



## Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-8.55	Morning Movement Break	Morning Movement Break	Morning Movement Break	Morning Movement Break	Morning Movement Break
9.05-9.30	Reading Lesson – Phonics				
9.30-9.45	Handwriting – all together SM change books	Handwriting	Handwriting	Handwriting	Handwriting 1:1 readers
9.45-9.55	English input	English input	English input	English input	English input
9.55-10.30	Writing Fluency	Writing Fluency	Writing Fluency	Writing Fluency	Writing Fluency
10.30-10.45	Break				
10.45-11.00	Maths Basic Skills	Maths Basic Skills	Maths Basic Skills	Maths Basic Skills	Maths Basic Skills
11.00-11.10	Maths input	Maths input	Maths input	Maths input	Maths input
11.10-11.45	Maths - layered learning	Maths - layered learning	Maths - layered learning	Maths - layered learning	Maths - layered learning
12.00-1.00	Lunch				
1.00-1.15	Guided / Independent Reading	Guided / Independent Reading	Guided / Independent Reading	Independent Reading + Mindfulness	Guided / Independent Reading
1.15-1.25	Geography	DT/Art	Science	1.20-2.20 RE	Forest School
1.25-2.15					
2.15-2.25					
2.25-2.50					
2.50-3.05	Tidy, class story, home things				
3.10-3.25	Welcome Worship	Bible Worship	Reflection Worship	WoW Worship	Singing Worship

## Long Term Plan

	Science	Humanities	Art/D&T	Computing	PE	Music	PSHE	French
Autumn 1	<b>Everyday materials (States of Matter, Forces)</b> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans (place)</li> <li>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 (space)</li> <li>use basic geographical vocabulary to refer to key physical and human features.</li> </ul>	<b>D&amp;T</b> <b>Puppet (textiles, structures and mechanisms)</b> <ul style="list-style-type: none"> <li>Joining fabric using staples</li> <li>Joining fabric by sewing (undefined stitch)</li> <li>Decorating fabric using glue</li> <li>Cut fabric and other materials</li> </ul>	<b>Programming Turtle Logo and Scratch (Programming)</b> <b>Online safety</b>	<b>Throwing and catching (Technique, Movement)</b> <b>Gymnastics 'landscapes' (Technique, Movement)</b>	<b>Hey You! (Musicianship, Performing, Composing, Listening, Singing)</b>	<b>Be Yourself (relationships)</b>	<b>Getting to know you</b>

	<ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>							
Autumn 2	<p><b>Animals, including humans (Living Things, Energy)</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<p><b>History</b></p> <p><b>Events beyond living memory that are significant nationally or globally (Society, Civilization, Conflict, Culture)</b></p> <ul style="list-style-type: none"> <li>Bonfire Night and Guy Fawkes</li> <li>Great Fire of London</li> </ul>	<p><b>Art</b></p> <p><b>(shape, colour) (form, texture, space) (line, value</b></p> <p><b>Painting (Robert Delaunay)</b></p> <p><b>Sculpture (Michelle Reader)</b></p> <p><b>Collage</b></p> <p><b>Printing</b></p>	<p><b>(Technology)</b></p> <p><b>(Programming)</b></p> <p><b>Online safety</b></p>	<p><b>Invasion Games (Technique, Movement, Tactics)</b></p> <p><b>Gunpowder plot dance (Technique, Movement)</b></p>	<p><b>IN THE GROOVE (Musicianship, Performing, Composing, Listening, Singing)</b></p>	<p><b>Think Positive (health and wellbeing)</b></p>	<p><b>All about me</b></p>

Spring 1	<b>Living things and their habitats (Living Things, Energy)</b> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (place)</li> </ul>	<b>DT</b> <b>Board Game (including mechanism) (structures and mechanisms)</b> <ul style="list-style-type: none"> <li>Create a spinner</li> <li>Create a slider</li> <li>Create counters (wire structure)</li> </ul>	<b>Present my Information (Multimedia)</b> <b>Online safety</b>	<b>Attacking and Defending (Technique, Movement, Tactics)</b>  <b>Circuit Training (Technique, Movement,)</b>	<b>I WANNA PLAY IN A BAND (Musicianship, Performing, Composing, Listening, Singing)</b>	<b>Safety First Health and wellbeing</b>	<b>Food, glorious food!</b>
Spring 2	<b>Animals, including humans (Living Things, Energy)</b> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<b>History</b> <b>The lives of significant individuals in the past (compare aspects of life in different periods) (Empire Economy Society, Civilization, Conflict, Culture Religion Democracy)</b> <ul style="list-style-type: none"> <li>Henry V111</li> <li>Queen Victoria</li> </ul>	<b>Art</b> <b>Drawing (line, shape, value, space)</b> <b>Painting (line, shape, texture, colour, space)</b> <b>Textiles (form, texture, colour)</b>	<b>Sorting My Birds (Data Handling)</b> <b>Online safety</b>	<b>Bat and Ball (Technique, Movement)</b>  <b>Dance The Seasons (Technique, Movement)</b>	<b>RHYTHM IN THE WAY WE WALK/BANANA RAP (Musicianship, Performing, Composing, Listening, Singing)</b>	<b>VIPs (relationships)</b>	<b>Family and Friends</b>
Summer 1	<b>Plants (Living Things, Energy)</b> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a</li> </ul>	<b>Geography</b> (space) Compare UK (Templecombe) to Australia (North Queensland) <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the</li> </ul>	<b>DT</b> <b>Food Technology – Pizza (cooking and nutrition)</b> <ul style="list-style-type: none"> <li>Revise peeling, chopping and grating</li> <li>Mixing ingredients</li> <li>Kneading dough</li> </ul>	<b>Do I trust My Internet Search? (Technology)</b> <b>Online safety</b>	<b>Multi-skills Running and Jumping (Technique, Movement)</b>  <b>Gymnastics Under the Sea (Technique, Movement)</b>	<b>Round and Round (Musicianship, Performing, Composing, Listening, Singing)</b>	<b>Digital Wellbeing (relationships)</b>	<b>Our School</b>

	<div>variety of common flowering plants, including trees</div> <ul style="list-style-type: none"><li>• observe and describe how seeds and bulbs grow into mature plants</li><li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li></ul>	<div>human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (space, scale)</div>						
Summer 2	<div>(Living Things, Energy)</div> <div>I can observe and describe how seeds and bulbs grow into mature plants</div> <div>I can find out and describe how plants need water, light and a suitable temperature to grow/stay healthy</div> <div>I can describe how animals obtain their food from plants</div> <div>I can show an understanding of where food comes from (D&amp;T link)</div> <div>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</div>	<div>History</div> <div>Significant historical events, people and places in their own locality (Economy Society, Civilization, Culture)</div> <ul style="list-style-type: none"><li>• Changes within living memory focused on own locality; changes to schooling, changes to housing locally, changes to transport (linked with Railway line), changes within sport</li></ul>	<div>Art</div> <div>Textiles (form, texture, colour)</div> <div>Printing (line, shape, value, colour, space) (Andy Warhol)</div> <div>Sculpture (form, texture, space) (Eva Rothschild)</div> <div>Painting (line, shape, texture, colour, space) (Joan Miro)</div>	<div>(Programming)</div> <div>Online safety</div>	<div>Sports Day (Technique, Movement, Tactics)</div> <div>Yoga Salute to the Sun (Technique, Movement)</div>	<div>Zootime (Musicianship, Performing, Composing, Listening, Singing)</div>	<div>Aiming High (Living in the Wider World)</div>	<div>Time</div>