






| Update 24/25             | Term 1  |  | Term 2  |   | Term 3  |  |
|--------------------------|---|--|---|---|---|--|
| <b>Driver Project</b>    |  <p><b>Childhood- History</b><br/>Changes within living memory and where appropriate using these to reveal aspects of change in national life<br/>Events beyond living memory that are significant nationally or globally<br/>Significant historical events, people and places in their own locality<br/>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> |  |  <p><b>Bright Lights, Big City- Geography</b><br/>Name, locate and identify characteristics of the four countries and capital cities of the UK<br/>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area outside Europe (Kuala Lumpur)<br/>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world<br/>Use basic geographical vocabulary to refer to key physical and human features<br/>Use aerial photographs, plan perspectives, simple compass directions, world maps and atlases,<br/>Use fieldwork and observation skills to study geography of the school grounds and key features of surrounding area</p> |   |  <p><b>School Days- History</b><br/>Changes within living memory and where appropriate using these to reveal aspects of change in national life<br/>Events beyond living memory that are significant nationally or globally<br/>Significant historical events, people and places in their own locality<br/>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> |  |
| <b>English</b>           | <p><b>Book: Cave Baby - Julia Donaldson</b><br/>Narrative retellings<br/>Labels and captions, informal letters</p>  | <p><b>Book; I Want My Hat Back - Jon Klassen</b><br/>Story squeals<br/>Questions, speech bubbles, letters, lists</p>   | <p><b>Book: The Odd Egg - Emily Gravett.</b><br/>Egg-spotter's guides (nonfiction reports)<br/>Thought and speech bubbles, diaries, letter, certificate</p>   | <p><b>Book; The Sea Saw - Tom Percival</b><br/>Own version narrative<br/>Writing in role; notes of advice; missing posters; diary entries; letters of thanks</p>  | <p><b>Book: Pig the Pug -Aaron Blabey</b><br/>'How to' guides<br/>Character comparisons, fact sheets, shared poetry, own version narratives</p>   | <p><b>Book: The Magic Bed - John Burningham</b><br/>Own version fantasy stories<br/>Setting descriptions, additional scenes, description of magical piece of furniture, lists</p>  |
| <b>Phonics / Reading</b> | <p><b>Little Wandle</b><br/>review Phase 3 GPCs<br/>ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s -es<br/>words with two or more digraphs e.g. queen thicker<br/>CVCC CCVC CCVCC CCCVC<br/>words and words with long vowels<br/>/ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each<br/>Exception words: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>  | <p><b>Little Wandle</b><br/>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn<br/>/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these<br/>/oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue<br/>Exception words; their people oh your Mr Mrs Ms ask could would should our house mouse water want</p> | <p><b>Little Wandle</b><br/>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder<br/>/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give<br/>/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey<br/>/oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa<br/>Exception words; any many again who whole where two school call different thought through friend work</p>   | <p><b>Little Wandle</b><br/>/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half<br/>/ar/ a father /or/ a water<br/>Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science<br/>Schwa at the end of words: actor /c/ ch school<br/>/sh/ ch chef /z/ /s/ ce se ze freeze<br/>Exception words; once laugh because eye</p> | <p><b>Little Wandle</b><br/>Review GPC's<br/>ay play, a-e shake, ea each, e he, ie pie, i-e time, o go, o-e home, ue blue rescue, ew chew new, u-e rude cute, aw claw, ea head, ir bird, ou cloud, oy toy, i tiger, a paper, ow snow, u unicorn, ph phone, wh wheel, ie shield, g giant</p>   | <p><b>Little Wandle</b><br/>/ai/ eigh aigh ey ea eight straight grey break<br/>/n/ kn gn knee gnaw /m/ mb thumb<br/>/ear/ ere eer here deer /zh/ su si treasure vision<br/>/j/ dge bridge<br/>/i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious<br/>/or/ augh our oar ore daughter pour oar more<br/>Exception words; busy beautiful pretty hour move improve parents shoe</p> |
| <b>Maths</b>             | <p><b>White Rose Maths</b><br/>Place Value within 10, Addition and Subtraction within 10, Geometry - Shape</p>  |  | <p><b>White Rose Maths</b><br/>Place Value within 20, Addition and Subtraction within 20, Place Value within 50, Length and Height, Mass and Volume</p>   |   | <p><b>White Rose Maths</b><br/>Multiplication and Division, Fractions, Geometry - Position and Direction, Place Value within 100, Money, Time</p>   |  |
| <b>Science</b>           | <p><b>Human Senses</b><br/>Animals, including humans<br/>Working Scientifically - Identifying and classifying, Comparative test, Pattern seeking, Research</p>  | <p><b>Everyday Materials</b><br/>Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research</p>  | <p><b>Seasonal Changes</b><br/>Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research</p>   |   | <p><b>Plant Parts</b><br/>Plants<br/>Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research</p>   | <p><b>Animal Parts</b><br/>Animals, including humans<br/>Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research</p>  |
| <b>RE</b>                | <p><b>Understanding Christianity</b><br/>Creation<br/>Who made the world?</p>   | <p><b>Understanding Christianity</b><br/>Incarnation<br/>Why does Christmas matter to Christians?</p>  | <p><b>Understanding Christianity</b><br/>Gospel<br/>What is the good news that Jesus brings?</p>  | <p><b>Understanding Christianity</b><br/>Salvation<br/>Why Does Easter matter to Christians?</p>  | <p><b>Emanuel project: Judaisim</b><br/>Creation / Blessings<br/>Why do Jewish families say so many prayers and blessings?</p>  | <p><b>Emanuel project: Judaisim</b><br/>Mitzvot / tzedakah<br/>Why is learning to do good deeds so important to Jewish people?</p>   |



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|---------------------------|--|--|--|---|--|---|
| <b>Geography/ History</b> | <p style="text-align: center;"><b>Geography</b><br/><b>Our Wonderful World</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world</p> <p>Use basic geographical vocabulary to refer to key physical and human features</p> <p>Use aerial photographs, plan perspectives, simple compass directions, world maps and atlases,</p> <p>Use fieldwork and observation skills to study geography of the school grounds and key features of surrounding area</p> |  | <p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><i>Revising and applying previously taught skills within driver project</i></p>   | <p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><i>Geography revision and retrieval practice</i></p>   |  |   |
| <b>Computing</b>          | <p style="text-align: center;"><b>Online safety</b></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>  | <p style="text-align: center;"><b>Technology Outside of School</b></p> <p>Recognise common uses of information technology beyond school,</p>   | <p style="text-align: center;"><b>Coding</b></p> <p>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p style="text-align: center;">Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple program</p> |   | <p style="text-align: center;"><b>Pictograms</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>  | <p style="text-align: center;"><b>Animated Stories</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>   |
| <b>Art/ D&amp;T</b>       | <p style="text-align: center;"><b>Art and Design: Mixing colours</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p style="text-align: center;"><b>Art and Design: Funny Faces and Fabulous Features</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>   | <p style="text-align: center;"><b>D&amp;T: Shade and Shelter</b></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Design purposeful, functional, appealing products based on design criteria</p> <p>Generate, develop, model and communicate their ideas</p> <p>Select from and use a wide range of materials and components, according to their characteristics.</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria.</p> | <p style="text-align: center;"><b>Art and Design: Rain and Sunrays</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Use a range of materials creatively to design and make products.</p>  | <p style="text-align: center;"><b>D&amp;T: Taxi!</b></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms, in their products</p> <p>Design purposeful, functional, appealing products based on design criteria</p> <p>Generate, develop, model and communicate their ideas</p> <p>Select from and use a range of tools</p> <p>Select from and use a wide range of materials and components, according to their characteristics.</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria.</p> | <p style="text-align: center;"><b>Art and Design: Street View</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, James Rizzi</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> | <p style="text-align: center;"><b>D&amp;T: Chop, Slice, Mash</b></p> <p>Understand where food comes from.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Design purposeful, functional, appealing products based on design criteria</p> <p>Generate, develop, model and communicate their ideas</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Evaluate their ideas and products against design criteria</p> |
| <b>Music</b>              |  |  |  |   |  |   |
| <b>PSHE</b>               | <p style="text-align: center;"><b>SCARF</b></p> <p>Me and my relationships</p>   | <p style="text-align: center;"><b>SCARF</b></p> <p>Valuing difference</p>  | <p style="text-align: center;"><b>SCARF</b></p> <p>Keeping safe</p>  | <p style="text-align: center;"><b>SCARF</b></p> <p>Rights and respect</p>   | <p style="text-align: center;"><b>SCARF</b></p> <p>Being my best</p>   | <p style="text-align: center;"><b>SCARF</b></p> <p>Growing and changing</p>   |
| <b>PE</b>                 | <p style="text-align: center;"><b>Team Building</b></p>  | <p style="text-align: center;"><b>Ball Skills</b></p> <p>Feet / hands / rackets and bats</p>   | <p style="text-align: center;"><b>Gymnastics</b></p> <p>Body parts / wide, narrow, curled</p>  | <p style="text-align: center;"><b>Dance</b></p>   | <p style="text-align: center;"><b>Attack v Defence</b></p> <p>Games for Understanding</p>  | <p style="text-align: center;"><b>Locomotion</b></p> <p>Jumping / Running 1</p>   |