

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
We are Writers	<p>Text</p> <p>Emily Brown and the Thing.</p> <p>Ignition</p> <p>Going to the forest and making nature potions.</p> <p>Making puppets of Stanley.</p> <p>Fiction outcome</p> <p>Simple innovated narrative</p> <p>Non Fiction outcome</p> <p>Non chronological report on polar bears</p> <p>Incidental writing opportunities</p> <p>Character and setting descriptions. Instructions for making a potion for The Thing</p>	<p>Text</p> <p>Katie in London</p> <p>Ignition</p> <p>Large lion collage made of pictures of London landmarks</p> <p>Fiction outcome</p> <p>Adding scenes to the story. Where else could the characters visit in London? What would they see/do there?</p> <p>Non-Fiction outcome</p> <p>Instructions. How to be a good Lion tour guide.</p> <p>Incidental writing opportunities</p> <p>Descriptions, diary entries, fact files about London landmarks</p>	<p>Text</p> <p>Tell me a dragon</p> <p>Ignition</p> <p>Decorate pebbles as dragon eggs. Make a dragon by choosing from an assortment of given elements e.g. wings, tail, face</p> <p>Fiction outcome</p> <p>Recount from perspective of dragonologist.</p> <p>Non-fiction outcome</p> <p>Fact files on dragons</p> <p>Incidental writing opportunities</p> <p>Poetry, descriptions, diary entries, instructions</p>	<p>Text</p> <p>The Adventures of the Egg Box Dragon.</p> <p>Ignition</p> <p>Making egg box dragons</p> <p>Fiction outcome</p> <p>Narrative – Changed story.</p> <p>Non- fiction outcome</p> <p>Formal letter</p> <p>Incidental writing opportunities</p> <p>description, conversations using speech marks, short news reports</p>	<p>Text</p> <p>Grace and Family</p> <p>Ignition</p> <p>Family button art</p> <p>Fiction outcome</p> <p>Narrative-missing scene short story</p> <p>Non-Fiction outcome</p> <p>Recount (recount a real experience)</p> <p>Incidental writing opportunities</p> <p>Post card home, contrasting diaries about meeting family and crocodile visit,</p>	<p>Text</p> <p>George’s marvellous medicine</p> <p>Ignition</p> <p>Medicine making</p> <p>Fiction outcome</p> <p>Narrative – alternative ending</p> <p>Non fiction outcome</p> <p>Persuasive letter</p> <p>Incidental writing opportunities</p> <p>Character descriptions, writing in role, conversations, diaries, instructions</p>

					description of the market	
We are Readers: End of day reads	The Hodgeheg by Dick King-Smith		Term 3: The Princess and The White Bear King Term 4: Anna Hibiscus	Fantastic Mr Fox by Roald Dahl		
Vocabulary	How many ways can you walk? How does a poet make us laugh? How do you eat your food? What happened in the fairy tale?		How can we use descriptive words in rhyme? What is the weasel after? Poetry. Which habitat? Can you describe the landscape?	How do we grow tomato plants? What is he doing in the garden? Will you listen to our song about the great fire? What is the myth about Demeter and Persephone?		
Phonics / Spelling with Unlocking letters and sounds and no nonsense spelling	<p>Phase 5 revisit</p> <p>Phase 5a) (spelling recap) Phase 5b) (mastery) Spellings: alternative graphemes oi/oy, ow/ou, ur/er, er/ir, or/aw/au, ai/ay/a-e ee/ea/e-e/ey, igh/ie/i-e, oa/oe/o-e, oo/ew/ue/u-e(oo), ew/ue/u-e(you)</p> <p>Reading alternative graphemes a, e, i o, u, ow, ie ea, ou, y, ch y, ch, c, g, ey</p> <p>CEW (revisit read) All common exception words</p>	<p>Phase 5c) (mastery) Alternative spellings /ch/, /j/, /m/, /n/, /r/, /s/, /z/, /u/, /ee/, /i/, /ear/, /ar/, /air/, /or/, /ur/, /oo/, /ai/, /ee/, /igh/, /oa/, /y)oo/, /oo/, /sh/,</p> <p>CEW (revisit read) All common exception word</p>	<p>No Nonsense Spelling</p> <p>o-e pronunciation adding -ing and -ed</p> <p>sh alternatives (sh, ch, s)</p> <p>homophones (eyes, hour)</p> <p>homophones to/two/too</p> <p>short oo alternatives (oo, u, oul)</p> <p>j alternatives (j, g, ge, dge)</p> <p>s alternatives (s, ss, se, c, ce)</p> <p>homophones: sun/son, hear/here, one/won</p> <p>ear alternatives (ear, eer, ere)</p> <p>n alternatives n, nn, kn, gn</p>	<p>No Nonsense Spelling</p> <p>/aɪ/sound spelt 'y'</p> <p>Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>)</p> <p>/l/ or /əl/ sound spelt '-le' at the end of words and following a consonant</p> <p>Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it</p> <p>Adding the ending 'y' to words ending in 'e' with a consonant before it</p> <p>/i:/ sound spelt 'ey'</p> <p>Near homophones (<i>quite/quiet</i>)</p> <p>/r/ sound spelt 'wr' Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after</p>	<p>No Nonsense Spelling</p> <p>/ɒ/ spelt 'a' after 'w' and 'qu'</p> <p>/ʒ/ spelt 's', segmentation and syllable clapping</p> <p>Homophones (<i>new/knew</i>)</p> <p>Homophones (<i>there, their, they're</i>)</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>The possessive apostrophe (singular nouns)</p> <p>Adding suffixes '-ful', '-less' and '-ly'</p> <p>Words ending '-tion'</p>	<p>No Nonsense Spelling</p> <p>The /l/ or /əl/ sound spelt '-el' at the end of words</p> <p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'</p> <p>The /ɔ:/sound spelt 'a' before 'l' and 'll'</p> <p>The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>Suffixes '-ment' and '-ness'</p> <p>The /ɜ:/ sound spelt 'or' after 'w'</p> <p>The /l/ or /əl/ sound spelt '-al' at the end of words</p>

				a single vowel		
We are Mathematicians	Place Value Addition and Subtraction	Addition and subtraction Money Multiplication and Division	Multiplication and Division Statistics Properties of shape	Fractions Continued strategies for number Measurement: time	Geometry: position and direction Measurement: length, height and capacity	Measurement: mass, capacity and temperature
Numbersense	Subitising 1-10 Partitioning One more, one less Fact families Five and a bit Know about zero Doubles and near doubles Number neighbours 7 tree and 9 square Strategy selection	Make ten and then. Subtraction and addition	Doubles and near doubles Adjusting	Strategy selection Calculating with multiples of 10 Two digit numbers – calculating with ones and tens	Make the next ten and then. Revision to support end of KS1 assessments.	Gap teaching and consolidation.
We are Scientist See CLF Curriculum	The Earth and Its place in the solar system	Matter and properties of solid, liquid and gas.	Electricity	Living things and their habitats	The human body and systems	The human body and health
We are Geographers See CLF Curriculum		Locational knowledge of England and of the World Skills: -simple compass directions - use atlases -World maps, atlases and globes - Devise a simple map Focus on regional rivers		Changing environments and habitat destruction Skills: Fieldwork Comparing data and records over time. Gathering data Measuring impact		Comparison Study (South West England and Guizho, South-West China) Skills: use world maps, atlases and globes Simple compass directions use aerial photographs devise a simple map with keys

<p>We are Historians</p> <p>See CLF Curriculum</p>	<p>Beyond Living Memory (Era study) – Victorian</p> <p>Chronology, Queen Victoria, empire, local history, industrial revolution, Brunel.</p>		<p>Changes globally in the Victorian Empire</p> <p>Slave trade abolition, empire, scramble for Africa, American revolution, Crimean war (Nightingale and Seacole)</p>		<p>The Restoration</p> <p>Charles I and II. Monarchy. Continuity and change. Great fire of London and Samuel Pepys. Transatlantic trade.</p>	
<p>MFL</p>	<p>Greetings and feelings Classroom instructions</p>	<p>Recap numbers to 10 Dyas of the week Months of the year Asking and answering age and birthday.</p>	<p>Naming clothes, describing colours and size.</p>	<p>Cultural awareness. Mapping, cities, landmarks and flag.</p>	<p>Pet names and colours.</p>	<p>Asking and answering questions about where we live.</p>
<p>We are Artists and designers</p>	<p>Drawing</p>	<p>Textiles – weaving and sewing. Designing and creating a square to up scale onto a class blanket.</p>	<p>Printing</p>	<p>Painting</p>	<p>Design – making a moving toy with mechanisms.</p>	<p>Collage</p>
<p>We are Musicians</p>	<p>Music day focus: The musical elements</p>	<p>Music day focus: Composition</p>	<p>Music day focus: Notation</p>	<p>Music day focus: Performing</p>	<p>Music day focus: Performing</p>	
<p>We are Philosophers/RE</p> <p>-</p>	<p>RE day focus: Special books and people Judaism: Torah. Laws and teaching. How important is it to Jewish people to do what God asks?</p>	<p>RE day focus: Celebrations and festivals Christianity: The Christmas Story. Judaism: Passover, Kashrut Humanism: How to Humanist mark milestones in life?</p>	<p>RE day focus: Creation Christianity and Judaism: Bible and Torah creation stories. How do they affect our view of the world? Why is our world special?</p>	<p>RE day focus: Incarnation and resurrection Christianity: Easter story. How important is the resurrection to Christians.</p>	<p>RE day focus: Morals and ethics, laws and beliefs Christianity: What did Jesus teach us? Kindness and impact on other people. Islam:</p>	<p>RE day focus: Pilgrimage and journeys Islam: Mosque. Does it give Muslims a sense of belonging Hajj, Mecca – does competing Hajj make a person a better Muslim?</p>

					Does praying help a Muslim in every day life? How?	Judaism: Bat Mitzvah/Synagogue. What is the best way to show commitment to God?
We are Athletes	Real PE Unit 1: Personal Rackets bats and balls	Real PE Unit 2: Social Dance – water	Real PE Unit 3: Cognitive Gymnastics – Linking	Real PE Unit 4: Creative Games – Handling	Real PE Unit 5: Physical Games – football and footwork	Real PE Unit 6: Fitness Games – team games
Jigsaw	Jigsaw: Being me	Jigsaw: Celebrating Difference	Jigsaw: Dream and Goals	Jigsaw: Relationships	Jigsaw: Changing Me	Jigsaw: Healthy Me
FVC 2022-23 Year A	Learning behaviour: Aspiration/Motivation Year B Value: Friendship Year A Value: Respect How can you respect yourself? No outsiders book: The big book of families Attendance board / safeguarding board / pantosaurus /acceptable use policy	Learning behaviour: Collaboration Year B Value: Fairness/Justice Year A Value: Thankfulness What have others done in my life that I am thankful for? Do I always show this? No outsiders book: The first Slodge Attendance board / safeguarding board/visitor rules	Learning behaviour: Self-evaluation Year B Value: Contribution Year A Value: Truth and Honesty What kind of problems does dishonesty cause? No outsiders book: What the jackdaw saw Attendance board / safeguarding board/visitor rules	Learning behaviour: Resilience Year B Value: Loyalty Year A Value: Responsibility Why is it important to be show responsibility for poor choices? No outsiders book: Just because Attendance board / safeguarding board/visitor rules	Learning behaviour: Focus Year B Value: Courage Year A Value: Kindness How does being kind to others help you as a person? No outsiders book: Blown away Attendance board / safeguarding board/visitor rules	Learning behaviour: Curiosity Year B Value: Forgiveness Year A Value: Humility Why is it sometimes hard to show humility? No outsiders book: The odd egg Attendance board / safeguarding board/visitor rules
Computing	Computer science Programme floor robots with algorithms.	Information technology – Word processing	Computational thinking – Knowing and exploring algorithms	Information technology - Animation	Computer programming Creating and editing music	Computational thinking – Knowing and exploring algorithms