

Long term plans:

Year A

	Autumn Term - Coaley and Beyond	Spring Term - Once Upon a Time	Summer Term - Victorious Victorians.
Key text(s)	<p>The Emperors Egg: Martin Jenkins Beegu: Alexis Deacon Bob, The Man on the Moon. Simon Bartram The Martian and the Supermarket: Penelope Lively Burglar Bill: Alan Ahlberg Wish You Were Here (poetry anthology) Colin Mcnaughton. One Day, So Many Ways: Laura Hall The Storm Whale, Grandma Bird Benji Davis The Martian and the Supermarket: Penelope Lively. Pumpkin Soup: Helen Cooper The Journey Home: Fran Preston Meerkat Mail: Gravett Lost and Found: Oliver Jeffers The Journey : Francesca Sanna</p>	<p>Kind Polly and the Wolf in Danger: Catherine Storr Making Pancakes Whilst my Mother was Out: Paddy Kinsale. Roald Dahl: Revolting Rhymes: Jack and the Beanstalk. Little Red Riding Hood, Cinderella. Silly Poems (Rosen) Wolves: Emily Gravett. Poetry: cautionary Tales/limericks: Hilaire Belloc, Spike Milligan, Toby and the Great Fire of London The True Story of the three little Pigs Gobbolino the Witches Cat Prince Cinders: Babette Cole Jim and The Beanstalk</p>	<p>Zog, Gruffalo, Room on the Broom: Julia Donaldson. The Tunnel: Anthony Browne Alice in Wonderland: Lewis Carroll Queen Victoria's Knickers: Jackie French. That Rabbit belongs to Emily Brown (and other stories): Cressida Cowell Gobbolino The Witches Cat: Ursula Williams. The Twin Giants: Dick King Smith. The Dragon Sitter: Josh Lacey The Selfish Giant: Oscar Wilde Leon and the Place between: Graham Barker Smith Grandad's Secret Giant: David Litchfield The smartest giant in town: Donaldson The Conquerors: David Mckee Tom's magnificent machines</p>
English	<p>Narrative: Stick Man, lost and found-losing, finding, journey tales. Meerkat mail, Instructions: Pumpkin Soup, recipe books, The Magic bed, John Burningham, Newspaper: Beegu Diary: Bob the Man on the Moon. Letter: Pumpkin Soup. Autobiography: Tim Peake, Neil Armstrong. Wanted poster: Burglar Bill Narrative: Literacy Shed short film Non-Chronological report: Penguins</p>	<p>Poetry: Edward Lear (owl and the Pussy Cat), The Land of the Bumble Boo (Milligan). Limericks (Belloc). Poetry: Revolting Rhymes Cinderella. Letter: Goldilocks Narrative: Innovation Recount: Mr Wolf's Pancakes, The True Story of the 3 little pigs. Instructions: Making Pancakes when my Mother was out-Paddy Kinsale. Diary: Toby and the Great Fire of London Narrative: Literacy Shed short film. Non-Chronological report- Wolves. Emily Gravett Reception: captions, story map - gingerbread man, goldilocks.</p>	<p>Poetry: The Magic Box, Kit Wright, The Witches Spell (Shakespeare). Poems to Perform (Donaldson). Acrostic (QVK). Narrative: Zog, The Tunnel, The Gruffalo Letter: That Rabbit Belongs to Emily Brown, John Patrick Norman Mchennessy -burningham Biography: George and the Dragon. Non- Chronological report: Castles Narrative: Literacy Shed short film. Instructions: Queen Victoria's Knickers Alice in Wonderland</p>
Science	<p>Animals, including humans: Y1: 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>	<p>Plants: Y1: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Y1: identify and describe the basic structure of a</p>	<p>Everyday materials: YR1: distinguish between an object and the material from which it is made identify and name a variety of everyday materials,</p>

	<p>Y2: notice that animals, including humans, have offspring which grow into adults.</p> <p>Living things and their habitats: YR2: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Working scientifically: -Ask simple questions and recognise that they can be answered in different ways. -observe closely using simple equipment</p> <p>EYFS: <i>make observations of animals and plants and explain why some things occur and talk about changes.</i></p>	<p>variety of common flowering plants, including trees. Y2: observe and describe how seeds and bulbs grow into mature plants. Y2: find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Seasonal changes: YR1:observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p> <p>Working scientifically: -perform simple tests - identify and classify</p> <p>EYFS: <i>make observations of animals and plants and explain why some things occur and talk about changes.</i></p>	<p>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. Uses of everyday materials: YR2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Working scientifically: Using observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p> <p>EYFS: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>
<p>History</p>	<p>The lives of significant individuals: The Wright Brothers significant historical events, people, and places in their own locality. Changes in flight timeline.</p> <p>Neil Armstrong (Tim Peake). the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements Elizabeth 1: How clothes have changed over time</p> <p>Events beyond living memory that are significant nationally or globally Great fire of London.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements Queen Victoria</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Victorian England - compare toys, buildings, Coaley church. Dr Barnardo School in my grandparent's day.</p>
<p>Geography</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Compare London and Coaley/Dursley. Countryside and City.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use simple fieldwork and observational skills to study</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - Brazil and rainforest.</p> <p>EYFS:People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families,</p>	<p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Devise a simple map; and use and construct basic symbols in a key- of school and village. Know own address. Use simple compass directions (North, South,East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>

	the geography of their school and its grounds and the key human and physical features of its surrounding environment	communities and traditions.	Use simple fieldwork and observational skills to study the geography of their village and the key human and physical features of its surrounding environment and the advantages and disadvantages of living there.
DT	<p>design and paper aeroplanes Design 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, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Make: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>make: use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.: A healthy alternative vegetarian meal for a hungry wolf.</p> <p>Explore and use mechanisms: Design, make and evaluate a castle with a draw bridge using a lever/ make a pulley to send food up to princess in a castle.</p>	<p>Make a pair of knickers for Queen Victoria! Design purposeful, functional, appealing products for themselves and other users based on design criteria, make using equipment and practical tasks, select materials and evaluate against design criteria.</p> <p>Evaluate explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>
Key piece of music/composer	Holst	Peter and the Wolf- Prokoviev	Old music hall
Music	instruments Harvest songs carols.	Play tuned and untuned instruments musically. Recognise and explore how sounds can be organised to create a beginning, middle and end.	Respond to starting points that have been given in a round. Use voices expressively and creatively by singing songs listen with concentration and understanding to a range of high quality live and recorded music
Key piece of art/artist	Andy Goldsworthy	Matisse colage	William Morris
Art and Design	still life, Icarus, Snail	Make sculptures and pictures using natural resources.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination: A

	<p>To use a range of materials creatively to design and make products: Use natural products to design and make collages and sculptures</p> <p>Colour mixing, primary and secondary.</p> <p>EYFS:Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>school playground scene.</p> <p>To learn about the work of a range of artists, describing the similarities and differences between different practices and disciplines and make links to their own work.</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space: Lines, colour mixing.</p>
<p>PE</p>	<p>Multiskills and Multisport: Football skills and games</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>Fundamentals: Understanding how to use equipment safely.</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending.</p>	<p>Dancing -plants and country dancing. perform dances using simple movement patterns:</p> <p>gymnastics: using equipment to jump from. Forward rolls, handstands. Crabs, travelling in different ways</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Happy Healthy Heart: Exercising safely</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Dodgeball: participate in team games, developing simple tactics for attacking and defending.</p>	<p>Principles of play: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>Athletics participate in team games, developing simple tactics for attacking and defending Running, jumping, throwing and catching in athletics activities. multisport</p>
<p>Computing</p>	<p>basic word processing skills, typing, saving. Take photos of local area - church, school, fields. Store in file: use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully.</p>	<p>Film peers acting out traditional tales: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Keep personal information private</p>	<p>Recognise the common uses of information technology beyond home. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use search engines to find out about Queen Victoria.</p> <p>Identify where to go for help if concerned about content or contact on internet.</p> <p>EYFS: Technology: children recognise that a range of technology is used in</p>

			<i>places such as homes and schools. They select and use technology for particular purposes.</i>
RE	Unit 1.2 Who do Christians say made the world? Unit 1.7 Who is Jewish and how do they live?	Unit 1.4 What is the good news Christians say Jesus brings? Unit 1.5 Why does Easter matter to Christians	Unit 1.10 What does it mean to belong to a faith community? Unit 1.2 Who do Christians say made the world?
PSHE	Health and Wellbeing: Healthy Lifestyles Eat well Our feelings Harold's wash and brush up Catch it! Bin it! Kill it! I can eat a rainbow Healthy me Super sleep Health and Wellbeing: Keeping Safe Harold loses Geoffrey Who can help? (1) Harold's school rules What could Harold do? Relationships: Feelings and Emotions Being a good friend Let's all be happy! Fun or not?	Relationships: Feelings and Emotions Thinking about feelings Harold has a bad day Who are our special people? Feelings and bodies Relationships: Valuing Difference It's not fair! Good friends Same or different? Living in the Wider World: Rules, Rights and Responsibilities Why we have classroom rules Taking care of something Our special people balloons Basic first aid Living in the Wider World: Caring for the Environment Around and about the school	Health and Wellbeing : Growing and Changing Harold learns to ride his bike Then and now Inside my wonderful body! Keeping privates private Taking care of a baby Relationships > Healthy Relationships Surprises and secrets Good or bad touches? Unkind, tease or bully? Who can help? (2) How are you listening? Pass on the praise! Sharing pictures
French	Say hello, good morning and good afternoon at register.	Say Je M'appelle..... And j'aians.	know colours
Cultural diversity/SMCS	S: Why do we celebrate harvest? M: should I listen to adults at school? S: Where do I belong? C: Children from a city school	S:How music helps people celebrate M: what do the school values mean to me? M: Am I fortunate-explore lives of those less fortunate. C: My local area.	S: Raise awareness for a charity M: Show kindness and stamp out unkindness at school S: explore a new activity C: understand how old people lived and compare with our lives.
Trips/visit to school	Local walk panto	minibeast hunt. Village walk.	Victorian museum

	Autumn Term - Marvellous Me and My Family!	Spring Term - A Bug's Life	Summer Term - Superheroes!
Key text(s)	<p>Knuffle Bunny: Mo Willems Not Now Bernard/Elmer stories: David Mckee Oscar Got the Blame Mog Stories, Judith Kerr Six Dinner Sid: Inga Moore Pumpkin Soup Helen Cooper Wanted The Perfect Pet: Fiona Robertson Peace at Last, 5 Minutes Peace, Whatever Next: Jill Murphy A Squash and a Squeeze.: Julia Donaldson Brother and Sister: Lewis Carroll I wonder Why...I Sleep Anna-Magdalena's Dark Secret: Kay Kinnear Peter Rabbit: Beatrix Potter The great pet sale: Mick Inkpen The Tiger who came to Tea: Judith Kerr Matilda's Cat, Dogs:Emily Gravett. Owl Babies: Martin Wadell</p>	<p>The Hungry Caterpillar Mixed up Chameleon, Very Busy Spider: Eric Carle. Old lady who swallowed a fly. Frog and Toad Together: Arnold Lobel. I Wonder Why - Caterpillars Eat so Much Sophie's Snail: Dick King Smith James and the Giant Peach: Roald Dahl Upon the Snail (Bunyan) The Caterpillar (Rossetti) Snail and the Whale: Donaldson The Bog Baby: Jeanne Willis Tad Benji Davis Diary of a Spider: Doreen Cronin The Whales's song - Dylan Shydon Aesop Fables: the ant and the grasshopper, The frog and the scorpion The crocodile who didn't like the water: gemma merino The Dinosaur's packed lunch:J Wilson/N sharatt</p>	<p>In the Beginning and Pandora's box: Geraldine McCaughrean The Crooked Little Finger: Philippa Pearce Poems to Perform The Magic Finger: Roald Dahl. Life and Times- Florence Nightingale The Owl Who was Afraid of the Dark: Jill Tomlinson. Detective Dog, Super Worm, Poems to Perform. (ed. Julia Donaldson Traction Man: Mini Grey Supertato: Sue Hendra Alexander and the horrible, no good very bad day: Judith Viorst Avocado Baby : John Burningham Elliot Midnight Superhero: Ann Cottringer Superhero ABC My Mum is Supermum; Angela Mcallister Superdad's day off: Philip Earle and Steve May</p>
English	<p>Instructions: The Perfect Pet. The perfect toy Autobiography: Six Dinner Sid Newspaper: Flat Stanley Narrative: Mog, Knuffle Bunny, Six Dinner Sid, Character description: Not Now Bernard. Oscar Got the Blame Diary: Oscar Got the Blame. Narrative: Literacy Shed short film. Poetry: Poems about family Ten Things Found in a Shipwrecked Bottle: Ian McMillan Non chronological report: Matilda's cat and Dogs: Emily Gravett. Poems about family</p>	<p>Diary: The Diary of a Spider Non-Chronological report: Butterflies, snails. Narrative: The Snail and the Whale, the ant and the grasshopper, The frog and the scorpion, Frog and Toad together, sophie's snail. Poetry: There was an old lady who swallowed a fly. Broccoli - Michael Rosen, the whales song Narrative: James and the Giant Peach, whale's song. The crocodile who didn't like the water. Letter: To the Mixed up Chameleon, Oi get off our train Newspaper: The Snail and the Whale, Storm Whale.</p>	<p>letter: The Lion inside/ The Loudest Roar Comic strips: Traction Man, Supertato Narrative: Superworm, Avocado baby, Alexander and the horrible, no-good very bad day. Non-Chronological Report: Based on Non-Fiction text - ten things to save my world: Melanie Walsh Poetry: Ten things found in a Wizard's Pocket: Ian McMillan to write about a superhero. Newspaper: The Magic Finger Instructions: How to be a superhero. Sophie's snail - snailery.</p>

<p>Science</p>	<p>Animals including humans:</p> <p>Y1: 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> <p>Y1: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Y1: identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Y1: describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Working scientifically: - identifying and classifying -Ask simple questions and recognise that they can be answered in different ways. -observe closely using simple equipment</p>	<p>Living things and their habitats:</p> <p>YR2: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Working scientifically: -perform simple tests - identify and classify -observe closely using simple equipment</p>	<p>Animals including humans:</p> <p>Y2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Y2: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Working scientifically: Using observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p> <p>EYFS: The world children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p>
<p>History</p>	<p>Significant historical events, people and places in their own locality.</p> <p>Guy Fawkes</p> <p>Remembrance Day (local soldiers)- Significant person: Walter Tull, William Tyndale, Guy Fawkes. comparing his life to ours and key facts.events beyond living memory that are significant nationally or globally the first aeroplane flight or events commemorated through festivals or anniversaries.</p>	<p>Significant historical person. the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Charles Darwin</p> <p>Mary Anning-link with science and things that are dead.</p>	<p>Changes within living memory and the lives of significant individuals: Mary Seacole and Florence Nightingale and hospitals in the past compared with today.</p>
<p>Geography</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Name and locate the world's seven continents and five oceans (snail and the whale, lost and found). name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Compare the seaside use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village,</p>

		<p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>EYFS: People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	factory, farm, house, office, port, harbour and shop.
DT	To design, make and evaluate a kite. Use technical knowledge to make improvements. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	design, make and evaluate a diorama of a food chain., using sliders.	EYFS: Technical knowledge Make a fast car for a superhero. build structures, exploring how they can be made.
Key piece of music/composer	Vivaldi-four seasons https://www.youtube.com/watch?v=GRxofEmo3HA	The Beatles - yellow submarine, link with habitat-sea life. "Flight of the Bumblebee" written by Nikolai Rimsky-Korsakov for his opera The Tale of Tsar Saltan, ... Composers: Nikolai Rimsky-Korsakov	superhero film tracks - Star Wars, superman
Music	Explore pitch, make a stringed instrument. Find out about a composer. Discuss how a piece of music makes you feel and what it represents. Play simple rhythmic patterns on an instrument. London's Burning Harvest songs Carols. use their voices expressively and creatively by singing songs and speaking chants and rhymes	link with history- what did my grandparents listen to? Sea shanties - pirate songs, sing in a round.	play tuned and untuned instruments musically: Perform simple patterns and accompaniments keeping to a steady pulse :experiment with, create, select and combine sounds using the inter-related dimensions of music
Key piece of art/artist	Monet	Charles Darwin - pictures of animals. Turner - oceans and waves.	Kandinsky

<p>Art and Design</p>	<p>Discuss and give an opinion about an artist. Discuss how artists have used colour, pattern and shape. Know how to use lines to create lines of different thickness for drawings. Choose and use three different grades of pencil when drawing. Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Turner: make ocean scenes using watercolours. Discuss and give an opinion about an artist. Discuss how artists have used colour, pattern and shape Drawings of animals and plants, using pencil for detail. EYFS: Being imaginative: Observational drawings of plants. children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Create colour designs using shape and using , paints to create secondary colours, shades and tints.. Comic strip animation: to use a range of materials creatively to design and make products. EYFS: Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>
<p>PE</p>	<p>Multiskills and Multisports master basic movements including spatial awareness, rolling, aiming, throwing, catching as well as develop balance. Fundamentals: Understanding how to use equipment safely. master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending Dancing: The Four Seasons, Vivaldi Plan and perform dances using simple movement patterns.</p>	<p>Dance: The Hungry caterpillar Plan and perform dances using simple movement patterns.:sequence of movements- Gymnastics: using equipment to jump from. Forward rolls, handstands. Crabs, travelling in different ways master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Happy Healthy Heart: Exercising safely master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Dodgeball: participate in team games, developing simple tactics for attacking and defending.</p>	<p>Dodgeball: participate in team games, developing simple tactics for attacking and defending. Athletics: participate in team games, developing simple tactics for attacking and defending Running, jumping, throwing and catching in athletics activities. multisport</p>
<p>Computing</p>	<p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.: SMARTIE the Penguin.</p>	<p>Create a powerpoint about Mary Anning: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. EYFS: Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Use technology safely and respectfully</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: BeeBots create and debug simple programs use logical reasoning to predict the behaviour of simple programs (link with Geography and compass directions). keeping personal information private; Technology: children recognise that a range of technology is used in</p>

			<i>places such as homes and schools. They select and use technology for particular purposes.</i>
RE	Unit 1.1 What do Christians believe God is like? Unit 1.3 Why does Christmas matter to Christians?	Unit 1.8 What makes some places sacred to believers? Unit 1.9 How should we care for others and the world and why does it matter?	Unit 1.6 Who is Muslim and how do they live?
PSHE	Health and Wellbeing: Healthy Lifestyles My day Harold's bathroom Harold's postcard - helping us to keep clean and healthy My body needs... What does my body do? Health and Wellbeing > Keeping Safe How safe would you feel? What should Harold say? Harold's picnic Respecting privacy Relationships: Feelings and Emotions How are you feeling today? How do we make others feel? My special people	Health and Wellbeing : Growing and Changing You can do it! Sam moves away Haven't you grown! My body, your body Relationships > Healthy Relationships Should I tell? Solve the problem A helping hand I don't like that! Bullying or teasing? Don't do that! Types of bullying Some secrets should never be kept Feeling safe Playing games	Relationships : Valuing Difference An act of kindness What makes us who we are? Living in the Wider World :Rules, Rights and Responsibilities Our ideal classroom (1) Our ideal classroom (2) When I feel like erupting When someone is feeling left out Getting on with others Basic first aid Living in the Wider World :Caring for the Environment How can we look after our environment? Living in the Wider World > Money Harold saves for something special Harold goes camping Living in the Wider World: Money Harold's money How should we look after our money?
French	count to 10	animals Say, read and understand aimer and animal names	food Say, read and understand je voudrais and café food names
Cultural diversity/SMCS	S: celebrating Christmas M:Good and bad in history S: school rules C: Explore Thanksgiving	S: Easter story M:respecting different beliefs S: Caring for the local environment-litter C: how people live on another continent	S:Find out about a family/friend M:Who does the most important job? S: Should we judge people because of the way they look? C:Right or wrong comparing cultural differences.
Trips/visit to school	local walk panto	Local library	Cam peak