



**Subject** **Autumn** **Spring** **Summer**

Assemblies	Values Assemblies & Achievement Assemblies					
	Democracy Black History month School Council elections	Harvest Celebrations Guy Fawkes Remembrance Children in Need Christmas Odd Socks Day Bring in a Toy Day Visit to Valence House Museum	Human Rights St Valentines Day Chinese New year St David's Day St Patrick's Day Mothering Sunday Safer Internet Day NSPCC Numbers Day	Rule of Law World Book Day St George's Day Easter Sport Relief Spring Sing	Mutual respect and Tolerance Visitor for local place of worship Visit to Valence Park	Transition and Moving on changes Local visitors – People who help us. Dress up day - heroes
<b>Weeks (190 days)</b>	6 + 2d	7 + 4d	6	4 + 4d	5 + 3d	7 + 2d
<b>Parental Engagement</b>		Parents evening School Cloud	Mid-year reports	Parents Evening and Mid-year report Phonics Meeting		
<b>2023-24 Topic</b>	<b>Food and Senses</b>	<b>Toys</b>	<b>Vehicles</b>	<b>Journey to Africa</b>	<b>Changes</b>	<b>Heroes and Heroines</b>
<b>Literacy</b>  <i>To cover: outcome</i> <b>18 wks - fiction</b> <b>14 wks - non-fiction</b> <b>4 wks – poetry</b>  <u><b>Writing Task:</b></u> <b>Genre:</b> <b>Audience:</b> <b>Purpose:</b> <b>Author's voice (POV):</b>	<b>3 INTRO DAYS</b> <b>Lima's Red Hot Chili – 3 wks</b>  <b>IMMERSION:</b> Role play, prediction, writing questions, character, story map, description, hot seating, food tasting- descriptive writing, sequencing <b>LINKS:</b> Science <b>OUTCOME:</b> retell whole story– what could she try to eat to stop mouth on fire  <u><b>Writing Task:</b></u> Retell	<b>`Toy Story` – 3wks video toys coming to life? New sept23</b>  <b>IMMERSION:</b> Role play, prediction, writing questions, character, story map, description, hot seating, sequencing short video clips from `Toy Story` of various toys coming to life? <b>Links: History</b> <b>Outcome:</b> Piece of descriptive writing.  <u><b>Writing Task:</b></u> explore the characterisation of the toy/their voice – why	<b>Duck in the Truck – 2 wks</b>  <b>IMMERSION:</b> Story maps Role play Identifying rhyming words  <b>Links: History</b> <b>Outcome:</b> Retell  <u><b>Writing Task:</b></u> Retell <b>Genre: fiction (2wks)</b> <b>Audience:</b> 7-8 years old <b>Purpose:</b> To be able to re-tell a story using rhyming words and conjunction.	<b>Living in Kenya 2 wks</b> <u><b>Writing Task:</b></u> Fact file  <b>IMMERSION:</b> learning facts, video, websites, non-fiction books, fact files, features and language.  <b>LINKS: Geography</b> <b>Outcome:</b> Fact file  <b>Genre: non-fiction (2wks)</b> <b>Audience:</b> Primary children <b>Purpose:</b> To share facts about Kenya with other children	<b>Life cycle of a butterfly – 2 wks</b>  <b>IMMERSION:</b> Butterflies in class, fact files, videos clips, books, oracy, link to trip, outside learning  <b>LINKS: Science</b> <b>Outcome:</b> Fact File  (linked to science) <u><b>Writing Task:</b></u> Fact file <b>Genre: non-fiction (2wks)</b> <b>Audience:</b> Children <b>Purpose:</b> To write fact file for other children	<b>Who is my Hero? Why? 1wk (e.g. tennis stars 23 new sept23)</b>  <b>IMMERSION:</b> discussion, hot seating, partner talk, hero in the world, video clips.  <b>Links:</b> History  <u><b>Writing Task:</b></u> write an acrostic poem title My Hero <b>Genre: Poetry (1wk)</b> <b>Audience:</b> Parents <b>Purpose:</b> To write an acrostic poem `My Heor`



**Subject**

**Autumn**

**Spring**

**Summer**

	<p><b>Genre: fiction (3wks)</b> <b>Audience:</b> 6 year old <b>Purpose:</b> Retell a part of a story <b>Author`s voice (POV):</b> 6 year old</p> <p><b>Goldilocks and the three bears – 3 wks</b></p> <p><b>IMMERSION:</b> Role play, prediction, writing questions, character, story map, description, hot seating, sequencing, setting description.</p> <p><b>LINKS: PSHE</b></p> <p><b>OUTCOME:</b> retell whole story- beginning, middle and end.</p> <p><b>Writing Task:</b> <b>Genre: fiction (3wks)</b> <b>Audience:</b> 6 year olds <b>Purpose:</b> Retell a story <b>Author`s voice (POV):</b> 6 year olds</p>	<p>Speak this way? Descriptive writing outcome. <b>Genre: fiction (3wks)</b> <b>Audience:</b> Toy Story fans <b>Purpose:</b> write a description of which toy you would be, why and how you would speak / behave. <b>Author`s voice (POV):</b> from your chosen toy`s perspective -`I am a ...`</p> <p><b>Billy`s Bucket 3 wks</b> <b>IMMERSION:</b> Prediction Story maps Role play Model of including features and language of Book review <b>LINKS: History</b></p> <p><b>Outcome:</b> Book review</p> <p><b>Genre: non-fiction (3wks)</b> <b>Audience:</b> 6 year olds <b>Purpose:</b> book review <b>Author`s voice (POV):</b> 6 year old</p> <p><b>Poetry 1wk</b> <b>IMMERSION:</b> Rhyming words</p>	<p><b>Author`s voice (POV):</b> 7-8 years old <b>Outcome:</b> Retell.</p> <p><b>Car, Car, Truck, Jeep – 2 wks</b> <b>Writing Task:</b> Write a poem using a range of rhyming words with lines which are repetitive.</p> <p><b>Genre: Poetry (2wks)</b> <b>Audience:</b> Children <b>Purpose:</b> To write a repetitive poem with rhyming words. <b>Author`s voice (POV):</b> Children</p> <p><b>Mr Grumpy`s Motor Car - 2 wks</b></p> <p><b>IMMERSION:</b> Role play, hot seating, sequencing, character description, feature of a diary entry, past tense and language used.</p> <p><b>Links: History</b> <b>Outcome:</b> Diary entry</p>	<p><b>Author`s voice (POV):</b> primary children</p> <p><b>Mama Panya`s Pancakes 2 wks</b> <b>IMMERSION:</b> instructions, features of instructions and recipes, language and structure, following instructions and recipes, practical sessions.</p> <p><b>LINKS: Geography</b> <b>Outcome:</b> Instructions/Recipe</p> <p><b>Writing Task:</b> Instructions</p> <p><b>Genre: non-fiction (2wks)</b> <b>Audience:</b> Adults <b>Purpose:</b> To write instructions. <b>Author`s voice (POV):</b> visiting child</p>	<p><b>Author`s voice (POV):</b> Children</p> <p><b>Tadpoles Promise 3 wks</b> <b>IMMERSION:</b> videos clips, books, oracy, link to trip, outside learning, story map, character description, hot seating. Conversation</p> <p><b>LINKS: Science</b></p> <p><b>Writing Task:</b> character description <b>Genre: fiction (3wks)</b> <b>Audience:</b> Children <b>Purpose:</b> To write a character description. <b>Author`s voice (POV):</b> Children</p>	<p><b>Author`s voice (POV):</b> child</p> <p><b>Detective Dog - 3 wks</b></p> <p><b>IMMERSION:</b> Prediction – what's in the box Role Play Story Character description Plan Character description paragraph Wanted Poster Questions Conversation Retell</p> <p><b>LINKS: History</b> <b>Outcome:</b> Wanted Poster</p> <p><b>Writing Task:</b> Wanted Poster <b>Genre: non-fiction (3wks)</b> <b>Audience:</b> Children <b>Purpose:</b> To create a wanted poster <b>Author`s voice (POV):</b> Children</p> <p><b>Supertato Veggies Assemble – 3 wks</b></p>
--	---	---	--	---	---	---



**Subject**

**Autumn**

**Spring**

**Summer**

		<p>Poems Acting poems Movement <b>LINKS: History</b> <b>Outcome:</b> Poem</p> <p><b>Writing Task:</b> Identifying rhyming words Noun phrases <b>Genre: Poetry (1wk)</b> <b>Audience:</b> parents/carers <b>Purpose:</b> Identifying rhyming words Noun phrases (oral based unit) <b>Author`s voice (POV):</b> child</p>	<p><b>Writing Task:</b> Diary <b>Genre: non-fiction (2wks)</b> <b>Audience:</b> Primary children <b>Purpose:</b> To write a diary entry using past tense. <b>Author`s voice (POV):</b> Primary children</p>			<p><b>IMMERSION:</b> Narrative, speech, instructions, crime scene description)</p> <p><b>LINKS: Art, History</b> <b>Outcome:</b> crime description</p> <p><b>Writing Task:</b> crime description <b>Genre: fiction (3wks)</b> <b>Audience:</b> Children <b>Purpose:</b> To write a description of a crime <b>Author`s voice (POV):</b> Children</p>
<b>Maths</b>	<p>Counting within 100</p> <p>Place Value</p>	<p>Comparison of Quantities</p> <p>Number facts within 5</p> <p>Describing and introducing how to measure height, weight, volume and capacity</p>	<p>Recognise, compose, decompose and manipulate 2D and 3D shapes</p> <p>Number facts within 10</p>	<p>Additive Structures</p> <p>Number facts within 20</p>	<p>Addition and Subtraction facts within 10</p>	<p>Unitising and coin recognition</p> <p>Position and Directions</p> <p>Time</p>
<b>Science</b>	<p><b>Animals Including Humans (Part 1)</b></p> <p>I can identify, name, draw and label the basic parts of the</p>	<p><b>Identifying materials</b></p> <p>I can identify and name a variety of everyday materials, including</p>	<p><b>Seasonal Changes</b></p> <p>I can observe changes across the four seasons</p>	<p><b>Plants</b></p> <p>I can identify and name a variety of common wild and garden plants,</p>	<p><b>Animals Including Humans (Part 2)</b></p> <p>I can identify and name a variety of common animals including fish,</p>	<p><b>Animals Including Humans (Part 3)</b></p> <p>I can identify and name a variety of common animals including fish,</p>



**Subject**

**Autumn**

**Spring**

**Summer**

	<p>human body and say which part of the body is associated with each sense</p>	<p>wood, plastic, glass, metal, water, and rock</p> <p>I can describe the simple physical properties of a variety of everyday materials</p> <p>Identifying Observing Describing Testing Recording Asking Questions</p> <p><b>Comparing materials</b></p> <p>I can distinguish between an object and the material from which it is made</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Observing</p> <p>Describing Comparing Classifying</p>	<p>I can observe and describe weather associated with the seasons and how day length varies.</p>	<p>including deciduous and evergreen trees.</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identifying Observing Describing Classifying Recording Asking Questions</p> <p>Project – make bird food that hangs</p> <p>Make insect hotel</p>	<p>amphibians, reptiles, birds and mammals</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identifying Observing Describing Classifying Recording Asking Questions</p> <p>Literacy Link – What makes a good pet?</p>	<p>amphibians, reptiles, birds and mammals</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identifying Observing Describing Classifying Recording Asking Questions</p>
--	--	---	--	---	---	---



Subject		Autumn		Spring		Summer
		Recording Asking Questions				
<b>Computing</b>	Technology around us	We are programmers  Create instructions for programmable toys.	We are Web critics  Explore web- sites link to Africa	We are artists  Using graphics programmes	We are storytellers  Creating a talking book	We are story makers  Use digital technology and create a short film.
<b>History</b>		Toys past and present.	The Local area, transport in the local area. The development of flight and the Ford Motor company.			Significant individuals:  Florence Nightingale  Mary Seacole.
<b>Geography</b>	Countries and Capitals of the United Kingdom  Local area			Geographical language  Compass points, weather, Africa, using atlases and globes.	Comparing two localities hot and cold areas: Arctic and Africa	
<b>RE</b>	Belonging  How do believers show they belong?  Christianity  Sikhism  Islam	Festivals and Celebrations  How and why do people celebrate?  Christianity  Islam  Judaism	What does it mean to belong to Sikhism?	What can be special about living with family and friends?	What does it mean to belong to Hinduism?	What does it mean to belong to Islam?
<b>PSHE</b>	New beginnings  Rules/ agreements	Developing a caring attitude  Say no to bullying  Getting on	Going for Goals  Making choices  Healthy living	Good to be me  Recognising likes/ dislikes/ fairness and unfairness/ right/wrong	Relationships  Special people, pets and feelings.  Developing care, tolerance and respect	Changes  Recognising things that have changed and what has stayed the same.  To understand others



Subject	Autumn		Spring		Summer	
		Keeping Safe	Feeling unwell, maintaining personal hygiene and keeping safe with medicines	Who can help?	Recognise there can be conflicting views.	Identify areas of strength.
<b>DT</b>	Fruit salad	Create a spinning toy	Design and make a rocket	Design and make jewellery  Making a woven basket  Cooking jollof rice	Design and make a minibeast garden	Design and make a lamp/candle holder  Cooking superhero soup
<b>Art</b>	Self portraits	Design a Christmas Card competition  Firework night picture	Using pastels  Using Clay  Looking at the work of Vincent Van Gogh	Printing with materials  Creating African masks	Observational drawings  Block printing	Sketching
<b>Music</b>	Exploring instruments and understanding pitch.  Singing	Keeping a steady beat. Identifying tempo.  Musical storytelling	Following the Music scheme Charanga	Following the Music scheme Charanga	Following the Music scheme Charanga	Following the Music scheme Charanga
<b>PE</b>	Big Ball Skills  Working with Others	Fun and Games  Dance	Gymnastics  Football	Tennis  Basketball	Hockey  Athletics	Striking and Fielding  Dodgeball