

|         | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|---------|--|--|--|--|--|--|
| READING | <b>RWI Pink</b> <ul style="list-style-type: none"> <li>Review taught sounds set 1 and set 2</li> <li>Review blending</li> <li>Speedy green words</li> <li>Story green words</li> <li>Red words</li> <li>Comprehension</li> <li>Root words and suffixes</li> <li>Multi-syllabic words</li> <li>Nonsense words</li> </ul>  | <b>RWI Orange</b> <ul style="list-style-type: none"> <li>Review taught sounds</li> <li>Review blending</li> <li>Teach reading set 3 and additional sounds: <b>ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai</b>, (two new sounds each week)</li> <li>Speedy green words</li> <li>Story green words</li> <li>Red words</li> <li>Comprehension</li> <li>Root words and suffixes</li> <li>Multi-syllabic words</li> <li>Nonsense words</li> </ul> | <b>RWI Yellow</b> <ul style="list-style-type: none"> <li>Review taught sounds</li> <li>Review blending</li> <li>Teach reading set 3 and additional sounds: <b>oa, ew, ire, ear, ure, au, e-e, ue, ie, ph, wh, kn</b> (two new sounds each week)</li> <li>Speedy green words</li> <li>Story green words</li> <li>Red words</li> <li>Comprehension</li> <li>Root words and suffixes</li> <li>Multi-syllabic words</li> <li>Voice choice</li> <li>Nonsense words</li> </ul> | <b>RWI Yellow</b> <ul style="list-style-type: none"> <li>Review taught sounds</li> <li>Review blending</li> <li>Teach reading set 3 and additional sounds: <b>tious, tion, cious</b> (two new sounds each week)</li> <li>Speedy green words</li> <li>Story green words</li> <li>Red words</li> <li>Comprehension</li> <li>Root words and suffixes</li> <li>Multi-syllabic words</li> <li>Voice choice</li> <li>Nonsense words</li> </ul> | <b>RWI Blue</b> <ul style="list-style-type: none"> <li>Review taught sounds</li> <li>Review blending</li> <li>Speedy green words</li> <li>Story green words</li> <li>Red words</li> <li>Comprehension</li> <li>Root words and suffixes</li> <li>Multi-syllabic words</li> <li>Voice choice</li> <li>Fluency</li> <li>Nonsense words</li> </ul>   | <b>RWI Blue</b> <ul style="list-style-type: none"> <li>Review taught sounds</li> <li>Review blending</li> <li>Speedy green words</li> <li>Story green words</li> <li>Red words</li> <li>Comprehension</li> <li>Root words and suffixes</li> <li>Multi-syllabic words</li> <li>Voice choice</li> <li>Fluency</li> <li>Nonsense words</li> </ul> |
| WRITING | <p>Composing sentences orally</p> <p>Using simple sentence structures- writing 3 sentences minimum by Autumn 2</p> <p>e.g. character description, thought bubbles from the perspective of key characters, oral story retelling with the support of a story map followed by written retelling.</p> <p>Sentences to describe pictures, sentences to say what they might see or hear in a snowy forest.</p> | <p>Story writing with the support of planning grid-variation on We're Going on a Bear Hunt.</p> <p>Descriptions of characters in the Nativity. Speech bubbles to show what key characters may have said.</p> <p>Written reflection on their own role in the Nativity play.</p> <p>Written retelling of the Nativity story using a story map.</p>   | <p>Retelling key events in Traction Man including what TM is doing, what he is wearing, who is in what trouble and how they are saved.</p> <p>Sentence writing in speech bubbles to show what characters might be saying during a key event in the story.</p> <p>Easter recipe instruction writing</p>   | <p>Narrative Writing- Talk for Writing approach to scaffold stories</p> <p>Writing 5 sentences minimum at this point.</p> <p>Recount writing- trip to Milestones Museum.</p>   | <p>Punctuated sentences</p> <p>Conjunctions: and / because</p> <p>Predictions</p> <p>Descriptions</p> <p>Alternative endings</p> <p>Compare funny stories</p> <p>Review a funny story</p> <p>Plan a funny story</p> <p>Write a funny story</p> <p>Publish a story</p> <p>Poetry: rehearse and perform</p> <p>Poetry: Adjectives</p> <p>Poetry: Prefix un-</p> <p>Poetry: Question and answer format</p> <p>Poetry: composition</p> | <p>Features of instructional writing</p> <p>Instructional writing</p> <p>Writing about real experiences</p> <p>Free verse poetry</p> <p>Poetry Performances</p>  |
| GRAMMAR | <p>Suffixes -ed, -ing, -es, -ly</p> <p>Plurals -s</p> <p>Begin naming letters of the alphabet</p>  | <p>Revise A1 suffixes</p> <p>Naming letters of the alphabet</p>  | <p>Revise Autumn suffixes plus -est</p>  | <p>Revise Autumn suffixes plus</p> <p>Prefix un</p> <p>Suffixes -er</p> <p>Compound words</p> <p>Coordination (and)</p> <p>Exclamation marks</p> <p>Question marks</p>   | <p>Conjunctions</p>  | <p>Consolidating and embedding</p>   |

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| SPELLING     | CEWs - a, l, the, no, of, he, my, put, you, said, are, your, be, to, so, me, we, she, some, one   | CEWs – Revise all previously taught plus- was, do, they, here, by, is, his, has, today, go.  | /k/ followed by e, i, y<br>/c/ followed by a, o<br><br>CEWs - Revise all previously taught plus- where, there, were, come, <u>our</u><br><br>Days of the week | CEWs - Revise all previously taught plus- love, <u>friend</u> , <u>ask</u> , says   | CEWs – Revise all previously taught plus- school, once, house, <u>pull</u> , <u>full</u> , <u>push</u>          | Spelling rules – tch/ch (much, such)<br>Contractions - don't, CEWs                                   |
| HAND WRITING | <b>Handwriting RWI Stage 1a revision</b> <ul style="list-style-type: none"> <li>'Around' letters: c a o d g q</li> <li>'Down' letters: l t b p k h i j m n r u y</li> <li>'Curly' letters: e f s</li> <li>'Zig-zag' letters: v w z x.</li> </ul> <b>Handwriting RWI Stage 1b</b><br>Relative size of letters<br>Some small letters are called 'boat letters': a c e i m n o r s u v w x z.<br>Formation of capital letters as required for start of sentences | <b>Handwriting RWI Stage 1b</b><br>Relative size of letters <ul style="list-style-type: none"> <li>Some small letters are called 'boat letters': a c e i m n o r s u v w x z.</li> <li>Letters that are written below the line are called 'water letters': g j p q y.</li> </ul> Formation of capital letters as required for start of sentences | <b>Handwriting RWI Stage 2</b><br>Introduce the formation family: 6 sisters, 2 uncles and their 2 pets.<br><b>a,d,g,o,c,q,u,y,b,p</b>                         | <b>Handwriting RWI Stage 2</b><br>Introduce the formation family: 6 sisters, 2 uncles and their 2 pets.<br><b>a,d,g,o,c,q,u,y,b,p</b> | <b>Handwriting RWI Stage 2</b><br>6 sisters, 2 uncles and their 2 pets<br><b>a,d,g,o,c,q,u,y,b,p</b>            | <b>Handwriting RWI Stage 2</b><br>6 sisters, 2 uncles and their 2 pets<br><b>a,d,g,o,c,q,u,y,b,p</b> |
| MATHS        | Place Value (within 10)<br>Addition and Subtraction (within 10)<br>Shape (art link)   |  | Place Value (within 20)<br>Addition and Subtraction (within 20)<br>Place Value (within 50)<br>Length and height<br>Mass and Volume                            |   | Multiplication and Division<br>Fractions<br>Position and Direction<br>Place Value (within 100)<br>Money<br>Time |  |

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| SCIENCE             | <b>Animals, including humans</b><br>Names each sense<br>Identifies parts of the body associated with each sense<br>Identifies, names and draws the basic parts of the human body<br>Explores their environment using the senses<br>Identifies and names some common animals<br>Begins to name some animal groups, (mammals, reptiles, birds, fish, amphibians)<br>Begins to describe and compare the structure of common animals<br>Famous scientist - Charles Darwin (History link) |  | <b>Seasonal changes</b><br>Begins to link events, months with seasons (to include: deciduous trees, hibernating animals, birthdays, celebrations)<br>Identifies some common winter garden birds (RSPB Big Schools' Birdwatch – citizen science)<br>Identifies and names a few common birds that are carnivores, herbivores and omnivores   |  | <b>Plants</b><br>Identifies and describes the basic structure of a variety of common flowering plants, including trees.<br>Knows that flowering plants produce seeds<br>Considers the needs of a seed to germinate<br>Helps to nurture seedlings and plants  |  |
|                     | <b>Seasonal changes</b><br>Discusses change of day length Makes observations of deciduous and evergreen trees<br>Makes close observations of autumn leaves<br>Observes and comments on a class enquiry over time using leaves<br>Leaf observations<br>Makes observations and describes the weather during an autumn week   |  | <b>Everyday materials</b><br>Identifies and names a variety of everyday materials, including wood, plastic, glass, metal, water, and rock<br>Distinguishes between an object and the material from which it is made<br>Describes the simple physical properties of a variety of everyday materials<br>Compares and groups together a variety of everyday materials on the basis of their simple physical properties<br>Names materials used inside school and in the school grounds<br>Considers suitability of materials linked to their simple physical properties<br>Investigates materials by comparing and observing<br>Investigating materials<br>– observing which materials float and sink<br>-observing which materials are absorbent<br>Material hunt – identifying, classifying |  | <b>Animals, including humans</b><br>Consider where different animals live (school grounds, woods, ponds)<br>Identifies and names a variety of common animals including fish, amphibians, reptiles, birds and mammals (use of school pond)<br>Groups animals according to their diet  |  |
|                     | <b>Animals, including humans</b><br>Identifies and names a variety of common animals that are carnivores, herbivores and omnivores   |  | <b>Seasonal changes</b><br>Looks for evidence of spring growth<br>Makes observations and describes the weather during a winter week<br>Makes comparisons with the autumn and winter weather observations   |  | <b>Plants</b><br>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.<br>Uses leaf shape to help identify trees in school grounds<br>Identify and describe the basic structure of a variety of common flowering plants, including trees<br>Harvests potatoes. Identifies and names the parts of the plant<br>Plants class raised bed |  |
| RE                  | Christianity – Why do Christians call God 'creator'?   | Christianity – What is the 'Nativity' and why is it important to Christians?<br><br>Pause Day – Advent | Judaism – What is the Torah and why is it so important to Jewish families?   | Christianity – What do Christians learn from stories of Jesus?<br><br>Pause Day – Eucharist / Easter | Judaism – Why do Jewish families celebrate the gift of Shabbat?  | Thematic unit - Why should we look after our world?<br><br>Pause Day |
| DESIGN & TECHNOLOGY | Identify and make flaps and sliders<br><br>Design, make and evaluate Christmas card  |  | Use knowledge of leaver and sliders to create traction man with moving parts<br>Create sewing sampling, using a range of stiches, running, diagonal, cross   |  | Design, make and evaluate structure using construction kits, and link to den building in forest school.<br><br>Plan and create a potato salad using potatoes grown at school.  |  |

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| HISTORY   | <b>Looking at lives of significant individuals in the past who have contributed to national and international achievements</b><br>Charles Darwin as a significant individual from the past (Science link)<br>Events beyond living memory that are significant nationally or globally.<br><br>Soldier's pets in WW1 – true story of Winnie and remembrance<br>Guy Fawkes and The Houses of Parliament and Rosa Parks.  |                                    | <b>The lives of significant individuals in the past who have contributed to national and international achievements -</b><br>Ada Lovelace, Charles Macintosh<br><br>Introduce timeline and plot significant events/people<br><b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b><br>History of toys, exploring events, games and toys beyond and within living memory.<br>Explore how materials and development of technology over time have impacted change on toys and impact on individuals as a result. |                      | <b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</b><br>Changes within Bramley – railway, shops, housing<br>History of buildings. Link to village.<br>- railway<br>Bramley School – how did the school develop and grow? Bramley village – what changes have taken place within living memory? Changes in the village – use of photos as evidence source<br><br><b>Significant historical events, people and places in their own locality</b><br>Gertrude Jekyll, significant person – the artist gardener  |                         |
| GEOGRAPHY | <b>Geographical skills and fieldwork</b><br>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map (imaginary place); and use and construct basic symbols in a key (own symbols).<br><br><b>Locational knowledge</b><br>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas<br>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 |                                    | <b>Geographical skills and fieldwork</b><br>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key<br><br>Exploring simple maps with key- Use Road and Rail set to create a map with a simple key.   |                      | <b>Geographical skills and fieldwork</b><br>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map (link to maths)<br><br>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features within Bramley<br><br>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. -Village walk, using newly learnt vocabulary to discuss features.<br><br>Revise UK countries. Teach seas |                         |
|           | Use basic geographical vocabulary to refer to:<br>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop<br>Identify seasonal and daily weather patterns in the United Kingdom<br>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.                                  |                                    |  |                      |   |                         |
| COMPUTING | Taking photos and saving them – iPad<br>Unit 1.1<br>Online Safety & Exploring Purple Mash (PSHE link)<br>Unit 1.2<br>Grouping & Sorting (maths/science link)<br>Unit 1.3<br>Pictograms (maths/science link)   |                                    | Unit 1.4<br>Lego Builders (English link)<br><br>Safer Internet Day   |                      | Unit 1.7<br>Coding<br><br>Beebots<br><br>Unit 1.9<br>Technology outside school  |                         |
| MUSIC     | Charanga Unit<br>Hey You!   | Christmas Songs for<br>Performance | Charanga Units<br>In The Groove  | Get set: Superheroes | Get set: Fantasy and<br>adventure   | Get set: At the seaside |

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| ART & DESIGN | <p>Recognising and using primary colours – Learning and talking about Mondrian – shape, primary colours (maths link – shape)</p> <p>Using chalk pastels – exploring techniques</p> <p>Learning and talking about Kandinsky – shape and colours (maths link – shape)</p> <p>Painting - colour mixing- including knowing how to make secondary colours and beginning to use white and black to make lighter and darker colours.</p> <p>Colours in the environment. Link to poppies and Remembrance-using chalk pastels</p> <p>. Make links to their own work.</p> <p>Describe what they like and dislike including feelings about their own work and how they can develop it further.</p> <p>Exploring Christmas artists' representations of the Nativity</p> <p>Christmas cards – talking about art and images</p> <p>Creating using paper collage</p> |                        | <p>Painting – colour mixing to create a starburst for Traction Man silhouette .</p> <p>Name and use different types of paint and begin to explore their properties- including powder paints, watercolours and block paints.</p> <p>Creating background for slider – painting, collage (DT)</p> <p>Weaving using wool or paper.</p> <p>Da Vinci- drawings- looking at marks/sketching technique.</p> <p>Describe what they like and dislike including feelings about their own work and how they can develop it further.</p> <p>Drawing – lines and texture, mark making (link to science) – sketching – teddy bears Exploration (using drawing materials correctly and applying the appropriate pressure). Name different lines- types and direction. Begin to explore tone, patterns and texture in their drawings.</p> <p>Draw more accurate observations of people, events and objects).</p> <p>Using different media (pencils, chalk pastels, crayons, rubbers, charcoal).</p> <p>Describe what they like and dislike including feelings about their own work and how they can develop it further.</p> |  | <p>Who was Van Gogh? -looking at his art and discussing lines, texture.</p> <p>Portraits – people who live in different buildings (Mr Bowbrick – Bramley) including self-portraits.</p> <p>Looking at Giuseppe Arcimboldo- painting/printing using objects to create portraits.</p> <p>Butterfly symmetry pictures.</p> <p>Describe what they like and dislike including feelings about their own work and how they can develop it further.</p> <p>Colour wheel</p> <p>-hot, cool colours linked to Gertrude Jekyll the Artist Gardener.</p> <p>Begin to compare work to other pieces of art.</p> <p>Sculpture</p> <p>-paper -ways to create 3D shapes (folding, curling etc.)</p> |   |
| PSHE         | Being Me in My World  | Celebrating Difference | Dreams and Goals   | Healthy me                                 | Relationships  | Changing Me                                     |
| P.E.         | Sports Stars: Tag Rugby   | Sports Stars: Hockey   | Sports Stars: Gymnastics   | Sports Stars: Basketball<br>Get set: Dance | Sports Stars: Cricket<br>Get Set: Team building  | Sports Stars: Tri golf<br>Get Set: Target Games |