

Year	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topics	Once Upon a Time	Go jettors explore!	Being a child – how has life changed?	Celebrating our Seas	Sitting on the dock of the Wharf (Bristol)	Jurassic Giants
Learning to Learn skills	Understanding class and school rules. Understand change and have a sense of belonging. TRANSITION FROM EYFS – YEAR 1		Collaborating and working in groups, sharing ideas and listening to each other. Cooperating in a group. Take responsibility for learning and managing distractions.		To research and collect information. To ask and answer questions. To make simple comparisons.	
Avanti Values/British Values	Mutual respect	Mutual respect and tolerance	Rule of law	Individual liberty	Democracy	Recap all British Values
Lead texts	<ul style="list-style-type: none"> Little Red and the Very Hungry Lion – Alex T Smith Mixed up Fairy Tales by Hilary Robinson & Nick Sharratt Oral storytelling of traditional tales e.g. Little Red Riding Hood, Three Little Pigs, Goldilocks and the Three Bears	<ul style="list-style-type: none"> Blown Away by Rob Biddulf Lost and Found by Oliver Jeffers Wonders of our World by Carron Brown Let's Celebrate!: Festival Poems from Around the World 	<ul style="list-style-type: none"> Major Glad, Major Dizzy by Jan Oke Great Women Who Changed the World by Kate Pankhurst Little Leaders series The House that Once Was by Julie Fogliano & Lane Smith Step Inside Homes Through History by Goldie Hawk & Sarah Gibb 	<ul style="list-style-type: none"> The Secret of Black Rock by Joe Todd Stanton Town and Country (A Turnaround Book) by Craig Shuttlewood A First Book of Nature by Nicola Davies Stickman by Julia Donaldson Sally and the Limpet by Simon James 	<ul style="list-style-type: none"> The Lighthouse Keeper's Lunch by Ronda Armitage and David Armitage A First Book of the Sea by Nicola Davies Storm Whale by Benji Davies Seaside Poems by Jill Bennett 	<ul style="list-style-type: none"> There's a T-Rex in Town by Ruth Symons Dinosaur Bones by Bob Barner Captain Flinn and the Pirate Dinosaurs If I had a dinosaur by Gabby Dawnay

Memorable experiences	Drama fun with Mixed up Fairy Tales	Building a Kite	Our Grandparents come to visit	Our Sea Exhibition	Exploring Bristol's Harbourside	A fossil expert comes to school
Enrichment weeks		Why is Bristol so Diverse? BLM explore		Why did Greta come to Bristol? Eco explore		The Great Summer Solstice Spirituality explore
English	Narrative – familiar stories Recount – letter	Instructions How to make a map holder/kite Poetry inspired by different countries	Narrative – Retelling a traditional tale/family story Recount – letter	Narrative – character description Instructions How to save/care for Black Rock or the local environment	Non-chronological report Seaside animal Poetry inspired by Bristol's Harbourside	Narrative – familiar stories with dinosaur character Recount – fossil talk recount/discovering a dinosaur/fossil
Reading	Phonics Set 1 & 2 sounds revision Decoding focus (phonics baseline assessment with focus on phase 3 & 4) Reading for meaning (basic comprehension and interpreting texts)		Phonics Set 3 sounds Decoding focus (begin Alien words in Spring 2) Come read with me (inviting parents to read with groups of children focusing on basic comprehension)		Decoding focus (alien words and preparation for phonics check in June) Focus on inferencing skills	
Maths	Number Place Value (within 20) Number Addition & Subtraction (within 20)	Number Addition & Subtraction (within 20) continued Geometry Shape Consolidation and Assessment of Autumn Term	Number Place Value (within 50) Measurement Length and Height	Measurement Weight and Volume Number Addition & Subtraction (within 20) Recap Geometry Position & Direction	Number Multiplication & Division Number Place Value (within 100) Number Fractions	Measurement Time & Money Number Addition & Subtraction (within 20) Recap

				Consolidation and Assessment of Spring Term		Consolidation and Assessment of Summer Term
Science	<p>Topic: Animals, including humans:</p> <ul style="list-style-type: none"> Pupils are taught to: describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>Topic: Everyday Materials</p> <ul style="list-style-type: none"> Pupils are taught to: distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<p>Topic: Everyday Materials</p> <ul style="list-style-type: none"> Pupils are taught to: describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Topic: Plants</p> <ul style="list-style-type: none"> Pupils are taught to: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Topic: Seasonal Changes</p> <ul style="list-style-type: none"> Pupils are taught to: observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	<p>Topic: Animals, including humans:</p> <ul style="list-style-type: none"> Pupils are taught to: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores
History		To explore events beyond living memory that are significant nationally or globally.	Changes within living memory. How have these changes affected your life compared to the lives of you parents and grandparents? Is		<p>Significant historical events and places in their own locality</p> <p>The lives of significant individuals in the past</p>	The lives of significant individuals in the past who have contributed to national and international

			this the same in the life of children nationally across the country?		who have contributed to national and international achievements.	achievements – Mary Anning.
Geography		<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>		To 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.	To 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.	<p>To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in KS1.</p>
PSHE	Jigsaw Piece 1: Being me in my world	Jigsaw Piece 2: Celebrating differences	Jigsaw Piece 3: Dreams and Goals	Jigsaw Piece 4: Healthy me	Jigsaw Piece 5: Relationships	Jigsaw Piece 6: Special people
PE & Yoga	Fitness trails · Master basic movements including	Dance	Multi skills	Gymnastics	Athletics skills	Games - Football skills

	<p>running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<ul style="list-style-type: none"> • Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. 		<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending
<p>Music</p>	<p>Learn and perform a variety of different well known Nursery rhymes:</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Create music to represent cold and hot environments.</p> <p>To play tuned and untuned instruments musically</p>	<p>Music through the last 5 decades</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Making music with recycled materials.</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Sea shanties and old fashioned seaside songs</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p>	<p>Walking with dinosaurs</p> <p>Creating music to represent the different dinosaurs.</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>

<p>Religious Education (Bristol SACRE)</p> <p>We follow: Awareness Mystery Value (locally agreed syllabus for Bristol)</p>	<p>Who are we? Unit 1 - AMV</p>	<p>Why are some times special? Why are some stories special? Unit 2 & 3 - AMV</p>	<p>Where do we belong? How do we celebrate our journey through life? Unit 4 & 5 - AMV</p>	<p>How should we live our lives? Unit 6 - AMV</p>	<p>Why are some places special? Why is our world special? Unit 7 & 8 - AMV</p>	<p>Why are central figures of religion important? Unit 9 - AMV</p>
<p>Computing</p>	<p>Online safety/ grouping and sorting To start to introduce to the children the idea of 'ownership' of their work.</p>	<p>Maze Explorers To understand the functionality of the basic direction keys</p>	<p>Pictograms 'Lego Builders' To understand how to follow a set of instructions (programme).</p>	<p>Animated stories To understand that an e-book can be created using publishing technology.</p>	<p>Coding To understand and explain what a block of code is and its function.</p>	<p>Spreadsheets To understand that numbers, letters and images can be used on a spreadsheet to organise information.</p>
<p>Design Technology</p> <p>Design- Make – Evaluate - Technical Knowledge</p>	<p>Design a class book Children will make their own moving picture book, as a class, using a known Traditional Tale to tell a story.</p>		<p>Design a playground Children will be involved in consideration of new playground design.</p>			<p>Design your own dinosaur puppet Children will make a puppet of their favourite dinosaur knowing the features of that dinosaur.</p>
<p>Art & Design</p>		<p>Drawing warm hats Use a range of materials creatively to design and make products</p>	<p>Toy Soldiers Use a range of materials creatively to design and make products</p>	<p>Learning about and being inspired by Bristol artists. Learn about the work of a range of artists,</p>	<p>Beach art – Goldworthy Learn about the work of a range of artists, craft makers and designers, describing</p>	

