

Starting with me.....

Cycle 1	Autumn			Summer		
	1	2	3	4	5	6
	Who Am I?	What's over there?	How do I get there?	Who lives there?	Let's look closely at that	Let's go further
Topic	Ourselves	Around the World	Travel and Space	Castles	Mini-Beasts	The Beach
Maths	<p>EYFS Developing number sense</p> <p>Y1 curriculum Place value within 10. Addition and subtraction within 10.</p> <p>Y2 curriculum Place value within 100. Addition and subtraction within 20.</p>	<p>EYFS Developing number sense Measures - length</p> <p>Y1 curriculum Addition and subtraction within 10. Number and place value within 20. Measurement - length and height.</p> <p>Y2 curriculum Addition and subtraction within 100. Measurement - length, height and temperature.</p>	<p>EYFS Developing number sense</p> <p>Y1 curriculum Addition and subtraction within 20. Place value within 50.</p> <p>Y2 curriculum Addition and subtraction within 100.</p>	<p>EYFS Developing number sense Measures - capacity</p> <p>Y1 curriculum Multiplication and division. Measurement - mass and capacity. Statistics.</p> <p>Y2 curriculum Multiplication and division. Measurement - mass and capacity.</p>	<p>EYFS Developing number sense Position</p> <p>Y1 curriculum Multiplication and division. Fractions. Geometry - position and direction.</p> <p>Y2 curriculum Multiplication and division. Fractions. Geometry - position and direction.</p>	<p>EYFS Developing number sense Measures - time</p> <p>Y1 curriculum Place value within 100. Measurement - money and time.</p> <p>Y2 curriculum Place value within 100. Measurement - money and time.</p>
Literacy	Write to inform	Write to entertain	Write to inform	Write to entertain	Write to inform	Write to persuade
SPaG	<p>The alphabet Capital letters and full stops High frequency words</p> <p>Nouns</p>	<p>Verbs Adjectives Suffix- <u>ed</u> High frequency words use of tenses</p> <p>Correct</p>	<p>Adjectives, extending vocabulary: homophones, similies etc Suffix - <u>er</u> High frequency words Co-ordination - or/and/but Plurals - s/es</p>	<p>Rhyming words, word families and simple letter patterns. High frequency words Sentences of different forms: statement, question, exclamation and command</p>	<p>Extending sentences using connectives and WOW words. High frequency words Suffixes - <u>ing + est</u> Subordination - when/if/that/because</p>	<p>Punctuation(write questions to the artist with correct punctuation). Correct use of tenses. Prefixes - <u>un</u> High frequency words</p>
Science	<p>Humans. Focus = parts of the human body and senses. Seasonal changes: Autumn</p>	<p>Scientists and Inventors Seasonal changes: Winter</p>	<p>Let's investigate Scientific skills focus e.g. forces, electricity, space</p>	<p>Materials Seasonal changes: Spring</p>	<p>Habitats</p>	<p>Plants Seasonal changes: Summer</p>
ICT	<p>What is a computer? • Everyday Technology • What is the Internet Communication: data • Sorting • Pictograms and charts</p>	<p>What is a computer? • Key skills Communication: multimedia • Films and videos</p>	<p>Communication: multimedia • Digital art • Sound and music • Animation Programming & Algorithms • Bee-bot mat with travelling around space.</p>	<p>Communication: multimedia • ebooks • Posters and presentations Programming & Algorithms • Sorting algorithms - materials • Algorithm launching trebuchet/building simple castle • Bee-bot mat with castles/ dragons</p>	<p>Communication: multimedia • Posters and presentations Communication: data • Branching database and identify minibeasts • Pictogram of minibeasts found in outdoor space</p>	<p>Communication: multimedia • Digital art • Photographs Communication: data • Counting/ sorting sea life • Branching database Programming & Algorithms • Sequencing instructions & algorithms</p>
PSHE	<p>Healthy Lifestyles Self-awareness</p>	<p>The world I live in Self care, support and safety: keeping safe Life skills: road safety week & wrapping a present</p>	<p>The world I live in Self-care, support and safety: keeping safe Life skills: road safety</p>	<p>Self-awareness: Taking turns</p>	<p>The world I live in: Rules</p>	<p>The world I live in: Money (Life skills)</p>
History	<p>Past and present in relation to self. Basic geographical vocabulary for known places.</p>	<p>Geography focus.</p>	<p>Geography Focus</p>	<p>Famous people and places in the local area - Sir. Tim Berners Lee, Hampton Court Palace, Henry VIII</p>	<p>History of Dinosaurs</p>	<p>The Beach - changes within living memory, past and present beach scenes and activities.</p>
Geography	<p>History focus</p>	<p>Use atlases and globes to find countries, name and locate the world's 7 continents and 5 oceans.</p>	<p>Use google earth, maps, globes to find airports, stations, roads, harbours etc. using atlases, globes, images & Google Earth to find countries, name and locate the worlds 7 continents & 5 Oceans.</p>	<p>History Focus</p>	<p>History focus</p>	<p>Place Knowledge: Here and There - trip to West Wittering Beach. Place knowledge [] understand geographical similarities and differences through studying the human and physical geography Geographical vocabulary: beach, cliff, coast, sea, ocean. Changes in the seaside past v present.</p>
RE	<p>Learning about religion and belief in our community <u>Harvest, sukkot,</u></p>	<p>Festivals of Light - including Christmas and Diwali, <u>Remembrance Day, Hanukah</u></p>	<p>Key features of christianity, Chinese New Year</p>	<p>Easter, Holi and Passover</p>	<p>Learning about other religions - Hinduism</p>	<p>Baisaki- sikh, Eid, World Humanist Day</p>
Music	<p>Recognise sounds in the environment. Dynamics - <u>loud and soft sounds.</u></p>	<p>Explore and describe sounds made to create sound stories.</p>	<p>Rhythm and pulse.</p>	<p>Pitch - high and low sounds</p>	<p>Long and short sounds.</p>	<p>Tempo - fast and slow sounds.</p>
DT	<p>Fabric - faces: different fabrics, manipulating and <u>joining</u></p>	<p>Mechanisms - moving pictures (pushes, pulls and levers)</p>	<p>Food technology: potatoes and language of tools and <u>processes</u></p>	<p>Structures - strengthening techniques</p>	<p>Food technology: fruit and knife skills</p>	<p>Packaging focus - graphic design</p>
PE	<p>Balance: gym and dance</p>	<p>Motor Planning: circuits, obstacle courses, sequencing, targets</p>	<p>Strengthening: climbing and weight bearing</p>	<p>Bilateral Coordination: using two hands, scooter <u>boards, pulling along benches, swimming?</u></p>	<p>Hand Eye Coordination: racket and ball activities <u>and games</u></p>	<p>Team Skills and athletics</p>
Art	<p>colour (Painting).</p>	<p>texture(collage, weaving, stitching, dyeing etc.)</p>	<p>pattern (painting, printing, dyeing, rubbing, <u>embossed</u>)</p>	<p>Drawing (pencil, wax, chalk, ink, pen, brushes)</p>	<p>shape 2D experience (printing, painting etc)</p>	<p>form 3D experience (sculpture, rigid and malleable <u>materials</u>)</p>
Life Skills Check	<p>Money Unit Name and address</p>	<p>Staying safe at school and when travelling November:Road safety unit December:Wrap a present unit</p>	<p>Time</p>	<p>Community</p>	<p>Hygiene</p>	<p>Safety scooter training, bikability, safety at the beach, sun safety Money unit</p>
EYFS	In Early Years the topics give context to the curriculum taught and activities are designed to support the development of pupils across the prime and specific areas of the EYFS Development Matters 2020					