

HT1	HT2	HT3	HT4	HT5	HT6
Literacy					
<p>Studied Texts - Ourselves Postcard Funny bones Oliver’s Fruit salad</p> <p>Skill Development Focussing on: *finger spaces *capital letters *full stops *neat handwriting and letter formation *sentence construction</p>	<p>Studied Texts – Fairy tales and Magic Tom Thumb Beauty and the Beast (inc. Panto visit) Poetry</p> <p>Skill Development Focussing on: *traditional tales themes *adjectives *verbs *finger spaces *capitals letters (including for proper nouns) *full stops</p>	<p>Studied Texts – Our Great British Isles Katie visits Scotland Katie visits London Finn McCool and Angus MacTavish The night before St. Patrick’s day Traditional Welsh tales</p> <p>Skill Development Focussing on: *writing recounts of a paragraph or more *using connectives to join phrases together *adjectives *verbs</p>	<p>Studied Texts – Mother Nature Jasper’s Beanstalk The last wolf First Facts: Bugs (Non-Fiction)</p> <p>Skill Development Focussing on: *sequencing *Literary themes (big ideas) *Non-fiction *contents pages *indexes *non-fiction vocabulary *headings *Paragraphs *lists</p>	<p>Studied Texts – Where we live A day in the life of a builder (non-fiction) The house that once was A squash and a squeeze</p> <p>Skill Development Focussing on: *rhyme *word patterns *Non-fiction *contents pages *indexes *non-fiction vocabulary *headings *Paragraphs *lists</p>	<p>Studied Texts – Water, water everywhere! Tiddler Dougal’s deep sea diary The storm whale</p> <p>Skill Development Focussing on: *letter writing *diary writing (recounts) *rhyme *stories form other cultures</p>
Numeracy					
<p>Number: Place Value</p> <p>*Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. *Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. *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.</p>	<p>Number: Addition and Subtraction</p> <p>*Represent and use number bonds and related subtraction facts within 10 *Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. *Add and subtract one digit numbers to 10, including zero. *Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>Geometry: Shape</p> <p>*Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) *Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p>	<p>Number: Addition and Subtraction</p> <p>*Represent and use number bonds and related subtraction facts within 20 *Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. *Add and subtract one-digit and two-digit numbers to 20, including zero. *Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= \square - 9</p> <p>Place Value</p> <p>*Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. *Count, read and write numbers to 50 in numerals. *Given a number, identify one more or one less. *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 in multiples of twos, fives and tens.</p>	<p>Measurement: Length and Height</p> <p>*Measure and begin to record lengths and heights. *Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Measurement: Weight and Volume</p> <p>*Measure and begin to record mass/weight, capacity and volume. *Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p>	<p>Number: Multiplication and Division</p> <p>*Count in multiples of twos, fives and tens. *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</p> <p>Number: Fractions</p> <p>*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.</p> <p>Geometry: position and direction</p> <p>*Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>Number: Place Value</p> <p>*Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. *Count, read and write numbers to 100 in numerals. *Given a number, identify one more and one less. *Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p>Measurement: Money</p> <p>*Recognise and know the value of different denominations of coins and notes.</p> <p>Measurement: Time</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. *Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. *Compare, describe and solve practical problems for time *Measure and begin to record time</p>

Science					
<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions. <p>We will take a seasonal walk around the local area to observe the changes that happen to places we know.</p> <p><u>Animals: Including humans</u></p> <ul style="list-style-type: none"> *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>We do this by: Looking at baby photos; Observing and talk about changes; Naming and label body parts; Using our senses and which part of the body they are associated with; Looking at anatomically correct skeletons; Designing and evaluating healthy foods Learning about the impact of self0care and hygiene on our bodies</p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions. <p>We will take a seasonal walk around the local area to observe the changes that happen to places we know.</p> <p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> *distinguish between an object and the material from which it is made *identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties <p>We do this by: naming different materials; investigating the properties of different materials; testing materials for specific purposes: observing and recording what happens; answering questions</p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions. <p>We will take a seasonal walk around the local area to observe the changes that happen to places we know.</p> <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> *observe changes across the four seasons *observe and describe weather associated with the seasons and how day length varies. <p>We do this by: Making a class weather book and weather station; Observing and describing weather associated with the seasons and how day length varies; Gathering and recording data to help in answering questions; Watching the changes to plants we have been growing over time.</p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions. <p>We will take a seasonal walk around the local area to observe the changes that happen to places we know.</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> *identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * identify and describe the basic structure of a variety of common flowering plants, including trees. <p>We do this by: Planting seeds and observing them grow into seedlings and plants; Label the parts of trees and plants; Growing plants and seeds in different conditions – predict/investigate by testing Identifying a wide range of wild/garden plant and evergreen and deciduous trees. Watching the changes to plants we have been growing over time.</p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions. <p>We will take a seasonal walk around the local area to observe the changes that happen to places we know.</p> <p><u>Animals: Including humans</u></p> <ul style="list-style-type: none"> *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 *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>We do this by: Identifying common animals that live in different water-linked habitats; Looking for animals and mini-beasts in a range of habitats Comparing the structure of different water-linked animals Identifying and classifying – mammals/fish/amphibians/herbivores/carnivores.</p>	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> *asking simple questions and recognising that they can be answered in different ways *observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions *gathering and recording data to help in answering questions. <p>We will take a seasonal walk around the local area to observe the changes that happen to places we know.</p> <p>Consolidation of all science taught this year.</p> <p>Following and investigating children’s interests.</p>

Topic including Geography, History, Art & Design and Technology

<p>Learn about important people: Vincent Van Gogh; Evelyn Glenie; Louis Braille; History and significance linked with senses (Science) Black History Month: Mo Farah</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know where the people and events they study fit within a chronological framework (on-going timeline)</p> <p>Daily calendar and weather chart</p> <p>To use drawing, painting to develop and share their ideas, experiences and imagination.</p> <p>Learn about the work of a range of artists and making links to their own work (Vincent Van Gogh)</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape.(Self-portraits/portrait of a friend – painting)</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing.</p> <p>Select from and use a wide range of ingredients, according to their characteristics.</p> <p>Evaluate their ideas and products against design criteria - design and make a fruit salad.</p>	<p>Learning about traditional English Fairy tales</p> <p>Designing and building Rapunzel’s tower</p> <p>Building houses for Tom Thumb</p> <p>Testing which materials can be used for building structures</p> <p>Making fairy-tale puppets</p> <p>Looking at France and England for fairy tale origins</p> <p>Famous people: Tony Hart</p> <p>Design, make and evaluate claymation fairy-tale figures (for ICT)</p> <p>Testing a range of materials for Rapunzel’s hair and how it bears weight</p>	<p>Daily calendar and weather chart</p> <p>Neddy photos and postcards – a different country each week</p> <p>Consider the weather changes and how the day length varies</p> <p>Name and locate the four countries of the UK.</p> <p>Use simple compass directions (N,S,E,W)</p> <p>Look at map describe routes/features and locations of different places.</p> <p>Use geographical vocabulary</p> <p>Non-uniform red/white/blue Great British Tea Party day – music/food/invite a governor</p> <p>Weaving – making own tartan using paper.</p> <p>Creating – flags and bunting for Great British Tea Party</p> <p>Food hygiene – preparing for Great British Tea Party – sandwiches, union jack buns/ making shortbread/bara brith, etc.</p> <p>Discovering where our food comes from (national and international)</p>	<p>Daily calendar and weather chart</p> <p>Seed collages</p> <p>Observational art – painting and sketches of plants and flowers</p> <p>Look at and evaluate Andy Goldsworthy art</p> <p>Make our own nature art (large scale art)</p> <p>Make our own origami animals and mini-beasts</p> <p>Recycled materials landscape and animal modelling</p> <p>Shoe-box dioramas</p> <p>Environmental posters</p>	<p>Daily calendar and weather chart</p> <p>Bau-play – make a functional cog machine</p> <p>Small and large-scale construction using a variety of materials</p> <p>Making our own huts from natural materials (wood, straw, mud)</p> <p>Designing, making and evaluating our own furniture.</p>	<p>Learn about Grace Darling history and significance – link with Filey visit and seaside safety</p> <p>Daily calendar and weather chart</p> <p>Filey visit</p> <p>Look at geographical and physical features on maps and aerial photos of Filey</p> <p>Use geographical language to label key physical and human features of Filey</p> <p>Use simple compass directions (N,S,E,W)</p> <p>Look at map describe routes/features and locations of different places.</p> <p>Use geographical vocabulary to talk about Filey</p>
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Computing					
<p>Basic skills</p> <p>Learning to log on</p> <p>Navigating a computer's features</p> <p>Keyboard and mouse skills</p> <p><i>Online Safety is a continuous element of Computing and is taught both online and offline throughout the year.</i></p>	<p>Sequencing, computational thinking, directional language and problem solving.</p> <p>Creating and editing content</p> <p>*use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>*recognise common uses of information technology beyond school</p> <p>Use camera app for stop-motion animation project (fairy-tales)</p> <p>Record, store and retrieve animation stories</p> <p><i>Online Safety is a continuous element of Computing and is taught both online and offline throughout the year.</i></p>	<p>Control, directional language and programming.</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>*create and debug simple programs</p> <p>*use logical reasoning to predict the behaviour of simple programs</p> <p>Programmable toys (Bee Bots and car bots)</p> <p>Bee Bot app (iPads)</p> <p>Sequencing on maps – directional coding</p> <p><i>Online Safety is a continuous element of Computing and is taught both online and offline throughout the year.</i></p>	<p>Searching and web skills.</p> <p>*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>*use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Navigating websites</p> <p>Researching online</p> <p>Recording themselves on iPads</p> <p><i>Online Safety is a continuous element of Computing and is taught both online and offline throughout the year.</i></p>	<p>Coding</p> <p>*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>*use technology purposefully to create, organise, store, manipulate and retrieve digital content</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>*create and debug simple programs</p> <p>*use logical reasoning to predict the behaviour of simple programs</p> <p>Code Academy (Hour of Code)</p> <p><i>Online Safety is a continuous element of Computing and is taught both online and offline throughout the year.</i></p>	<p>Creating and editing content</p> <p>*use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Information writing about Filey</p> <p>Typing skills</p> <p>Saving & deleting</p> <p>Microsoft Word</p> <p><i>Online Safety is a continuous element of Computing and is taught both online and offline throughout the year.</i></p>
PSHE					
<p>New Beginnings</p> <p>To understand that a healthy lifestyle involves exercise, rest, healthy eating and looking after our teeth and bodies</p> <p>Learning the correct anatomical names of body parts including our private parts</p>	<p>Relationships</p> <p>Thinking about how people are different and similar and how we should respect one another</p>	<p>Going for Goals</p> <p>Thinking about how to play and work together and what to do if there are any disagreements</p>	<p>Good to be me</p> <p>To think about good and not so good feelings and words that they use to describe their feelings to others</p>	<p>Getting on and falling out</p> <p>To recognise how their behaviour affects others and that people's bodies and feelings can be hurt</p>	<p>Changes</p> <p>To look at the environment and discuss what harms and improves it.</p> <p>To recognise that money comes from different sources and can be spent and saved.</p>

PE					
<p>Multi skills</p> <p>*develop movement capabilities and fitness levels. Work on skills and techniques required to play a range of games, activities or sports. Look to build confidence and relationships (teams/groups).</p> <p>Moving safely and balancing</p> <p>*develop balance, agility and co-ordination,</p> <p>*perform dances using simple movement patterns.</p>	<p>Dance</p> <p>*provide opportunities for pupils to become physically confident in a way which supports their health and fitness.</p> <p>*developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>* perform dances using simple movement patterns.</p> <p>*Perform dances by keeping to a basic rhythm.</p>	<p>Gymnastics</p> <p>*exploring shapes/moving safely with changes of speed, levels and directions</p> <p>*Copy/create/link movements</p> <p>*Move apparatus safely</p> <p>*Recognise how their body changes with exercise</p> <p>*evaluate the performances of themselves and others</p> <p>*Traditional dancing from each country</p> <p>Football</p> <p>Aiming to develop ball mastery, the ability to use both feet to move the ball and pass. As well understanding the concepts of invasion/space recognition in tag/dribbling games.</p>	<p>Games</p> <p>*Sending and receiving ball skills</p> <p>*Travelling skills -Running (changing direction and speed), stopping, chasing, dodging, jumping, dribbling</p> <p>*Passing ball to partners hands or feet</p> <p>Basketball</p> <p>*develop travelling with a ball, moving and bouncing at the same time.</p> <p>*Improve coordination through dribbling games and develop space recognition.</p> <p>*Use passing activities to develop weight and distance when passing to partners or teammates.</p>	<p>Dance</p> <p>*pondlife poem, Music – Disney-April Showers, Song of spring – Michel Simone, Folk – Washday blues/Mrs Huddledee</p> <p>* develop response to music through dance, contrasts of speed, shape, direction and level.</p> <p>*develop control, co-ordination, balance poise, and elevation in travelling, jumping, turning stillness.</p> <p>*Evaluate and improve fitness.</p> <p>Quad kids</p> <p>*measuring and recording pupil’s times/distances in different athletic events.</p>	<p>Games (sports day preparation)</p> <p>*skipping, running races, obstacle races</p> <p>*explore skills, actions and ideas with increasing understanding</p> <p>* remember and repeat simple skills and actions with increasing control and coordination.</p> <p>*to recognise and describe how their bodies feel during different activities</p> <p>*travel with, send and receive a ball and other equipment in different ways</p> <p>OAA</p> <p>*outdoor activities that challenge the pupil’s body and mind. Grasp basic concepts of navigating to and from different points.</p>

RE					
<p>The impact of religion and belief on people’s lives and behaviour, recognising that there is diversity within and between religions and belief systems</p> <p>How and why Muslims celebrate Eid-ul-Adha.</p> <p>The meaning of sacrifice</p>	<p>How and why Christians celebrate Christmas</p> <p>The story of Rama and Sita</p> <p>How and why Hindus celebrate Divali</p>	<p>Learning the traditional story of the Chinese New Year</p> <p>Looking at kindness through stories in the Quran and the Bible.</p>	<p>The Easter story</p> <p>Why it is important to Christians and how they celebrate it</p>	<p>Look at the books that are important to Christians and Muslims</p> <p>Talk about how they are treated and respected</p> <p>Look at some stories from each</p>	<p>How and why Muslims celebrate Eid-ul-Fitr</p>

Music					
<p>Hey you!</p> <p><u>Ongoing focus</u></p> <p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Games - begin to internalise, understand, feel, know how the dimensions of music work together. Pulse, rhythm, pitch, tempo, dynamics. Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. Playing - start to play a classroom instrument in a group/band/ensemble. Improvisation - begin to explore and create your own responses, melodies and rhythms. Composition - begin to create your own responses, melodies and rhythms and record them in some way. Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together</p>	<p>Rhythm in the way we walk and The banana rap</p> <p><u>Ongoing focus</u></p> <p>Listen & Appraise (descriptions for all strands as above) Musical Activities: Games Singing Perform/Share</p>	<p>In the groove</p> <p><u>Ongoing focus</u></p> <p>Listen & Appraise (descriptions for all strands as above) Musical Activities Games Singing Playing Improvisation Composition</p>	<p>Round and round</p> <p><u>Ongoing focus</u></p> <p>Listen & Appraise (descriptions for all strands as above) Musical Activities Games Singing Playing Improvisation Composition</p>	<p>Your imagination</p> <p><u>Ongoing focus</u></p> <p>Listen & Appraise (descriptions for all strands as above) Musical Activities Games Singing Playing Improvisation Composition</p>	<p>Reflect, rewind and replay</p> <p><u>Ongoing focus</u></p> <p>Listen & Appraise (descriptions for all strands as above) Musical Activities Games Singing Playing Improvisation Composition</p>