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| ***Narrative Writing*** | Narrative:* Stories with familiar settings- descriptive detail
* Traditional tales and fairytales including other cultures
* Stories with repeating patterns
* Stories based on a known structure
* Storyboards and maps
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| ***Non-Fiction Writing*** | * Labels, lists and captions
* Letter
* Recount- 1st person based on personal experience or class book
* Report
* Instructions
* Explanation
* Instructions (within another curriculum area)
 |
| ***Poetry*** | * Rhyme/ rhyming couplets
* Vocabulary building
* Structure
 |
| ***Immersion texts for writing***  | * Lost and Found- Oliver Jeffers
* Astro Girl- Ken Wilson-Max
* A Great Big Cuddle- Michael Rosen
* Zog – Julia Donaldson
* The Tiny Seed – Eric Carle
* Perfectly Norman – Tom Percival
 |
| ***Phonics***  | Phase 4 | Phase 3/5 | Phase 3/5 | Phase 3/5 | Phase 3/5  | Consolidation |
| ***Grammar*** | * Regular plural noun suffixes (-s or -es) .
* Suffixes added to verbs where no change is made to the root word (e.g. helping, helped, helper).
* How the prefix “un” changes the meaning of verbs and adjectives.
* How words combine to make sentences.
* Separation of words with spaces.
* Joining words and clauses using “and”.
* Sequencing sentences to form short narratives.
* Introduction to capital letters, full stops, question marks and exclamation marks.
* Use capital letters for proper nouns and the personal pronoun “I”.
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| *Class Readers related to topic work* | Julian is a MermaidThe WorrysaurusEat Up GemmaPerfectly NormanHave you Filled Your BucketBag Full of Worries Julia Donaldson – Zog, Zog and the Flying Doctors A Great Big Cuddle – Poems Major Glad and Major Dizzy   | Lost and FoundLila and the secret of rainA Great Big Cuddle – Poems Look UpRosie Reverie EngineerAida Twist scientistIggy Peck Architect Rumble in the JungleDig dig diggingThe Naughty busMrs Armitage on wheelsNobody owns the skyCommotion in the oceanOi series | The Tiny SeedA Great Big Cuddle – Poems The bad tempered ladybirdTree10 things I can do for my worldWhere does your food come from |
| **Mathematics** | *Skills as appropriate in:*Number & Place Value Addition & SubtractionMultiplication & DivisionFractionsMeasurementShapePosition**Maths In real life and a mathematician** **Place value – tens and ones**Examples – * Shopping using 10p and 1p coins
* Make packs of tens and ones of objects or food (like biscuits) to sell in class shop or use in class.

**Yes Programme link occupation** – **pilot** (number operators)**Mathematician –** ***Carol Voderman or Rachel Riley*** from Countdown. Contemporary modern female mathematicians who have helped make mental math calculations popular. Carol has helped to make math accessible to parents and children through her books and programmes.  |
| **Science** | **Animals Including Humans**I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.I can identify and name a variety of common animals that are carnivores, herbivores and omnivoresI can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | **Everyday Materials**I can distinguish between an object and the material from which it is made.I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.I can describe the simple physical properties of a variety of everyday materials.I can compare and group together a variety of everyday materials on the basis of their simple physical properties. | **Plants**I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.I can identify and describe the basic structure of a variety of common flowering plants, including trees. | **Seasonal Changes** I can observe changes across the four seasons.I can observe and describe weather associated with the seasons and how day length varies. |
|  | **A scientist Study -** Chris Packham-Animal Conservationist |

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| **History** | The content areas through which the skills are taught – Changes *(within living memory – where appropriate these should be used to reveal aspects of change in national life)*Significant historical people *(look at the lives of significant individuals in Britain’s past who have contributed to our nation’s achievements)*including Helen Sharman and Mae Carol Jemison (astronauts). |
| **Chronological Understanding**I can describe memories of key events in my life and changes that have occurred in my own lifeI can sequence events in my life and place them on a timeline I can sequence photographs etc. from different periods of my lifeI have an awareness of the past and can use words relating to the passing of time | **Range and Depth of Historical Knowledge** I can recognise the difference between past and present in my own and others’ lives I know and can recount episodes from stories about the pastI can recognise why people did things, why events happened and what happened as a resultI can describe significant people from the past | **Historical Enquiry**I can find answers to simple questions about the past from sources of information e.g. artefacts, E.g *What was life like for people? What happened? How long ago?* | **Organisation and Communication**I can communicate my knowledge through: DiscussionDrawing pictures Drama/role play Making modelsWriting Using ICTI can use words and phrases such as: *a long time ago, recently, when my parents were children, years, decades, centuries* | **Historical Periods**Events beyond living memory that are significant nationally and globally:*E.g Great fire of London, first* *aeroplane flight*The lives of significant individuals who contributed to national and international achievements. Helen Sharman and Mae JamisonSignificant historical events, people and places in their own locality |

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| **Geography** | The content areas through which the skills are taught –  |
| Weather and climate (explore weather and climate in the UK and around the world) | Around our school (fieldwork – our place in the UK – investigate countries, capital cities and seas of the UK) | Global sense: Australia and Antarctica (a study of significant places, features and environments) |
| Skills in Geography  |
| **Geographical Enquiry**I can ask and respond to simple questions e.g – where is it? What’s it like?I can use picture books ,pictures, stories, maps and the internet as sources of informationI can investigate my surroundingsI can make observations about where things are in my school and local areaI can make simple comparisons about different places | **Directions**I can follow directions (up, down, left, right, forward, backwards)Using Beebots (Geography or maths) | **Drawing Maps** I can draw picture maps from imaginary places and storiesI can draw a map of a real place known to me(e.g school, journey to school) | **Representation** I can use my own symbols on an imaginary map | **Scale/Distance**I can use relative vocabulary – bigger/smaller, like/dislike I can begin to recognise places e.g UK on a small scale and large scale map |
| **Perspective**I can draw around objects to make a plan | **Map Knowledge**I can name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.I can learn names of places within and around the UK – home town, cities, and countries.I can locate features on a UK map – London, River Thames, home location, seasI can find the UK on a world map or globeI can locate hot and cold places on a globe - the equator, north and south poles | **Style of Map**I can use Picture maps I can find land and sea on a globeI can use an infant atlas to locate placesI can use an aerial photograph to recognise landmarks – both human and physical features. | **Fieldwork****Around Our School**I can carry out a simple survey in my school or local areaI can ask a familiar person prepared questionsI can us a pro forma to collect simple data – e.g TallyI can use a camera in my fieldwork – around our school. | **Human & Physical Geography**I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the worldI can use basic Geographical vocab to refer to physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather I can use basic geographical vocabulary to refer to human features: city, town, village, factory, farm, house, office, harbour, port, shop |

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| **Computing** | **Computer Science**I can understand that computers and technology can be used to represent and model situations.I can explore outcomes when individual buttons are pressed on Beebots and combine these together to draw simple shapes or follow a route.I can begin to develop computational thinking by following instructions to move around a course and create a series of instructions for others to follow.I can begin to understand what an algorithm is.Cross curricular links and real life experiences: Children to use Beebots when learning about direction. This could be in geography directing the beebot around a map, or in maths in directing the beebot to create a 2D shape. | **Information Technology**I can enter information into a template to make a graph and pictogram (J2 data lessons 1&2)I can answer questions relating to a graph and pictogram.I recognise what an email address looks like.I can join in sending a class email in a controlled environment and reply.I can enter text using a keyboard (J2 write)I can record a sound and play it back (iPad JIT 5 on J2 launch)I can use the space bar, back space and return key.I can create an image relating to a topic covered in class and add a title (iPad Art Apps)I know how to use the simple functions of a tool bar.I can add images and clip art images.I can cut, copy and paste onto a document.I can capture and down load images from a camera/device.I can record a video and record people’s voices as a voice over.I can create a basic presentation. | **Using Technology**I can use the keyboard to write my name with a capital letter.I can use keyboard skills to type a simple user name a password into a given program.I know that there is a wide range of technology and I can name some equipment.I can use a range of different technology and talk about its use.I can safely use technology by opening and closing a piece of equipment safely.I can save work to a folder and retrieve work when needed.I can begin to understand how to edit and copy information using a variety of media. | **Digital Literacy and E-Safety**I know how to act if I find inappropriate content on line.I can understand that things sometimes happen on computers that are not my fault eg. pop-ups.I can follow the school safer internet rules.I can begin to evaluate websites and know that not everything on the internet is true.I can recognise that the majority of technology devices have access to the internet.I understand that some information is personal and should not be shared online.I am beginning to understand the term ‘web address’.I can email safely as a class. |

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| **Art** | **To Develop Ideas**I can respond to ideas and starting points.I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. | **Drawing**I can observe and draw shapes from observation and draw shapes in between objects. I can invent new shapesI can use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. I can control the marks I make with this mediaI can draw lines from observation. I can draw on different surfaces | **Painting**I can use a variety of tools including thick and thin brushes. I can layer and use mixed mediaI can work on different scalesI can mix and match colours to artefacts and objects. I can identify primary and secondary colours by name. I can mix primary colours to make secondary colours.  | **Collage**I can use a combination of materials inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. that are cut, torn and glued.I can fold, crumple, tear and overlapI can collect, sort and arrange materials according to colour, texture I can arrange and glue materials to different backgrounds | **Sculpture**I can explore shape and form to create in both 2D and 3DI can manipulate malleable material in a variety of ways, e.g. rolling, kneading and shaping. I can manipulate it for a purpose – E.g pots, tilesI can experiment with, construct and join recycled, natural and man-made materialsI can change the surface of a malleable material e.g build a separate textured tileI understand the safety and basic care of materials and tools |
| **Print**I can use a range of hard and soft objects to create simple mono prints (e.g. fruit, vegetables, corks or sponges).I can build a repeating pattern and recognise pattern in the environment. | **The Greats**I can describe the work of notable artists, artisans and designers | **Evaluating**I can review what I have done and say what I think and feel about it. I can Identify what I might change in my current work or develop in future work. | **Breadth of Study**I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. |  |
| Content /context (artists)**Matisse (Shape)** |

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| **DT** | **Developing, Planning and Communicating**Follow verbal instructions Explain what they are making and which materials they are using Name the tools they are using Describe what they need to do next Select materials from a limited range that will meet the design criteria Select and name the tools needed to work the materials Select appropriate technique explaining First……Next……Last…. Explore ideas by rearranging materials Model ideas with kits, reclaimed materials Select pictures to help develop ideas Use pictures and words to convey what they want to design and make Describe their models and drawings of ideas and intentions Use kits/reclaimed materials to develop an idea Use drawings to record ideas as they are developed Discuss their work as it progresses Add notes to drawings to help explanations | **Evaluating** Say what they like and do not like about items they have made and attempt to say why Talk about their designs as they develop and identify good and bad points Talk about changes made during the making process Discuss how closely their finished products meet their design criteria**Inventor/Creator**Jennie Maizels: British pop- up book creator (Sheet Materials) |
| **Sheet Materials** Fold, tear and cut paper and cardRoll paper to create tubes Cut along lines, straight and curved Curl paper Use hole punch Insert paper fasteners for card linkages Create hinges Use simple pop ups - Jennie Maizels British pop-up book creator.Investigate strengthening sheet materials Investigate joining’s temporary, fixed and moving | **Construction** Make vehicles with construction kits which contain free running wheels Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels Attach wheels to a chassis using an axle Join appropriately for different materials and situations e.g. glue, tape  | **Food**Develop a food vocabulary using taste, smell, texture and feel Group familiar food products e.g. fruit and vegetables Cut, peel, grate, chop a range of ingredients Work safely and hygienically Understand the need for a variety of foods in a diet Measure and weigh food items, non -statutory measures e.g. spoons, cups |

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| **RE** | We use the agreed Barnet Syllabus for Religious Education.  |
| **Celebration**To hear stories and learn about special occasions that are celebrated.To understand that religious believers celebrate important occasions with rituals and festivals.What events do we celebrate?What religious festivals are celebrated?Why and how do we celebrate religious festivals?What are similarities and differences between the celebrations of festivals? | **Special places in home and community**To understand:\*that we all have our own special places.\*that religious people have special places in the home and in the community where they worshipWhat makes a place special?What makes a place feel special?What are special places for religious people?What happens in places of worship?Visit to a ChurchSt John Church of England, Friern Barnet Rd, London N11 | **Stories and special books**To understand why books are special to pupils and others.To hear and/or read a variety stories about people, their words, beliefs and practices and realise why these are important.To understand why these writings are important and special to the various communities.To understand that there are similarities and differences both within and between religions on how the sacred texts are used to inform beliefs.What is their special book and why?What are holy books associated with different faiths?Why are they important to their communities and faith groups?What stories do they contain? |
| **PSHE & Citizenship** | **Awareness of feelings**Children will learn:\*how to recognise and name different feelings.\*a range of words to describe feelings.\*how to tell how people are feeling. | **Keeping well and clean**Children will learn:\*that things people put in their bodies can affect how they feel.\*why hygiene is important and how simple hygiene routines can stop germs from being passed on.\*how physical activity and healthy eating helps them to stay healthy.\*what they can do to take care of themselves on a daily basis eg. brushing hair and teeth, handwashing.\*who helps them to stay healthy eg. parent, dentist, doctor. | **Keeping safe**Children will learn:\*that household products including medicines can be harmful if not used properly.\*how medicines can help people stay healthy and that some people need to take medicine every day to stay healthy.\*some basic rules to keep safe online | **All about me**Children will learn:\*what they ;like/dislike and are good at.What makes them special and that everyone has different strengths.How their personal features or qualities are unique to them.\*how they are similar or different to others and what they have in common. | **My friendships**Children will learn:\*about what makes a good friend.\*about different types of friends including grown-ups.\*simple strategies to resolve conflict between friends.\*that hurtful behaviour is not acceptable and how to report bullying.\*the difference between secrets and surprises.\*the importance of not keeping adult secrets, only surprises.\*respecting others privacy.\*what privacy means and the importance of  | **My family**Children will learn:\*to explore different kinds of families.\*to identify who can help when families make us feel unhappy or unsafe.Different types of familiesList of books on road map |
| **Loosing and finding**Children will learn:\*about what happens when things get lost or change. | **Being different**Children will learn:\*more about other people’s opinions and views.\*about the different groups they belong to. | **The environment**Children will learn:\*what can harm the local and global environment; how they and others can help care for it. | **Looking after myself**Children will learn:\*more about road safety and who helps us keep safe. | **Money** Children will learn:\* about what money is and where it comes from.\*about the cost of everyday items\*that I can keep money in different places and that some places are safer than others. |  |
| **PHSE Books that represent our different family types:**Daddy, Papa & me (Leslea Newman) – Families with two dadsWhat Type of Family are we? (Lizzy Seaton) – Different familiesPink is for Boys (Robb Pearlman) – Gender stereotypesIt’s Okay to be Different (Sharon Purtil) – Being differentMum and Dad Glue (Kes Gray) – Families where parents are separatedThe Great Big Book of Families (Mary Hoffman & Ros Asuith) – Different familiesAll Are Welcome (Alexandra Penfold) – Being differentTwo Dads (Carolyn Robertson) – Families with two dadsWhat Type of Family are We? (Lizy Seaton) – Different families |

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| **PE** | **Gymnastics – Travelling**I can perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required.I can manage the space safely, showing good awareness of others, mats and apparatus.I can link and repeat basic gymnastic actions.I can perform movement phrases with control and accuracy.Iknow when my body is active and I can talk about the difference between tension and relaxation.I can carry and place appropriate apparatus safely, with guidance.I can copy a partner's sequence of movement. I can watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language.**Games – Large Balls** I can move fluently, changing direction and speed easily and avoiding collisionsI can show the basic actions for rolling, underarm throwing, striking a ball and kicking etcI understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming.I can use skills in different ways, and try to win by changing the way I use skills in response to my opponent's actions.I can describe what it feels like when I breathe faster during exercise and sustained physical activity.I can explain why running and playing games is good for me. I can watch others' movements carefully and can describe what I have done or seen others doing.I can copy what I see and say why it is good. | **Dance** I can respond to different stimuli with a range of actions. I can copy simple movement patterns from each other including the teacher and explore the movement. I can choose movements to make into my own phrases (motifs) with beginnings, middles and ends. I can practise and repeat their movement phrases (motifs) and perform them in a controlled way. I know where my heart is and understand why it beats faster when exercising.I can use simple dance vocabulary to describe movement. I can talk about dance, linking movement to moods, ideas and feelings.**Games – Throwing, Catching and Aiming** I can move fluently, changing direction and speed easily and avoiding collisionsI can show the basic actions for rolling, underarm throwing, striking a ball and kicking etcI understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming.I can use skills in different ways, and try to win by changing the way I use skills in response to my opponent's actions.I can describe what it feels like when I breathe faster during exercise and sustained physical activity.I can explain why running and playing games is good for me. I can watch others' movements carefully and can describe what I have done or seen others doing.I can copy what I see and say why it is good. | **Dance** I can respond to different stimuli with a range of actions. I can copy simple movement patterns from each other including the teacher and explore the movement. 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I can watch others' movements carefully and can describe what I have done or seen others doing.I can copy what I see and say why it is good. | **Gymnastics – Stretch and Curl** I can perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required.I can manage the space safely, showing good awareness of others, mats and apparatus.I can link and repeat basic gymnastic actions.I can perform movement phrases with control and accuracy.Iknow when my body is active and I can talk about the difference between tension and relaxation.I can carry and place appropriate apparatus safely, with guidance.I can copy a partner's sequence of movement. I can watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language.**Games – Skipping Skills and Healthy Activity Circuits** I can move fluently, changing direction and speed easily and avoiding collisionsI can show the basic actions for rolling, underarm throwing, striking a ball and kicking etcI understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming.I can use skills in different ways, and try to win by changing the way I use skills in response to my opponent's actions.I can describe what it feels like when I breathe faster during exercise and sustained physical activity.I can explain why running and playing games is good for me. I can watch others' movements carefully and can describe what I have done or seen others doing.I can copy what I see and say why it is good. | **Gymnastics – Travel with Weight on Different Body Parts**I can perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required.I can manage the space safely, showing good awareness of others, mats and apparatus.I can link and repeat basic gymnastic actions.I can perform movement phrases with control and accuracy.Iknow when my body is active and I can talk about the difference between tension and relaxation.I can carry and place appropriate apparatus safely, with guidance.I can copy a partner's sequence of movement. I can watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language.**Athletics**I can demonstrate the five basic jumps on their own, e.g. – a series of hops, and in combination, e.g. hop, one-two, two-two, showing control at take-off and landing.I can run continuously for about one minute and when required, show the difference between running at speed and jogging.I can throw with increasing accuracy and coordination into targets set at different distances.I can demonstrate a range of throwing actions using a variety of games equipment.I can use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.I can describe what happens to my heart, breathing and temperature during different types of athletic activity. I can identify and describe different running, jumping and throwing actions. | **Dance** **Games – Medium and Large Ball Skills** I can respond to different stimuli with a range of actions. I can copy simple movement patterns from each other including the teacher and explore the movement. I can choose movements to make into my own phrases (motifs) with beginnings, middles and ends. I can practise and repeat their movement phrases (motifs) and perform them in a controlled way. I know where my heart is and understand why it beats faster when exercising.I can use simple dance vocabulary to describe movement. 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|  | **Extra PE Offer – Forest School** |
| **TRIPS/****CURRIC DAYS** | Curriculum Day – PSHE what I want to be when I grow up | Curriculum Day – DT making a wheeled vehicle.Church Visit – JanuaryGolders Hill Park - Spring | Forest SchoolGeography – walk around the local area |