a number identify one more/one less.</p> <p>Shape, Space and Measure Height: Measure and begin to record heights. Compare, describe and solve practical problems for height.</p>

		<p>Recognise and create simple repeating patterns.</p> <p>2D shape: Recognise and name 2D shapes including recognising shapes in different orientations and sizes; Find the properties of 2D shapes.</p>	<p>for length; Measure and record length.</p> <p>Positional language: Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p>Recap 2D shape then introduce 3D shape. Handle and name 3D shapes (cuboids, cubes, spheres, pyramids) recognise these as everyday objects, recognise these shapes in different orientations and sizes.</p> <p>Money: Recognise and know the different denominations of coins and notes.</p>	<p>Sequence events in chronological order using language; recognise and use language relating to dates, including days of the week, weeks, months and years. Measure and begin to record time (hours, minutes, seconds). Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>Mass and weight / Capacity and volume Measure and begin to record mass and weight / capacity and volume (move on from measuring non-standard units to common standard unit). Compare, describe and solve practical problems for mass / weight and capacity / volume.</p>
Science	<p><u>The Human Animal</u> The aim of this unit is to develop an understanding of the basic structure and function of the human body including knowing the names of some of the main external features. They will explore aspects of the human life cycle appropriate for their age. Children will carry out investigations into the senses as well as variation between themselves and others (with sensitivity).</p>	<p><u>See the Light</u> In this unit, children will understand how light originates from a source and be able to distinguish between an original source and reflected light. They will learn that darkness is the absence of light and begin to explore how we see things.</p>	<p><u>Zootopia</u> In this unit, children will learn about the diversity of animal life on our planet. This includes: Describe and compare the structure of a variety of common animals; Identify and name a variety of common animals including: fish, amphibians, reptiles, birds and mammals; Identify and name a variety of common animals that are carnivores, herbivores and omnivores by noting indicative features; Group living things according to observable similarities and differences.</p>	<p><u>Feel the Force</u> Throughout this unit, children will learn how pushes and pulls affect the movement and shape of objects. They will do this by exploring everyday situations involving forces and identifying the forces involved.</p>	<p><u>How does your garden grow?</u> The aim of this unit is to develop an understanding of the structure and function of plants including knowing the names of some of the common plants in their local environment. Children will investigate some of the basic processes of plants with a focus on the growth of seeds. Studies will be linked to the school garden where a range of practical work relating to work in the unit can be carried out.</p>	<p><u>Living in a Material World</u> Through this unit children learn about the characteristics and the subsequent uses of a range of common materials and develop the appropriate vocabulary for describing and comparing materials.</p>
PHSE Jigsaw	<u>Being Me</u>		<u>Celebrating Difference</u>		<u>Relationships</u>	<u>Changing Me</u>

	<p>This unit will cover topics including: Self-identity; Understanding feelings; Being in a classroom; Being gentle; Rights and responsibilities.</p> <p>Feeling special and safe; Being part of a class Rights and responsibilities; Rewards and feeling proud; Consequences; Owning the Learning Charter</p>		<p>This unit will cover topics including: Identifying talents; Being special; Families; Where we live; Making friends; Standing up for yourself</p> <p>Similarities and differences; Understanding bullying and knowing how to deal with it; Making new friends; Celebrating the differences in everyone</p>		<p>This unit will cover topics including: Family life; Friendships; Breaking friendships; Falling out; Dealing with bullying; Being a good friend</p> <p>Belonging to a family; Making friends/being a good friend; Physical contact preferences; People who help us; Qualities as a friend and person; Self-acknowledgement; Being a good friend to myself; Celebrating special relationships</p>	<p>This unit will cover topics including: Bodies; Respecting my body; Growing up; Growth and change; Fun and fears; Celebrations</p> <p>Life cycles – animal and human; Changes in me; Changes since being a baby; Differences between female and male bodies (correct terminology); Linking growing and learning; Coping with change; Transition</p>
Music - Charanga		Performance - Nativity		<p><u>Rhythm in the Way we Walk</u> In this unit children will focus on two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style). In the first half of the unit the children will focus on Reggae music. They will listen and appraise other artists including Gustav Holst and Mike Oldfield. The children will learn and perform Rhythm In The Way We Walk. The second half of the unit will be based around The Banana</p>		<p><u>Your imagination</u> In this unit of work children will learn songs about using your imagination. They will focus on learning one main song 'Your Imagination' and then each week listen to and appraise another song relating to using your imagination. These songs include 'Supercalifragilisticexpialidocious' (Mary Poppins), Pure Imagination (Willy Wonka & The Chocolate Factory soundtrack), 'Daydream Believer' (The Monkees),</p>

				Rap. They will listen and appraise other artists including Pharrell Williams and The Beatles. The children will learn The Banana Rap. The children will have lots of opportunity for discussion around the different styles of music making comparisons. At the end of the unit the children will have the opportunity to perform the songs.		'Rainbow Connection' (The Muppet Movie) and 'A Whole New World' (Aladdin). The children will use their imagination to create their own performance.
French	<p>Cher Zoo Exploring and sharing the story book along with: Naming and describing animals in a zoo.</p>	<p>Cher Zoo Exploring and substituting words to change the story, making food for an animal party and playing French party games.</p>	<p>Petite Tache Exploring and sharing the story book along with: Naming simple shapes, colours, playing games and describing family and friends.</p>	<p>Petite Tache Exploring: Feelings, creating images, word shapes, colours and becoming familiar with key phrases.</p>	<p>La chenille qui fait des trous Exploring and sharing the story book along with: Days of the week, naming some foods, and retelling parts of a story.</p>	<p>La chenille qui fait des trous Exploring the story through words, songs, games and pictures. Naming parts of the body, foods and making a healthy snack.</p>
Computing - Purple Mash	<p>Online Safety The aim of this unit is to ensure that children have an understanding of how to use technology safely, including using individual logins and understanding why it is important to log out of programs once used. This unit also introduces children to using Purple Mash, beginning to have an understanding of having</p>	<p>Grouping and Sorting This unit introduces children to sorting and grouping items physically, and the idea that this can be done using technology.</p> <p>Pictograms This unit aims that children will understand how data can be represented in picture form. Children will be involved in collecting</p>	<p>Lego Builders This unit emphasises the importance of following instructions, considering how the order of instructions affects the result. Children will follow and create simple instructions on a computer.</p> <p>Maze Explorers This unit will allow children to use the functionality of direction</p>	<p>Animated Story Books This unit introduces children to e-books, they will explore the differences between e-books and traditional books. Children will have the opportunity to create their own story and learn how to save their work in order to add more features. They will then share their stories.</p>	<p>Coding This unit of work introduces children to coding and what that means in computing. Children will begin to understand that computers need clear precise instructions in order to make something happen. Children will have the opportunity to create a program using 2Code. They will then explore how they can</p>	<p>Spreadsheets Children will be introduced to spreadsheets and allowed time to investigate why we use spreadsheets. Children will learn how to enter data onto a spreadsheet and be taught key vocabulary such as column, row, cells. They will also have the opportunity to add images and count these.</p>

	ownership of work online.	class data and use this to create a pictogram.	keys by exploring mazes on a computer program. They will create and debug a set of instructions (algorithm) using direction keys. They will have the opportunity to set challenges for each other.		add different characters, objects and backgrounds and how they can command the computer through using code to enable the characters and objects move.	<u>Technology outside school</u> This short unit allows children to explore what is meant by 'technology' and it's uses within and outside of school.
Religious Education: using Emmanuel Project		<u>Christianity</u> Christmas story Key questions: Why do Christians perform Nativity Plays at Christmas? What makes every single person unique and precious?		<u>Christianity</u> Easter Key question: What are the best symbols of Jesus' death and resurrection at Easter?	<u>Judaism</u> Introducing to Judaism including – Why is the Torah such a joy for the Jewish Community?	
Art			<u>Landscapes</u> The aim of this unit is for children to create their own landscapes using a variety of colours and media. Children will explore the artists Monet and Van Gogh before creating their own landscape paintings. Children will have opportunities to explore and experiment with colour through colour mixing. EYFS Children will have the opportunity to explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and			<u>Animal collages</u> The aim of this unit is for children to investigate a range of natural and man-made materials. They will have the opportunity to gain sensory experience of materials and an understanding of colour and texture. Children will be able to create an animal collage using a variety of materials. EYFS Children will have the opportunity to explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their

			build on their previous learning, refining ideas and developing their ability to represent them.			previous learning, refining ideas and developing their ability to represent them. They will create collaboratively, sharing ideas, resources and skills.
Design Technology	<p>Fly a Kite The aim of this unit is to develop the children's knowledge, understanding and skills needed to engage in designing and making. This unit will aim to allow children the opportunity to explore designs and evaluate these. Before designing their own product, using a range of materials and tools and evaluating their own product. Children will be given the opportunity to explore structures and how they are able to make their kite stronger, stiffer and more stable.</p> <p>EYFS Children will be learning to develop their small motor skills to use a range of tools competently, safely and confidently.</p>				<p>Stir Fry The aim of this unit is to provide children with the knowledge and understanding of the basic principles of nutrition and healthy eating. Children will be taught where food comes from. The children will be able to cut and prepare the vegetables for the stir fry.</p> <p>EYFS Children will be learning to develop their small motor skills to use a range of tools competently, safely and confidently.</p>	
P.E.	<p>Fundamentals In this unit children will develop their</p>	<p>Games In this unit, children will develop their</p>	<p>Gymnastics In this unit pupils learn to use space safely and</p>	<p>Invasion</p>	<p>Athletics In this unit, pupils will develop skills required in</p>	<p>Tennis Pupils will be continuing the basic skills required</p>

	<p>fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p>	<p>understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>	<p>effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p>athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>	<p>in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>
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Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography /History	<p><u>History: Jurassic World</u> The aim of this unit is to look at the significant past time period of the 'Jurassic World'. Children will understand</p>	<p><u>Geography: Weather</u> The aim of this unit is to make observations and develop vocabulary associated with describing the weather.</p>	<p><u>History: Great Fire of London</u> The aim of this unit is to study a significant event beyond living memory. Children will understand</p>	<p><u>Geography: Farming (East Anglia)</u> The aim of this unit is to develop the children's knowledge of the country we live in, with</p>		

	<p>some of the ways in which we find out about the past and the way that this is represented. Children will be using common words and phrases relating to the passing of time. Throughout this unit children will ask and answer questions to demonstrate understanding.</p> <p>EYFS Compare and contrast characters from stories, including figures from the past.</p>	<p>EYFS Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p>	<p>the key features of this event using a range of sources. Children will also learn about the significant individuals of ‘Samuel Pepys’ and ‘Christopher Wren’. Children will be using common words and phrases relating to the passing of time. Children will ask and answer questions to demonstrate understanding.</p> <p>EYFS Compare and contrast characters from stories, including figures from the past.</p>	<p>an emphasis on our surrounding locality. This unit will aim to teach children about the human and physical features of our area, with an emphasis on the use of land for farming within East Anglia.</p> <p>EYFS Explore the natural world around them. Recognise some environments that are different from one in which they live.</p>		
English	<p>Writing genres will be taken from the Long Term Genre Progression document and will depend on the children’s needs and interests. Genres will be taken from the following lists: Fiction: Character description, setting description, traditional tales Non-fiction: lists, labels, instructions, recounts Poetry: rhyming, acrostic, free verse</p>					
Literacy (EYFS)	<p>Children in reception will be learning to form lower case and capital letters correctly. They will begin to spell words by identifying the sounds and then writing the sound. They will write short sentences with words with known sound-letter correspondences using a capital letter and full stop. They will also be learning to re-read their writing to ensure it makes sense.</p>					
Guided Reading	<p>Year 1 Children are taught to develop pleasure in reading, motivation to read, vocabulary and comprehension</p> <p>EYFS Engage in stories and take part in extended conversations about stories, learning new vocabulary. Children will learn how to listen carefully and why listening is important.</p>					

<p>Maths (Year R)</p>	<p>Number Baseline Number and Place Value – sorting and comparing groups Number and Place Value - Numbers to 5 Subitise Count objects, actions and sounds Explore the composition of numbers to 5</p> <p>Numerical Patterns Baseline Continue, copy and create repeating patterns Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>		<p>Number Number and Place Value – Numbers to 10 Subitise Count objects, actions and sounds Explore the composition of numbers to 10. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Compare numbers</p> <p>Numerical Patterns Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>		<p>Number Number and Place Value – Numbers beyond 10 Automatically recall number bonds for numbers 0-5 and some to 10. Addition and Subtraction to 10 Sharing and grouping</p> <p>Numerical Patterns Time Compare length, weight and capacity Select, rotate and manipulate shapes to develop spatial reasoning skills</p>	
<p>Maths (Year 1)</p>	<p>Number Number and place value. Number formation, recognition and ordering. One more/one less. Addition and subtraction – number bonds to 10.</p>	<p>Number Addition and subtraction: Read, write and interpret mathematical statements involving + - =. Add 1 and 2 digit numbers to 20, including problems.</p> <p>Number and place value: partitioning tens and ones; compare numbers more than/less than.</p> <p>Shape, Space and Measure Recognise and create simple repeating patterns.</p> <p>2D shape: Recognise and name 2D shapes including recognising</p>	<p>Number Addition and Subtraction: Number bonds to 20. Related addition and subtraction facts. Solve problems, including missing number problems. Compare number sentences.</p> <p>Shape, Space and Measure Measurement – length: compare, describe and solve practical problems for length; Measure and record length.</p> <p>Positional language: Describe position, direction and movement, including whole, half,</p>	<p>Number Number and place value: numbers to 50, represent, compare and order.</p> <p>Fractions: recognise, find and name half of a shape, object or quantity. recognise, find and name quarter of a shape, object or quantity.</p> <p>Shape, Space and Measure Recap 2D shape then introduce 3D shape. Handle and name 3D shapes (cuboids, cubes, spheres, pyramids) recognise these as everyday objects,</p>	<p>Number Number and Place Value: count in 2s, 5s and 10s.</p> <p>Multiplication and Division: make equal groups, make arrays.</p> <p>Addition and Subtraction: recall how we solve these operations.</p> <p>Shape, Space and Measure Time: Sequence events in chronological order using language; recognise and use language relating to dates, including days of the week, weeks, months and years. Measure and begin to record time</p>	<p>Number Number and place value: Count, read and write numbers to 100 in numerals. Given a number identify one more/one less.</p> <p>Shape, Space and Measure Height: Measure and begin to record heights. Compare, describe and solve practical problems for height.</p> <p>Mass and weight / Capacity and volume Measure and begin to record mass and weight / capacity and volume (move on from</p>

		shapes in different orientations and sizes; Find the properties of 2D shapes.	quarter and three-quarter turns.	recognise these shapes in different orientations and sizes. Money: Recognise and know the different denominations of coins and notes.	(hours, minutes, seconds). Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	measuring non-standard units to common standard unit). Compare, describe and solve practical problems for mass / weight and capacity / volume.
Science	The Human Animal The aim of this unit is to develop an understanding of the basic structure and function of the human body including knowing the names of some of the main external features. They will explore aspects of the human life cycle appropriate for their age. Children will carry out investigations into the senses as well as variation between themselves and others (with sensitivity).	See the Light In this unit, children will understand how light originates from a source and be able to distinguish between an original source and reflected light. They will learn that darkness is the absence of light and begin to explore how we see things.	Living in a Material World Through this unit children learn about the characteristics and the subsequent uses of a range of common materials and develop the appropriate vocabulary for describing and comparing materials.	How does your garden grow? The aim of this unit is to develop an understanding of the structure and function of plants including knowing the names of some of the common plants in their local environment. Children will investigate some of the basic processes of plants with a focus on the growth of seeds. Studies will be linked to the school garden where a range of practical work relating to work in the unit can be carried out.	Zootopia In this unit, children will learn about the diversity of animal life on our planet. This includes: Describe and compare the structure of a variety of common animals; Identify and name a variety of common animals including: fish, amphibians, reptiles, birds and mammals; Identify and name a variety of common animals that are carnivores, herbivores and omnivores by noting indicative features; Group living things according to observable similarities and differences.	Feel the Force Throughout this unit, children will learn how pushes and pulls affect the movement and shape of objects. They will do this by exploring everyday situations involving forces and identifying the forces involved.
PHSE Jigsaw	Healthy Me This unit will cover topics including: Exercising bodies; Physical activity; Healthy		Dreams and Goals This unit will cover topics including: Challenges; Perseverance; Goal-setting; Overcoming		Relationships This unit will cover topics including: Family life; Friendships; Breaking friendships; Falling out; Dealing with	Changing Me This unit will cover topics including: Bodies; Respecting my body; Growing up;

	<p>food; Sleep; Keeping clean; Safety</p> <p>Keeping myself healthy; Healthier lifestyle choices; Keeping clean; Being safe; Medicine safety/safety with household items; Road safety; Linking health and happiness</p>		<p>obstacles; Seeking help; Jobs; Achieving goals</p> <p>Setting goals; Identifying successes and achievements; Learning styles; Working well and celebrating achievement with a partner; Tackling new challenges Identifying and overcoming obstacles; Feelings of success</p>		<p>bullying; Being a good friend</p> <p>Belonging to a family; Making friends/being a good friend; Physical contact preferences; People who help us; Qualities as a friend and person; Self-acknowledgement; Being a good friend to myself; Celebrating special relationships</p>	<p>Growth and change; Fun and fears; Celebrations</p> <p>Life cycles – animal and human; Changes in me; Changes since being a baby; Differences between female and male bodies (correct terminology); Linking growing and learning; Coping with change; Transition</p>
<p>Music - Charanga</p>		<p>Nativity Performance</p>		<p>Big Bear Funk This unit of work is based on a song called Big Bear Funk which is a song that has been written for children to learn about, sing, dance and play Funk music. The children will listen and appraise other funk songs and will learn about the key elements of Funk music. Children will be taught to find the pulse of the song and demonstrate this through fun movements such as being a funky bear. This unit supports their understanding of rhythm and allows children the opportunity to practice this through, clapping and playing</p>	<p>Everyone! This six-week unit of Work is cross-curricular and topic based, exploring family, friends, people and music from around the world which will be taught through a combination of child initiated and adult led activities. The children will be encouraged to listen to music and respond verbally and with movement, initially this will be child-led moving towards children being able to follow instruction. Children will be introduced to the language of pulse, rhythm and pitch. This unit of work will provide children with the opportunity to learn four</p>	

				tuned and untuned instruments.		nursery rhymes and two action songs. As we progress throughout the unit children will have the opportunity to use instruments alongside their singing.
French	<p><u>Goldilocks and the three bears (Les Trois Ours)</u> Exploring the main characters in a story book along with: Greetings, feelings and introductions, numbers 1-10, describing size, naming rooms, furniture and colours.</p>	<p><u>Goldilocks and the three bears (Les Trois Ours)</u> Clothing, using hot or cold to describe foods, exploring breakfasts around the world, enjoying 'le pique-nique' and performing a story in French.</p>	<p><u>Joyeux Anniversaire</u> Numbers 1-12, farm animals, counting objects, questions about your age, saying 'happy birthday' in French and following a French story.</p>	<p><u>Joyeux Anniversaire</u> Naming simple toys, numbers, months of the year, ask and answer questions about birthdays, decorating a cake (instructions in French) and celebrating a birthday.</p>	<p><u>La Surprise de Handa</u> Exploring a story from another culture. naming fruits, giving opinions, learning the characters names from the story and African animals.</p>	<p><u>La Surprise de Handa</u> Naming animals, exploring the story, and vocabulary and performing 'La surprise de Handa'.</p>
Computing - Purple Mash	<p><u>Online Safety</u> The aim of this unit is to ensure that children have an understanding of how to use technology safely, including using individual logins and understanding why it is important to log out of programs once used. This unit also introduces children to using Purple Mash, beginning to have an understanding of having ownership of work online.</p>	<p><u>Grouping and Sorting</u> This unit introduces children to sorting and grouping items physically, and the idea that this can be done using technology.</p> <p><u>Pictograms</u> This unit aims that children will understand how data can be represented in picture form. Children will be involved in collecting class data and use this to create a pictogram.</p>	<p><u>Lego Builders</u> This unit emphasises the importance of following instructions, considering how the order of instructions affects the result. Children will follow and create simple instructions on a computer.</p> <p><u>Maze Explorers</u> This unit will allow children to use the functionality of direction keys by exploring mazes on a computer program. They will create and debug a set of instructions (algorithm) using direction keys.</p>	<p><u>Animated Story Books</u> This unit introduces children to e-books, they will explore the differences between e-books and traditional books. Children will have the opportunity to create their own story and learn how to save their work in order to add more features. They will then share their stories.</p>	<p><u>Coding</u> This unit of work introduces children to coding and what that means in computing. Children will begin to understand that computers need clear precise instructions in order to make something happen. Children will have the opportunity to create a program using 2Code. They will then explore how they can add different characters, objects and backgrounds and how they can command the computer through using code to</p>	<p><u>Spreadsheets</u> Children will be introduced to spreadsheets and allowed time to investigate why we use spreadsheets. Children will learn how to enter data onto a spreadsheet and be taught key vocabulary such as column, row, cells. They will also have the opportunity to add images and count these.</p> <p><u>Technology outside school</u> This short unit allows children to explore what is meant by 'technology'</p>

			They will have the opportunity to set challenges for each other.		enable the characters and objects move.	and it's uses within and outside of school.
Religious Education: using Emmanuel Project		Christianity Key questions: What makes every single person unique and precious? How can we care for our wonderful world?		Hinduism Good Karma Rama and Sita	Christianity Key questions: How can we help others when they need it?	
Art			Drawing - Spirals The aim of this unit is for children to begin to use a variety of drawing tools and media to create spiral patterns. Children will have the opportunity to explore spirals in nature. They will evaluate the work of Kadinsky and create their own spirals to be displayed in a class gallery. EYFS Children will have the opportunity to explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ability to represent them.			Printing The aim of this unit is for children to handle, manipulate and enjoy using a range of materials. Children will be able to experiment with a variety of natural and man-made objects to explore printing. EYFS Children will have the opportunity to explore, use and refine a variety of artistic effects to express their ideas and feelings.
Design Technology	Structures The aim of this unit is to develop the children's knowledge, understanding and skills				Puppets The aim of this unit is for children to handle, manipulate and enjoy using a range of	

	<p>needed to construct, develop and revise the structures of bridges and towers. Children will learn about the different types of bridges and towers and then make these using construction materials and joining techniques. Once made, children will evaluate and improve their structure to make it stronger and more stable.</p> <p>EYFS Children will be learning to develop their small motor skills to use a range of tools competently, safely and confidently.</p>				<p>materials. Children will first explore and evaluate existing puppets, before designing and making hand or finger puppets using a range of materials, tools and techniques.</p> <p>EYFS Children will be learning to develop their small motor skills to use a range of tools competently, safely and confidently.</p>	
P.E.	<p><u>Fundamental Movement Skills</u> In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using</p>	<p><u>Ball Skills</u> In this unit children will develop their ball skills through the topics of 'minibeasts' and 'weather'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of</p>	<p><u>Dance</u> Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the</p>	<p><u>Sending and Receiving</u> Pupils will develop their skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own</p>	<p><u>Striking and Fielding</u> Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to</p>	<p><u>Tennis</u> <u>Tennis (Y1 only)</u> Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a</p>

	space, working independently and with a partner.	equipment. Children will be given opportunities to work independently and with a partner.	opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	activities. They will understand the importance of abiding by the rules to keep themselves and others safe.	use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.	partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.
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