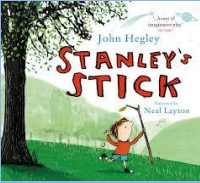
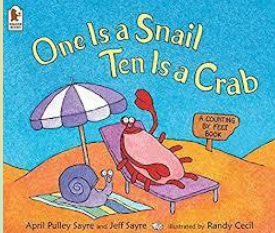












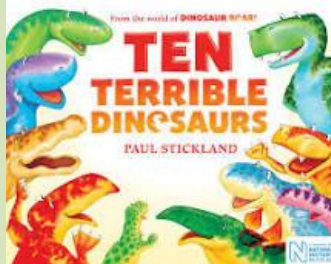






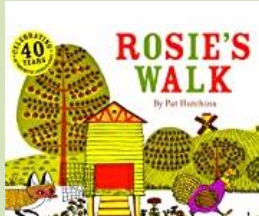
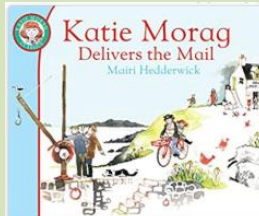
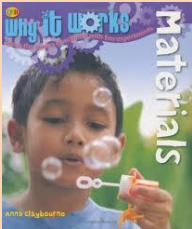
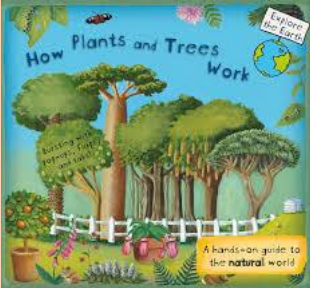
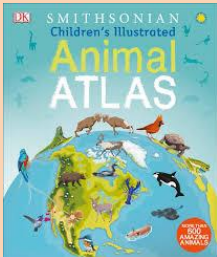
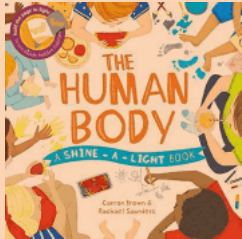


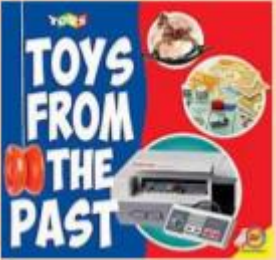
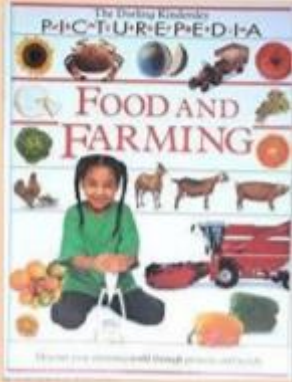
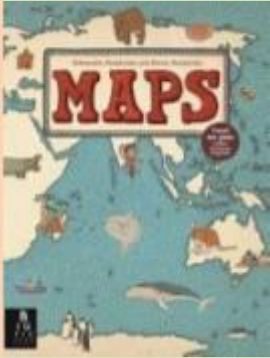

English Texts and Genres	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>A World of Pure Imagination</p> <p>Winnie the Pooh A.A Milne <i>Writing Simple Sentences</i></p> <p>That Rabbit Belongs to Emily Brown – Cressida Cowell <i>Writing Simple Sentences</i></p>  <p>Pinocchio - Katie Daynes <i>Sentence Types</i></p> <p>Toys Around The World – Joanna Brundle <i>Writing Simple Sentences</i></p>	<p>A World of Pure Imagination</p> <p>Stanley' Stick – Neil Layton <i>Coordination and Subordination</i></p>  <p>Toys in Space – Mini Grey <i>Coordination and Subordination</i></p>  <p>Lost in The Toy Museum, An Adventure – David Lucas <i>Coordination and Subordination</i></p> <p>The Toymaker – Martin Waddell <i>Verbs</i></p>	<p>From Gate to Plate</p> <p>The Giant Jam Sandwich - Janet Burroway and John Vernon Lord <i>Adverbials</i></p>  <p>How to Make an Apple Pie and See the World – Marjorie Priceman <i>Verbs</i></p>  <p>Green Eggs and Ham - Dr Seuss</p>  <p>Pancakes, Pancakes – Eric Carle <i>Verbs</i></p>	<p>Our Wonderful World!</p> <p>This is How We Do It Matt Lamothe <i>Conjunctions (Coordination and Subordination) and Verbs</i></p>  <p>Peter Rabbit and Other Stories – Beatrix Potter <i>Nouns and Noun Phrases</i></p>  <p>Dual Non-Fiction Text:</p> 	<p>Full Steam Ahead!</p> <p>A Great Big Cuddle and Little Rabbit Foo Foo – Michael Rosen <i>Nouns and Noun Phrases</i></p>   <p>Recount of trip to Bluebell Railway</p> <p>Take One: Our Planet</p>	<p>Full Steam Ahead!</p> <p>Max the Brave Max at Night Max and Bird Bedtime for Monsters By Ed Vere</p>  <p>Coming to England – Floella Benjamin <i>Verbs</i></p>  <p>Dual Non-Fiction Text:</p>

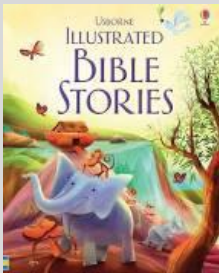
<p>Talk for Writing Letters</p> <p>Dual Non-Fiction Text:</p>  <p>Poetry When We Were Very Young – A.A Milne</p>  <p>Text analysis</p>	<p>Talk for Writing Recount</p> <p>Dual Non-Fiction Text:</p>  <p>→</p>	<p>Talk for Writing Instructions</p> <p>A Recipe</p> <p>Dual Non-Fiction Text:</p>  <p>→</p>			 <p>→</p>
<p>Reading for Pleasure</p> <p>Lost in the Toy Museum: David Lucas</p> 	<p>Reading for Pleasure:</p> <p>Carnival of the Clocks -Nick Sharratt</p> 	<p>Reading for Pleasure:</p> <p>Paddington at the Palace – Micheal Bond</p> 	<p>Reading for Pleasure:</p> <p>Meet the Oceans – Caryl Hart</p> 	<p>Reading for Pleasure:</p> <p>Flying Scotsman and the Best Birthday Ever - Michael Foreman</p> 	<p>Reading for Pleasure:</p> <p>My Daddy the Amazing Nurse – Donald Jacobson</p> 

Phonics and Spelling	<div>Consolidation</div> <div><div>/ai/ as in acorn</div><div>/ee/ as in scene</div><div>/ee/ as in shield</div><div>/ee/ as in peach</div></div> <div>Some, one, said, come, do, so, were, when, have, there, out, like, little, what</div>	<div><div>/igh/ as in child</div><div>/igh/ as in time</div><div>/igh/ as in pie</div><div>/igh/ as in spy</div><div>/oa/ as in rope</div><div>/oa/ as in snow</div><div>/oa/ as in toe</div><div>/oa/ as in piano</div><div>/ee/ as in happy</div><div>/ee/ as in key</div></div> <div>Some, one, said, come, do, so, were, when, have, there, out, like, little, what</div>	<div><div>/y+oo/ as in uniform</div><div>Short /oo/ as in push</div><div>/y+oo/ as in cube</div><div>Long /oo/ as in flute</div><div>/y+oo/ as in statue</div><div>Long /oo/ as in blue</div><div>/y+oo/ as in news</div><div>Long /oo/ as in screw</div><div>/ur/ as in herbs</div><div>/ur/ as in bird</div><div>/ou/ as in cloud</div><div>/oi/ as in toy</div></div> <div>Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</div>	<div><div>//or/ as in astronaut</div><div>/or/ as in strawberry</div><div>/oa/ as in shoulder</div><div>Long /oo/ as in soup</div><div>Short /oo/ as in should</div><div>/ar/ as in father and palm</div><div>/ur/ as in pearl and world</div><div>/eer/ as in deer and here</div><div>/air/ as in square, bear and there</div><div>/or/ as in ball</div><div>/or/ as in four</div><div>/or/ as in core</div><div>/or/ as in door</div><div>/or/ as in daughter</div></div> <div>Who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</div>	<div><div>/s/ as in celery</div><div>/j/ as in giraffe</div><div>/e/ as in bread</div><div>/s/ as in house</div><div>/s/ as in fence</div><div>/k/ as in school</div><div>/sh/ as in chef</div><div>/j/ as in bridge</div><div>/j/ as in package</div><div>/uh/ as in mother</div></div> <div>Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</div>	<div>ul/ as in bottle</div> <div>/t/ as in mixed</div> <div>/d/ as in drilled</div> <div>/m/ as in comb</div> <div>Consolidation</div> <div>/n/ as in knot</div> <div>/n/ as in sign</div> <div>/r/ as in writing</div> <div>/ch/ as in hatching</div> <div>/zh/ as in treasure, television, collage</div> <div>Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</div>									
	<div><div></div><div>Quantities & measure</div><div>Can you say which glass has more water in it?</div><div>Which sentence is correct: the man is taller than the boy or the man is longer than the boy?</div><div>Whole, parts and part-part-whole</div><div>Can you find some objects that are whole and complete the sentence?</div><div>This is a whole</div></div>	<div>Composition of numbers: 6 – 10</div> <div>Can you explore the numbers by counting, drawing pictorially, writing as numerals and words (eg. 6, six) and placing on a number line or in order? Can you say each number as “5 and ___ more” and represent this in a diagram?</div> <div><table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table></div> <div>Can you find all the ways to partition 7 into two numbers (addends)? How do you know you have got all the ways?</div> <div>Exploring measurements</div>											<div><div></div><div>Additive structures: aggregation and partitioning</div><div>If I have 3 cubes in one hand and four in the other how can I write this using numbers and the ‘+’ symbol? Can you write this another way (still using ‘+’)?</div><div></div></div>	<div>Addition and subtraction: strategies within 10</div> <div>When you add 2 to an odd number do you ever get an even number? Why/why not?</div> <div>Rex says “Doubling any number always gives an even number”. Is this true? Why/why not?</div> <div>Composition of numbers: multiples of 10 up to 100</div> <div>Is one ten the same or different to ten ones? How are they the same, how are they different?</div> <div>How far can you count in tens? 10, 20, 30, ...</div> <div>How many practical uses of counting in tens can you find? (eg. look on your ruler)</div>	<div><div></div><div>Composition of numbers: 20 to 100</div><div>Can you count 46 items by grouping in tens? What does the 4 mean? What does the 6 mean?</div><div>If I start counting at 96 how far can you continue counting? (96, 97, 98, ...)</div><div>Can you represent the number 62 in three different ways?</div><div>I start with a number (such as 37). Can you say 1 more, 1</div></div>
															
Maths															

<p>_____ because I have all of it.</p> <p>Can you find some objects that are not whole and say why? This is not a whole _____ because I don't have all of it/I only have part of it.</p> <p>Can you cut a piece of bread into 4 pieces so that one piece is much larger than the others? How many different ways could you cut a piece of bread into 4 pieces? Draw some sketches to show how.</p> <p>Composition of numbers 0-5</p> <p>How many different ways can you show the number 3? Who is the second tallest in your family?</p>	<p>Can you measure and begin to record everyday items (lengths, heights, mass/weight, capacity & volume, time in hrs, min and seconds)?</p> <p>Geometry: shapes</p> <p>How many circles can you find in your house? Are they all the same? How are they different? How are they the same?</p> <p>How many cuboids (including cubes) can you find? How are they the same? How are they different?</p> <p>Christmaths</p> <p>What 2D and 3D shapes are used in Christmas pictures and decorations? Can you name them with their proper mathematical name?</p>	<p>Can you use an addition to represent the number of hats? How many different ways can you do this? How do you know if you have all the ways?</p> <p>Additive structures: augmentation and reduction</p> <p>Can you make a 'First____, then____, now____' story using the scenario of a bus? People getting on (addition) is augmentation and people getting off (subtraction) is reduction.</p> <p>Addition and subtraction: strategies within 10</p> <p>What happens to any sum when we change the order of the addends?</p> <p>How many number bonds to ten do you know off by heart?</p>	<p>Can you say the number 40, write it in words, in numerals and as a set of tens? What is the next multiple of ten? What is the previous multiple of ten?</p>	<p>less, 10 more, 10 less than my number?</p> <p>Can you use Dienes blocks to show why 54 is greater than 32?</p> <p>Can you partition a two-digit number into tens and ones? (eg. 57 = 50 + 7)</p> <p>I need to save £35 for a new book. I already have £5 how much more do I need?</p> <p>Composition of numbers: 11 to 19</p> <p>Can you break down the teen numbers into ten and a bit? For example 13 is ten and three or 17 is one ten and seven ones. Can you draw a diagram or picture to show this partitioning?</p> <p>Explain what the diagram below shows? What number is shown here?</p> <table><tr><td>10s</td><td>1s</td></tr><tr><td>1</td><td>4</td></tr></table> <p>Can you count the teen numbers in this way: onety-one, onety-two, onety-three? What number does 'onety-three' refer to?</p> <p>Can you put the correct symbol between different pairs of teen numbers? For example, 15  17. The symbol that needs to go here is 'less than' (<).</p> <p>Which of the teen numbers are even, which are odd? How do we know which numbers are odd and which are even?</p>	10s	1s	1	4	<p>Can you make a pretend shop and sell some things?</p> <p>Geometry: position and direction</p> <div></div> <p>Can you turn to East if you are given where North is?</p> <div></div> <p>Exploring measurements</p> <p>Can you tell the time to the hour and half past the hour and draw the hands on a clock face to show these times?</p> <p>Mathematical investigation</p> <p>We are going to investigate running a shape shop.</p>
10s	1s								
1	4								

					<p>Can you find the double of 6, 7, 8 and 9? What do you notice about the answers? Do you have any odd numbered answers?</p> <p>Explain how I can use the fact $3 + 2 = 5$ to help solve $13 + 2$.</p>	
Science	<p>Every-Day Materials</p> <p>Do you know what materials objects are made from?</p> <p>Can you name a variety of everyday materials?</p> <p>What materials are waterproof?</p> 	<p>Seasonal Changes</p> <p>Can you describe the changes across the four seasons?</p> <p>How does the length of the day vary?</p> <p>Can you describe the weather associated with the seasonal changes?</p>	<p>Plants</p> <p>What are the parts of a plant?</p> <p>What plants can you find outside?</p> 	<p>Animals</p> <p>What are the different types of common animals?</p> <p>How are they the same?</p> <p>How are they different?</p> <p>What is a carnivore?</p> <p>What is an omnivore?</p> <p>What is a herbivore?</p> 	<p>Humans</p> <p>What are the parts of the human body?</p> <p>What are our senses and how do we use them?</p> 	<p>Humans</p> <p>What are the parts of the human body?</p> <p>What are our senses</p>

History and Geography	<p>History</p> <p>What toys or games did my parents and grandparents play with?</p> <p>What were toys made from in the past?</p> 	<p>Geography</p> <p>Mapping Skills</p> <p>Use key human and physical features to devise a simple map.</p> <p>Use simple compass directions</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Local Fieldwork and Map Work (Linked to Winnie the Pooh)</p>	<p>Geography</p> <p>From Gate to Plate</p> <p>Name and locate countries and capital cities of the UK and surrounding seas.</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> 	<p>Geography</p> <p>Our Wonderful World!</p> <p>Use world maps, atlases and globes to identify 7 continents and 5 oceans of the world.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Mapping Skills</p> 	<p>History</p> <p>Local History</p> <p>The mystery and history of Newick and Chailey train station</p> <p>Why was Newick and Chailey railway station built and demolished?</p> <p>Who was Margaret Bessemer and why was she important locally?</p> 	<p>History</p> <p>George Stephenson and the development of railways</p> <p>Who was George Stephenson and why was he so significant?</p>
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Art and Design and DT	DT: Templates and Joining Finger Puppets for puppet show	Art and Design: Painting and Collage Andy Goldsworthy Wax Resistant Autumn Leaves	Art and Design: Printmaking Andy Warhol Food Printing	Art and Design: Observational Drawing and Mark Making Woodland Exploration	DT: Sliders and Levers Moving Pictures to entertain our partner.	DT: Preparing fruit and vegetables Paddington Bear's Alternative Balanced Sandwich
RE	What do Christians believe God is like? 	Why does Christmas matter to Christians? 1.3 	What does it mean to belong to a faith community? 	Why does Easter matter to Christians? 	What is the good news Jesus brings?	Who is Jewish and how do they live?
PSHE	Being Me in My World	Celebrating Difference 	Healthy Me	Dreams and Goals	Relationships	Changing Me
PE	OAA Attack Defend Shoot	Dance Attack Defend Shoot	Send and Return Gymnastics	Send and Return Forest School	Hit Catch Run Gymnastics	Hit Catch Run Run Jump Throw
Music	Ourselves Weeks 1-3 Exploring Sounds (voice) Number Weeks 4-6 Exploring Beat	Animals Exploring Pitch (voice) Weather Exploring Sounds (instruments)	Machines Beat through Movement Seasons Pitch (instruments)	Our School Producing and Recording sounds Pattern Groups of Beats (body percussion)	Storytime Using Music to tell a Story Our Bodies Combining beat, pitch and rhyme	Travel Performing Skills Water Developing Performance with focus on vocal pitch

Computing	Computer systems and networks – Technology around us	Creating Media and Digital Painting	Creating Media – Digital Writing	Data and Information – Grouping Data	Programming A – Moving a Robot	Programming B – Introduction to Animation
Class Trips		Ashdown Forest Winnie the Pooh Country				Bluebell Railway