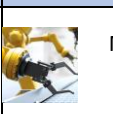
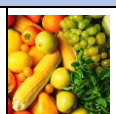
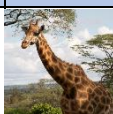


		Term 1		Term 2		Term 3	
Nursery / Reception	Driver project	 Let's Explore	 Long Ago	 Marvellous Machines	 Ready Steady Grow	 Animal Safari	 On the Beach
	Mini project	Build it Up	Stories and Rhymes	Puppets and Pop-ups	Signs of Spring	Creep, Crawl and Wiggle	Move It Moving on
	Memorable experience	Exploring the school grounds.	Abingdon County Hall Museum	Making smoothies using machinery	Greatworth Farm	Cotswold Wildlife Park	In school beach experience
	RE UC/Diocese Syllabus	F1 – Why is the word God so important to Christians?	F2 – Why do Christians perform nativity plays at Christmas?	F4 – Being special: Where do we belong?	F3 – Why do Christians put a cross in an Easter Garden?	F5 – Which places are special and why?	
	(Reception only)	F6 – Which stories are special and why? (throughout the year to tie in with events in the calendar)					
	English – Drawing club/JC	My Cat Likes to Hide in Boxes – Eve Sutton We're Going on a Bear Hunt – Michael Rosen In Every House, on Every Street - <i>Jess Hitchman</i> <i>Mr Gumpy's Outing</i> – John Burningham <i>Where the Wild Things Are</i> – Maurice Sendak <i>The Three Little Pigs</i>	The Tiger who Came to Tea – Judith Kerr The Elves and the Shoemaker Rosie's Hat – Julia Donaldson Coming to England – Floella Benjamin Major Glad, Major Dizzy – Jan Oke Mog the Forgetful Cat – Judith Kerr	The Most Magnificent Thing – Ashley Spires Car, Car, Truck, Jeep – Katrina Charman <i>No-Bot, the Robot with No Bottom!</i> - Sue Hendra and Paul Linnet Room on the Broom – Julia Donaldson All Aboard the London Bus	The Gigantic Turnip – Aleksei Tolstoy Jack and the Beanstalk Handa's Surprise Rosie's Walk – Pat Hutchins Jasper's Beanstalk – Nick Butterworth and Mick Inkpen Marvin Wanted More – Joseph Theobald	Dear Zoo – Rod Campbell Monkey Puzzle – Julia Donaldson Little Red and the Very Hungry Lion – Alex T Smith Hello Hello – Brendan Wenzel Penguins Snail Trail – Ruth Brown	Lucy and Tom at the Seaside – Shirley Hughes Who's Hiding at the Deaside - Katherine McEwen <i>Somebody Swallowed Stanley</i> - Sarah Roberts If Sharks Disappeared The Snail and The Whale
	Maths R – MN/WR	Subitising to 3 (objects and sounds) Using the language more and fewer. Composition of 3 and 4. Sorting objects. Comparing size, mass,	Explore the concept of whole and part. Composition of 3, 4, 5. Match numerals and quantities to 5. Exploring circles, triangles, squares and	Subitise within 5. Recognising that each number is one more than the previous. Using the language more, fewer and equal.	Ordering numbers to 8. Introduce doubles, odd and even. Consolidating learning about length, height and time. Introduce and explore 3D shapes.	Counting to larger numbers (beyond 10). Subitising to 6. Composition of numbers up to and including 10. Ordering numbers to 10.	Introduce rekenrek. Review and assess bonds to 5, composition to 10, number patterns and comparing numbers. Create more complex patterns, creating own rules.

		capacity. Copy and continue simple patterns (ABAB).	rectangles. Simple time language (day and night).	Composition of 6 and 7. Exploring mass and capacity using practical skills. Exploring length, height and time.		Using and manipulating shapes for a variety of tasks. Revise key language.	Explore mapping and creating maps and instructions.
	Maths N WR	• More than, fewer than, same • Explore and build with shapes and objects • Explore repeats (pattern) • Hear and say number names • Begin to order number names • Subitising to 3 (noticing) • Join in with repeats • Explore position and space		• Subitising to 3 (showing) • Counting to 3 (move and label then take from a larger group) • Explore position and routes • Explore patterns • Match, talk, push and pull • Subitising (dot representations) • Compare and sort collections		• Lead on own repeats • Start to puzzle (shapes) • Making patterns together • Playing games (using subitising skills) • Counting to 5 • Making own patterns • Match, sort and compare quantities	
	PE PE Hub	Body management	Manipulation & control	Gymnastics	Speed Agility Travel	Cooperate and Solve problems	Dance
	Music Sing Up	I've got a grumpy face / The sorcerer's apprentice	Witch, witch / Row, row, row your boat	Bird spotting: Cuckoo Polka / Shake my sillies out	Up and down / Five fine bumblebees	Down there under the sea / It's oh so quiet	Slap clap clap / Bow, bow, bow Bellinda
	Forest School		Exploring Risk assessing) Senses Autumn emotions	Shelter/fire cooking	Spring - Colours/art dandelion honey	Using tools - Bow saw whittling	Tools cont. Consolidation of all skills
	PSHE SCARF	Me and My Relationships	Valuing Difference	Keeping myself Safe	Rights and Responsibilities	Growing and Changing	Being my best
Three prime areas	Communication & Language	Begin to listen in a range of contexts including whole class, small group and individual activities as well as activities outside of the classroom. Begin to share ideas, thoughts and feelings.	Become more confident to share their knowledge during discussion. Talk about their family history and what they notice. Begin to use talk partners – children listen as well as share ideas. Introduce some language related to the passing of time.	Begin to answer how and why questions about technology. Ask questions of their own. Use talk to recall key events/language from stories.	Listen well for increasing periods of time. Confidently share their preferences and listen to others. Develop use of scientific vocabulary related to plants and growing. Use a range of vocabulary to describe including describing their senses.	Confidently answer why questions in well-formed sentences. Describe animals and ask questions to find out more. Use language to explain similarities and differences.	Children talk confidently about story characters and events and make connections to their own lives. Use sea-themed vocabulary. Understand and give instructions.

Physical Development (see PE also) Reception	Developing hand strength, pencil grip, cutting skills. Exploring ways of moving and using equipment in provision.		Increased focus on correct letter formation. Continue to develop hand strength. Use resources with greater precision, control and coordination. Playing skilful games using resources e.g. bat and ball and bowling		Fluent and correct letter formation. Using a range of tools successfully and independently – cutting, painting, playdough etc. Climbing, jumping, balancing, throwing, catching and kicking with confidence.	
Personal Social & Emotional Dev (see PSHE SCARF also)	Talk about class rules and jobs. Team/friendship building activities. Explore the provision and reflect on what we like to do at school.	Explore children's families in more detail and children share what makes them and their families special. Play games, take turns, win and lose.	Children continue to take part in group activities but more collaboratively. Share resources, wait their turn, listen and begin to take account of others' ideas.	Learn about a healthy diet and how to look after our teeth. Try a variety of healthy foods.	Talk about what it means to be brave. Children express their opinions and know that these may be different to their peers. Respect that we are all different/prefer different things.	Sun safety. Think about their role as a global citizen – protecting our planet and seas. Playing games collaboratively – joining in with a seaside themed party.
<i>Understanding the World</i>	Talk about family, local and school communities. Making comparisons between children and their lifestyles.	Children learn about familiar situations but in the past e.g. school, family. Children continue to talk about their families but focus on older generations – grandparents/great grandparents.	Looking at transport and household machinery and how these have changed over time.	Learn about how to grow plants with practical experience of this. Learn where our food comes from. Talk about animals on a farm and identify their young.	Learn about key features of animals and make observations. Learn about climates around the world.	Learn about animals you might find on a beach. Locate seas and oceans on maps. Think about what we can do to protect our seas and oceans.
<i>Expressive Arts and Design</i> (See Sing Up music also)	Create simple models from cardboard boxes. Den building (outdoors). Add actions to well-known stories and sing familiar rhymes.	Sing and add actions to many traditional nursery rhymes. Make pom poms and explore how white and black paint can make tones of grey.	Taking photos. Creating robot models by stacking blocks. Learn, perform and create poetry based on machine noises.	Children learn and retell stories. Sing a variety of farm-related songs. Explore colour mixing including a variety of shades. Making instruments using seeds.	Create animal collages using a variety of resources. Sing and perform animal themed songs.	Respond to seaside sounds and images to create seaside paintings. Learn and perform sea shanties.

Year 1/2	Term 1		Term 2		Term 3	
Science	Marvellous Materials	Seeing, Smelling, Sensing	Weather Quest	Roots, Shoots and Fruits	Fur, Feathers and Fins	Planet Protectors
History		Helen Keller – A Life Without Limits		The Great Fire of London		Schools Then, Schools Now
Geography	Local Explorers		City Explorers		Global Explorers	
Art		Colour Creators		Press, Print and Pattern	Bright and Busy Streets	
Design and Technology	Den Designers		On The Move			Chop, Peel and Grate
RE UC/ Diocese Syllabus	1.2 What do Christians say God is like? 1	2.2 Is Christmas only special to Christians ? 6	1.3 Part 1: Diversity within Judaism: What do Jews believe and how may they live? 2/4	1.4 How can we care for the world? (Christianity and non-religious views) 3	1.5 Part 2: Diversity within Judaism: What do Jews believe and how may they live? 2/4	2.6 Why are holy places special to some people? (Christians , Jews and Muslims) 3
Computing	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithms	Data and information - Pictograms	Creating media – Digital music	Programming B – Programming quizzes
English - JC	See separate long-term plan					
Commando Joes	Simba and me		Samuel Pepys		Traditional tales	
PE - Hub	Attack defends and Shoot (year 1, unit 1) Run Jump Throw (year 1, unit 1)	Attack defends and Shoot (year 1, unit 2) Run Jump Throw (Y 1, unit 2)	Hit Catch Run (year 1, unit 1) Gymnastics (Y 1, unit 1)	Commando Joes OAA (year 1, unit 1)	Dance (year 1, unit 1) Hit catch Run (year 1, unit 2) Country dance	Dance (year 1, unit 2) Send and return (year 1, unit 1)
PSHE - SCARF	Me and my relationships	Valuing Difference	Keeping myself Safe	Rights and Responsibilities	Growing and changing	Being my best
Music -Singup	Tony Chestnut	Carnival of Animals / Musical conversations	Grandma Rap	Swing along with Shoshtakovich / Charlie Chaplin	The Rockpool Rock	Tanczymy Labada
Maths - WRM	White Rose Maths Mixed age planning (Y1/2 Autumn): Place Value, Addition and Subtraction, Shape		White Rose Maths Mixed age planning (Y1 /2 Spring): Addition and subtraction, Multiplication and division, Length and height, Statistics		White Rose Maths Mixed age planning (Y1/2 Summer): Fractions, Position and direction, Money & Time, Mass Capacity and temperature	

Year 3/4	Term 1		Term 2		Term 3	
Science	Sunlight and Shadows	Eat, Chew, Digest	Force and Friction	Feel the Force!	Kingdoms of Life	Power Plants: How Plants Live and Grow
History		Invaders and Settlers: The Anglo Saxons	The Viking Age: Fear from the Sea			Cradles of Civilisation
Geography	Mighty Mountains			Rivers: From Source to Sea	Europe Explorers	
Art	The Power of Colour		Animals in Art		Designs of the Islamic World	
Design and Technology		The Healthy Kitchen		Move It, Make It		Mighty Machines
RE UC/ Diocese Syllabus	4.1 Part 1: What is a humanist? What matters most to a humanist? 1	4.2 What do different people do at difficult times? What impact might it have on them? (Christians , Muslims, Hindus) 6	4.3 Part 2: What is a Humanist? What do they believe about living a good life? 5	3.4 Why is Jesus a special person to some religious people? How might this help Christians lead a good life? 5	4.5 What are the 5 pillars of Islam and how do Muslims live by them? 4	3.6 How do beliefs and ideas about land shape the way human beings live? (Christians , Muslims and Hindus) 3
Computing	Computing systems and networks – the internet	Creating media – audio production	Programming A - Repetition in shapes	Data and information – Data logging	Creating Media – Photo editing	Programming B – Repetition in games
English – JC	See separate long-term plan					
Commando Joe's	Leif Erikson		Kira Salak		Tutankhamun	
PE – Hub	Swimming (y3) /Commando Joes Football	Swimming (y3) /Orienteering Hockey	Swimming Gymnastics Tag Rugby	Swimming OAA Dance	Tennis Netball Country Dance	Athletics Cricket
PSHE – SCARF	Me and my relationships	Valuing Difference	Keeping myself Safe	Rights and Responsibilities	Growing and Changing	Being my best
Music – Singup	This little light of mine	My fantasy football team	Play Recorder – Enchanted Forest	Global pentatonics / The horse in motion	Favourite Song (Classroom percussion)	
French – Classroom Secrets			Year 3 units 1-7		Year 3 units 8-15	
Maths - WRM	Place Value / Addition & Subtraction / Multiplication & Division/ Area		Multiplication and division/ Length & Perimeter / Fractions / Mass & Capacity		Money / Time / Shape / Statistics/ decimals/ position and direction	

5/6	Term 1		Term 2		Term 3	
Science	Forces in Motions	Our Place in Space	Circuits and Symbols	Materials Matter	Ice, Life and Survival	Mix It, Change It
History		Secrets of the Shang		Our City's Growth Story		The Greeks: A Lasting Legacy
Geography	A Tale of Two Settlements		A World of Contrast		Polar Planet	
Art		Taotie Treasures		Express Yourself	Inuit Art	
Design and Technology	Powering Movements		Building Through Time			Building Bridges
RE UC/ Diocese Syllabus	6.1 Are science and religion in conflict when it comes to creation? (Christianity) 2	6.2 What do Hindus believe about the cycle of life and death? How does it impact their lives? 5	5.5 Why is Prophet Muhammad so special to Muslims? How might this help Muslims lead a good life? 4	6.3 Why is Jerusalem a sacred place to people who follow Abrahamic religions? (Christians, Jews and Muslims) 1	6.5 Should we be able to use the natural world as we wish? (Christians, Jews, Humanists and Hindus) 3	6.6 What does it mean to be a Christian ? Exploring diverse beliefs and practices. 6
Computing	Computing systems and networks – communication and collaboration	Creating media – web page creation	Programming A – Variables in games	Data and information – Introduction to spreadsheets	Creating Media – 3D Modelling	Programming B – Sensing movement
English - JC	See separate long-term plan					
Commando Joes	Tim Peake		Ranulph Fiennes		Nellie Bly	
PE - Hub	Gymnastics Football	Hockey Tag Rugby	Swimming OR Commando Joes OAA	Swimming OR OAA Dance	Netball Cricket Country dance	Athletics Handball
PSHE - SCARF	Me and my relationships	Valuing Difference	Keeping myself Safe	Rights and Responsibilities	Growing and Changing	Being my best
Music -Singup	Hey Mr Miller	Shadows/Composing for protest	Dana nobis pacem	You to me are everything	Play Recorder – Enchanted Forest	
French – Classroom Secrets	Year 5 units 1-7				Year 5 units 8- 15	
Maths - WRM	White Rose Maths mixed age planning – place value, addition and subtraction, multiplication and division, fractions		White Rose Maths mixed age planning – multiplication and division, fractions, decimals, areas, perimeter and volume, fractions, decimals and percentages		White Rose Maths mixed age planning – ratio, algebra, shape, position and directions, statistics, converting units.	