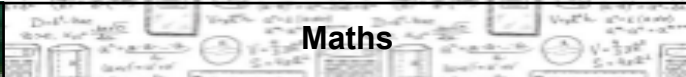




|                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>English</b>                                                                                                                                                                                                                                                           |  <b>Maths</b>                                                                                                                                                                                                                                    |  <b>Science</b>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                    |
| <p><b>Captions</b> : Jaspers Beanstalk, Gruffalo Crumble,</p> <p><b>Recipes</b> : Gruffalo Crumble</p> <p><b>NArative</b>: Puffin Peter, Goldilocks, The Three Billy Goats Gruff, The Princess and the Pea</p> <p><b>Poetry</b> - List Poetry</p>                                                                                                         | <p><b>Addition &amp; Subtraction</b>: within 10</p> <p><b>Place value</b>: within 10</p> <p><b>Shape</b> - 2D and 3D</p>                                                                                                                                                                                                           | <p><b>Everyday Materials</b> - Objects are made from materials. Children investigate the properties of materials and begin to recognise that a material's properties define its use.</p> <p><b>Senses</b>: Humans are a type of animal known as a mammal. They learn about the senses, the body parts associated with each sense and their role in keeping us safe.</p> |                                                                                                                                                                                                                                                                                    |
|  <b>Art</b>                                                                                                                                                                                                                                                               |  <b>Computing</b>                                                                                                                                                                                                                                |  <b>DT</b>                                                                                                                                                                                                                                                                           |  <b>Geography</b>                                                                                                                                                                               |
| <p><b>Mix It</b>: Basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.</p> <p><b>Portraits</b>: This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.</p> | <p><b>Computer Systems</b>: Improving Skills: Developing mouse skills by learning how to log in and navigate around a computer while creating digital artwork.</p> <p>Programming - algorithms</p>                                                                                                                                 | <p><b>Shade and Shelter</b>: the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.</p>                                                                                                                        | <p><b>School Days</b>:physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom.</p> |
|  <b>History</b>                                                                                                                                                                                                                                                          |  <b>Music</b>                                                                                                                                                                                                                                   |  <b>PE</b>                                                                                                                                                                                                                                                                          |  <b>PSHE</b>                                                                                                                                                                                   |
| <p><b>Childhood</b>: Within this topic we will learn about everyday life and families today, including comparisons with childhood in the 1950s, using artifacts and a range of different sources.</p>                                                                                                                                                     | <p><b>Keeping the Pulse</b>: Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p> <p><b>Tempo</b>: Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p> | <p><b>Fitness</b>: The object is to build strength and endurance to physical exercise.</p> <p><b>Team Building</b>: The object is to understand how to communicate in a team, work together and work on building the idea of team sports rather than individual.</p>                                                                                                    | <p><b>Being Me in my World</b>: Learning to understand the classroom environment, understand our rights and responsibilities and settling into school.</p>                                                                                                                         |

| Religious Education                                                                                                                                                                                                                                                                                                                                                                                                                                  | Phonics/Reading                                                                                                                                                                                                                                                             | Homework                                                                                                                                                                                                                                                                                                                                                           | Key Information                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Who Created the World?:</b> Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language.</p> <p><b>What do some people believe God looks like?:</b> Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people.</p> |  <p>Phonics sessions take place every morning first thing, where we learn phase 5 phonics.</p> <p>Reading three times a week at school and reading books sent home with the children.</p> |  <p>Please check the front of the reading records to know which day children take home and return books.</p> <p>Phonics homework &amp; Phonics Screening mocks are given every Friday. Spellings are on the phonics homework sheet to be practiced for the following Friday</p> |  <p>PE Days - Monday and Thursday</p> |