Autumn Term		Spring Term		Summer Term	
PSHE Theme		**PSHE Theme**		**PSHE Theme**	
BEING IN MY WORLD	CELEBRATING DIFFERENCE	DREAMS & GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Earth and Space	Earth and Space		
Core Text: We're going on a bear hunt, Where's my Bear? Can't you sleep little bear?	**Core Text: Can't you sleep little bear?**	**Here come the aliens**	**The Aliens are here**	**Core text: Lucy and Tom at the Seaside**	**Core Text: Winnie the Witch at the seaside The Lighthouse Keepers Lunch**
Topic Overview: All about me? Bears Understand what a mammals is and identify key features. Consider what it means to be me and explore family relationships. Relate us as mammals to other mammals including bears.	Topic Overview: All about me? Bears Understand what a mammals is and identify key features. Consider what it means to be me and explore family relationships. Relate us as mammals to other mammals including bears.	Topic Overview: Where we are in the Solar, the history of Space travel, moon landings, Rockets, people in Space,	Topic Overview: Where we are in the Solar, the history of Space travel, moon landings, Rockets, people in Space,	Topic Overview: how travel has changed over the past 100 years, how holidays and life at the seaside have changed over the past 100 years,	Topic Overview: understand the location of Long crendon to the nearest coast, human and physical features of Long Crendon at the seaside,
Writing Opportunities:, Stories with predictable phrasing, Labels, lists and captions,	Writing Opportunities: Traditional tales, letter writing, recount, poetry appreciation,	Writing Opportunities: contempary fiction, stories with predictable phrasing, descriptive writing	Writing Opportunities: letters, performing free verse, rhyming couplets, alliteration poetry, poetry appreciation, instructions, lists, labels,	Writing Opportunities: traditional tales, non-chronological reports, recount, captions,	Writing Opportunities: traditional tales, non-chronological reports, recount, captions,

Maths:count to and across 100, forward and backwards, count read and write numbers to 100. Represent and use number bonds and related subtraction facts, solve one step problems foraddition and subtraction.Recognise and name 2D shapes.	Maths: up to 20 identify one more and one less.Add and subtract one and 2 digit numbers to 20. Solve one stp problems that addition abd subtraction. Recognise and name 3D shapes.	Maths: counting in 2's, 5 an 10's, time-quicker, slower, earlier, later, hours, minutes,seconds, days of the week length: longer/shorter, cm , metres, weight-heavy /light, non-standards weights, solve word problems fro all measures, number bonds, adding and subtracting 1 digit numbers, counting on and back to and across one hundred,	recognise and name 2D and 3D common shapes, identify one more and one less, finding the difference, solve one step problems for addition and subtraction capacityfull/ empty etc... identify and represent numbers ,	count in multiples of twos, fives and tens , count, read and write numbers to 100 in numerals, given a number, identify one more and one less, read and write numbers from 1 to 20 in numerals and words, 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), find half nd quarter of object, shape or number, compare and solve practical problems for lenghts nad heights, mass, capacity nad volume,	Maths: add and subtract one-digit and two-digit numbers to 20, including zero, read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs, solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [ ] – 9, solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher, recognise nad name common 2D and 3D shapes, describe position, direction and movements, half, quarter and three qaurter turns.
Experimential Learning: Teddy Bears Picnic	Experiential Learning: Teddy Bears Picnic/ toy museum	**Experiential Learning:** STEM week with Engineers' talks, Mental Health Awareness Week,	Experiential Learning: Space day	Experiential Learning:	Experiential Learning: FS and KS1 trip
Science: Animals including humans: Season of Autumn Identify basic parts of the body, relating senses to parts of the body, investigating the senses, identify and name a variety of common animals.	Science: Animals including humans: To describe and identify common animals, to find animals in local envirinment, I can tell you how to care for a pet.	Science: Everyday Materials, comparing, classifying and identifying properties of materials Seasons-Winter	Everyday Materials, comparing, classifying and identifying properties of materials Science: STEM engineer competition, visit to Science Oxford Seasons-Spring	Science: Plants: identify and name a variety of wild and common plants and trees, identify the basic structures of plants and trees. Sesons-Summer	Science Plants: identify and name a variety of wild and common plants and trees, identify the basic structures of plants and trees. Science: Seasons-Summer

Art/DT: Make observations to create a picture of themselves and their family.	Art/DT: Make observations to create a picture of themselves and their family.	Art/DT: Space art on computers, making a pair of alien underpants-cutting, shaping, joining and finishing.	Art/DT: Art inspired by Kandinsky and Mondrain. Making a fruit salad.	DT: design, make and evaluate a free standing structure	Art: sketch plants from the local environment, create under the sea nad seaside pictures,
Computing: Online safety and exploring purple mash	Computing: Grouping and Sorting, Pictograms	Computing: lego builders/maze explorers	Computing: animated stories	Computing: coding /spread sheets	Computing: technology outside school
RE: All about me-What does it mean to be me? What makes me? What am I like? What do religions believe about what people are like and what they should be like? What do you think the perfect person would be like?	RE: All about me-What does it mean to be me? What makes me? What am I like? What do religions believe about what people are like and what they should be like? What do you think the perfect person would be like?	RE: Our world: the story of creation and how to look after our world,	RE: Special things What make some things sacred?	RE: Important places Why are some places so special?	RE: Important people What makes some people so important?
P.E.GYM - Shapes, jumps, travelling (including rolling), balances Keeping physically fit- how different ways, include skipping and fun games.	PE: Gym-linking moves, short sequences, apparatus work. Multi skills-school games.	PE: Dance-linked to topic, ball skills-hands intor to principle of games, hoop ball, small sided games,	PE:racket skills-badminton using fluff balls, Games-ball skills-feet, intro to principles of games, 3 goal foorball, small sided games	PE: racket skills-tennis, foam balls, Strikng and fielding-use of diffrent bats, and balls, small games,	PE: Swimming-ASA level 1 Athletics- run, jump, throw,
French: Ways to say hello, ask and respond to personal questions, count to 30.	French: Learn nouns for colours, people in our families and pets	French: Months of the year, pets, fruit & veg market role-play	French: Food and shops, wild animals, animals in the zoo, animals on the farm	French: Revisit personal questions, animals, numbers to 40, market role-play	French: Consolidate this year's learning. French breakfast celebration with parents
Music: recap of lasst year and basic rhythm study and sight reading.	Music: Untuned percussion instruments to create ensemble pieces.	Music: music notation	Music: music notation	Music: Playing tuned and untuned instruments	Music: playing tuned and untuned instruments