

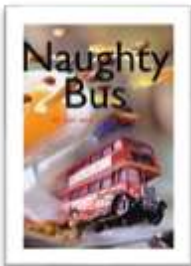
English - Key texts

Autumn 1

Cave Baby by Julia Donaldson

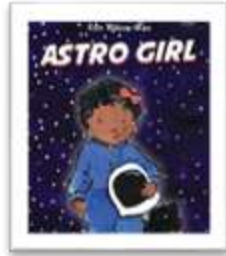


Naughty Bus by Jan Oke

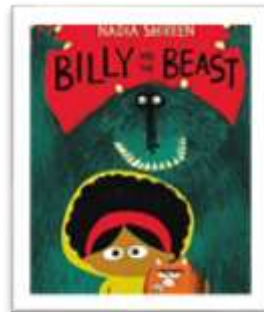


Autumn 2

Astro Girl by Ken Wilson-Max



Billy and the Beast by Nadia Shireen



I want my hat back by Jon Klassen

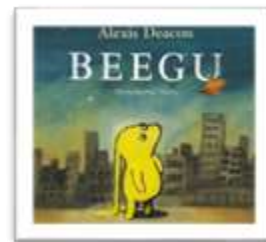


Spring 1

The Odd Egg by Emily Gravett



Beegu by Alexis Deacon

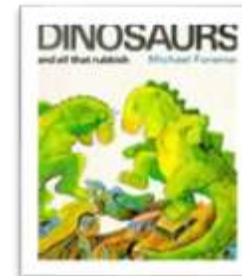


Spring 2

Stanley's Stick by John Hegley



Dinosaurs and all that rubbish by Michael Foreman

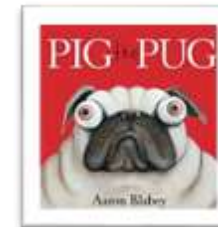


Summer 1

Lost and Found by Oliver Jeffers



Pig the Pug by Aaron Blabey



Summer 2


Iggy Peck Architect by Andrea Beaty




The Magic Bed by John Burningham





<p>Written outcomes & Extended/main outcome</p>	<p>Cave Baby: Outcomes: Labels and captions, informal letters</p> <p>Naughty Bus: Outcomes: Letters, diaries, sequels, non-chronological reports</p> <p>Astro Girl: Outcomes: Writing in role, commands, 'how to' guides</p>	<p>I want my hat back: Outcomes: Questions, speech bubbles, letters, lists</p> <p>Billy and the Beast: Outcomes: Wanted poster, summary, emails, character descriptions, recipes</p>	<p>Beegu: Outcomes: Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction report</p> <p>The Odd Egg: Outcomes: Thought and speech bubbles, diary entry, letter, certificate</p>	<p>Stanley's Stick: Outcomes: Retelling, descriptions</p> <p>Dinosaurs and all that rubbish: Outcomes: Letters, setting descriptions, instructions, narrative (re-telling), pamphlet, poster</p>	<p>Lost and found: Outcomes: Character descriptions, retellings, advice, instructions, non-chronological reports</p> <p>Pig the Pug / How to be a dog: Outcomes: Character comparisons, fact sheets, shared poem, own version narratives</p>	<p>Iggy Peck: Outcomes: Labels, captions, character comparisons, thought and speech bubbles</p> <p>The Magic Bed: Outcomes: Setting description, additional scene, description of magical piece of furniture, lists</p>
	<p>Cave Baby Main outcome: Narrative re-telling</p> <p>Naughty Bus Main outcome: Own adventure story</p> <p>Astro girl Main outcome: Fact file about being an astronaut</p>	<p>Billy and the Beast Main outcome: Own version 'defeat a monster' narrative</p> <p>I want my hat back Main outcome: Story sequel</p>	<p>Beegu Main outcome: Own version 'alien' narrative</p> <p>Egg spotters guide Main outcome: Egg-spotter's guide (non-fiction report)</p>	<p>Stanley's Stick Main outcome: Own version narrative</p> <p>Dinosaurs and all that rubbish Main outcome: Leaflet writing</p>	<p>Lost and found Main outcome: Own version 'losing/finding' narrative</p> <p>Pig the Pug Main outcome: 'How to' guide</p>	<p>Iggy Peck Main Outcome: Fact file</p> <p>The Magic Bed Main outcome: Own version fantasy story</p>

<p>Phonics</p> 	<p>Phase 3/4 review & Phase 5 GPCs Tricky words: phases 2-4</p>	<p>Phase 5 graphemes Tricky words</p>	<p>Phase 5 graphemes Tricky words</p>	<p>Phase 5 graphemes Tricky words</p>	<p>Phonics Screen Check Review Consolidation</p>	<p>Phase 5 graphemes Tricky words</p>
<p>Guided Reading</p> <p>Literacy Leaves</p>	<ul style="list-style-type: none"> • Read words with contractions and understand what the apostrophe represents • Joining in with predictable phrases • Appreciate rhymes and poems • Read aloud books that are consistent with existing phonic knowledge • Link what they read or hear to their own experiences • Read and understand simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words. • Demonstrate understanding when talking with others about what they have read. • Read common exception words 	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Read words containing GPCs and –s, –es –ing – ed – er –est endings • Becoming familiar with key stories, fairy stories and traditional tales. • Predicting what might happen • Making inferences • Participate in discussion about what is read to them. • Explain clearly their understanding. 	<ul style="list-style-type: none"> • Apply phonic knowledge • Be encouraged to link what they have read to their own experiences • Learning to appreciate rhymes and poems and recite some by heart • Using the prefix –un • Re-read books to build up confidence and fluency in reading • Respond speedily with the correct sound to graphemes for all 40+phonemes • Listening to discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently. 	<ul style="list-style-type: none"> • Read accurately by blending sound sin unfamiliar words containing GPCs that have been taught. • Read common exception words (noting unusual correspondence between spelling and sound) • Discussing word meanings, linking them to those already known • Apply simple spelling rules and guidance, as listed in English appendix 1 • Drawing on what they already know or on background information and vocabulary provided by the teacher. 	<ul style="list-style-type: none"> • Read accurately by blending sounds in an unfamiliar words • Predicting what might happen • Making inference on the basis of what has been said • Explain clearly their understanding of what is read to them • Read words with contractions • Participate in discussion about what is read to them, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Read words with contractions (e.g. I'm, I'll) • Making inferences based on what is being said and done. • Predicting what might happen • Participate in discussion about what is read to them. • Read common exception words • Being encouraged to link what they read to their own experience • Recognising and joining in with predictable phrases • Discussing the significance of the title and events

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths 'block foci' 	Number: place value within 10 (5 weeks) Addition and subtraction within 10 (2 weeks)	Addition and subtraction within 10 (3 weeks) Geometry: Shape (1 week) Consolidation	Place Value within 20 (3 weeks) Add and subtract within 20 (3 weeks)	Place value within 50 (2 weeks) Length and Height (2 weeks) Mass and Volume (2 weeks)	Multiplication and division (3 weeks) Fractions (2 weeks) Position and Direction (1 week)	Place value within 100 (2 weeks) Money (1 week) Time (2 weeks) Consolidation (1 week)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	Understanding Christianity - Who made the world? Creation	Incarnation: What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?	Gospel: What is the good news that Jesus brings?	Salvation: Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?	Judaism: Is Shabbat important to Jewish children?	Judaism: Does celebrating Chanukah make Jewish children feel closer to God?
Science	Animals including humans <ul style="list-style-type: none"> Identify basic parts of the human body and say which part of the body 	Everyday Materials <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of 	Everyday materials continued <ul style="list-style-type: none"> Describe the simple physical properties of a variety of 	Plants <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 	Changing seasons <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with 	Animals – Types of animals: <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

	<p>is associated with each sense.</p> <ul style="list-style-type: none"> Describe and compare a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<p>everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>everyday materials</p> <ul style="list-style-type: none"> Compare and group together a variety of everyday materials 	<ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees 	<p>the seasons and how day length varies</p>	
Computing	Coding: We are Treasure Hunters		We are Digital Artists		We are Detectives	
History	<p>Schools How has going to school changed over time?</p>		<p>Nurses Who made the most significant contribution to nursing?</p>		<p>Seaside How has the seaside changed over time?</p>	
Geography		<p>Local Area What can I discover about my local area?</p>		<p>Britain What countries make up Britain and what are they like?</p>		<p>Our Coast What makes our coast special?</p>
Art & Design	<p>Painting - Colour Creations Kandinsky</p>		<p>Collage - Paper Art</p>		<p>Sculpture - Andy Goldsworthy</p>	
Design Technology		<p>Eat more Fruit and Veg – cut, peel & grate.</p>		<p>Moving Minibeasts – sliders, levers and pulleys</p>		<p>Stable structures – design and plan</p>
Music	Journeys	Strange Creatures / Christmas	Aliens	Walk the Dinosaur	Your Imagination	Magical Music

P.E.	Seaside Dance Multi-skills Swimming	Ball skills Ball games Swimming	Tennis gymnastics Swimming	AFC Bournemouth – football Multi-skills Swimming	AFC Bournemouth – football Gymnastics Swimming	Mini Muay Thai Athletics Swimming
French	Unit 1: songs Bonjour, Au revoir	Song: Comment Ça va?	Song: Ma Famille	Song: Frère Jacques	Song: colours	Song: Numbers to ten
PSHE 	Being me in my World: <ul style="list-style-type: none"> Thinking about ways to keep happy and safe in class Class Rules Rewards and consequences 	Celebrating Difference: <ul style="list-style-type: none"> Looking at similarities and differences between people within the class Bullying 	Dreams and Goals: <ul style="list-style-type: none"> Identifying successes and setting goals Identifying steps towards goals Developing positive feelings. 	Healthy me: <ul style="list-style-type: none"> Looking at ways to be healthy Thinking about healthy eating, exercise, safety around medicines Road safety 	Relationships: <ul style="list-style-type: none"> Friendships – making friends and keeping friends People who help us 	Changing me: <ul style="list-style-type: none"> Identifying life cycles Changes as we grow Naming parts of the body, including the correct names of body parts of girls and boys
Trickbox 	Mirror, Mirror Big Voice	Stand Tall Colour Breathing	Sunny Side Floating Cloud	Win-Win Light Bulb	Free Flow	Consolidation of tricks
Trips/visitors		Woods/ Slades Farm	Nurse visitor		Jewish visitor	Hengistbury Head