

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English	<u>Year 1</u> <b>The Little Red Hen</b> Writing labels <u>Year 1/2</u> <b>Jim and the Beanstalk</b> Sequencing the story.	<u>Year 1</u> <b>The Little Red Hen</b> Sequencing the story Combine words to make a sentence <u>Year 1/2</u> <b>Jim and the Beanstalk</b> Sequencing using 'and' and 'but'.	<u>Year 1</u> <b>The Little Red Hen</b> Retell story – leave spaces between words <u>Year 1/2</u> <b>Jim and the Beanstalk</b> Retell	<u>Year 1</u> <b>O! Dog!</b> Rhyming patterns Combine words to make a sentence <u>Year 1/2</u> <b>Storm Whale</b> Writing questions	<u>Year 1</u> <b>O! Dog!</b> Poetry Rhyming patterns <u>Year 1/2</u> <b>Storm Whale</b> Make lists	<u>Year 1</u> <b>Funnybones</b> Sequence and write in sentences <u>Year 1/2</u> <b>Storm Whale</b> Instructions	<u>Year 1</u> <b>Funnybones</b> Retell using story masks and puppets <u>Year 1/2</u> <b>Storm Whale</b> Character Description	<u>Year 1</u> <b>Funnybones</b> Retell using story masks and puppets <u>Year 1/2</u> Halloween story and poem.
Mathematics	<u>Year 1</u> Place Value to 10  <u>Year 1/2</u> Place Value	<u>Year 1</u> Place Value to 10  <u>Year 1/2</u> Place Value	<u>Year 1</u> Place Value to 10  <u>Year 1/2</u> Place Value	<u>Year 1</u> Place Value to 10  <u>Year 1/2</u> Place Value	<u>Year 1</u> Place Value to 10  <u>Year 1/2</u> Addition & Subtraction	<u>Year 1</u> Addition & Subtraction <u>Year 1/2</u> Addition & Subtraction	<u>Year 1</u> Addition & Subtraction <u>Year 1/2</u> Addition & Subtraction	<u>Year 1</u> Addition & Subtraction <u>Year 1/2</u> Addition & Subtraction

<b>Science</b>	How can we describe the weather?	How can we describe the weather?	What are seasons?	What are seasons?	How are the seasons different?	How are the seasons different?	Do all countries have weather like ours?	Seasons assessment
<b>Computing</b>	Online safety (2)	Lesson 1: Getting to know a Bee-Bot To explore a new device	Lesson 2: Making a Bee-Bot video To create a demonstration video	Lesson 3: Precise instructions To plan and follow a precise set of instructions.	Lesson 4: Bee-Bot world To program a device	Lesson 5: Three little pigs To create a program that tells a story.	Three little pigs  To create a program that tells a story.	Assessment
<b>Geography</b>		How does weather affect different jobs?		What is the weather like each day in our area?		What would we see at our local seaside?		What is human and physical features of the seaside?
<b>History</b>	What are the features of a seaside holiday?		What clues do photographs give us about seaside holidays in the past?		When and how did seaside holidays become popular?		What were seaside holidays like 100 years ago?	

<b>Art and Design</b>	Can the pupils create repeating patterns?		Can the pupils take rubbings?		Can the pupils create a collage using frottage?		Can the pupils use tone to create a 3d effect?	
<b>Design and technology</b>		Can pupils name the main food groups and identify foods that belong to each group?		Can pupils describe the taste, texture and smell of a given food?		Can pupils think of four different wrap ideas, considering flavour combinations?		Can pupils construct a wrap that meets the design brief and their plan?  Assessment
<b>P.E.</b>	<b>Fundamental skills</b> <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i> <b>Games</b>	<b>Fundamental skills</b> <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i> <b>Games</b>	<b>Fundamental skills</b> <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i> <b>Games</b>	<b>Fundamental skills</b> <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i> <b>Games</b>	<b>Fundamental skills</b> <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i> <b>Games</b>	<b>Fundamental skills</b> <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i> <b>Games</b>	<b>Fundamental skills</b> <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i> <b>Games</b>	<b>Fundamental skills</b> <i>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</i> <b>Games</b>

	<b>Rolla Ball &amp; Beanbag throw</b> <i>participate in team games, developing simple tactics for attacking and defending</i> <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i>	<b>Rolla Ball &amp; Beanbag throw</b> <i>participate in team games, developing simple tactics for attacking and defending</i> <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i>	<b>Rolla Ball &amp; Beanbag throw</b> <i>participate in team games, developing simple tactics for attacking and defending</i> <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i>	<b>Rolla Ball &amp; Beanbag throw</b> <i>participate in team games, developing simple tactics for attacking and defending</i> <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i>	<b>Rolla Ball &amp; Beanbag throw</b> <i>participate in team games, developing simple tactics for attacking and defending</i> <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i>	<b>Rolla Ball &amp; Beanbag throw</b> <i>participate in team games, developing simple tactics for attacking and defending</i> <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i>	<b>Rolla Ball &amp; Beanbag throw</b> <i>participate in team games, developing simple tactics for attacking and defending</i> <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i>	<b>Rolla Ball &amp; Beanbag throw</b> <i>participate in team games, developing simple tactics for attacking and defending</i> <i>Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</i> <i>Work co-operatively in teams</i>
<b>Music</b>		<b>Who is Tchaikovsky ?</b> <b>Knowledge, listen and appraise.</b>		<b>Step 1 – Music is in my soul (part one)</b>		<b>Step 2 – Music is in my soul (part two)</b>		<b>Step 3 – Hey Friends (Part one)</b>
<b>R.E.</b>	<b>What is the Bible like?</b>		<b>Why did Mary Jones want a Bible?</b>		<b>What can Christians learn about God from the Bible?</b>		<b>Who was St Francis and why did he care about the world?</b>	
<b>PHSE</b>	<b>To talk about very</b>	<b>To describe why families</b>	<b>To describe what makes</b>	<b>To describe ways to help</b>	<b>To describe ways to help</b>	<b>To cooperate</b>	<b>To cooperate</b>	<b>To describe how I can</b>

	important people in my life and why they are special.	are important.	someone a good friend.	resolve arguments without being unkind.	resolve arguments without being unkind.	with others to achieve a task.	with others to achieve a task.	show my special people that I care about them.
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