

Y1	Phonics	Literacy- Narrative	Maths	Science- Animals inc. Humans pt.1	Computing- manipulate, organise and create	Art/DT- Collage and printing	Geography/H istory- GFOL	RE/PSHE- Judaism Feelings	Music- Select and combine sounds	PE	
Week 1	RWI Phonics Screenin g Check Preparati on	Where The Wild Things Are	Multiplicat ion and Division	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Login, locate word app, name and save file.	Explore work of Polly Castor- write a positive, noticing sentence.	To explain what happened during the Great Fire of London and how it began	Feelings- Identifying Managing Regulating Sharing Resolving Conflicts	Here in Pudding Lane Learn song Sing together Copy beat Choose accompanying instruments to play alongside song (half sing, half play)	Gymnastics	
Week 2					Login, locate and open file, add title and insert images	Cutting and composition of shapes and patterns- collage techniques	To understand how we know about the Great Fire of London				
Week 3				Identify and name a variety of common animals that are carnivores, herbivores and omnivores	Login, locate file, caption images with short sentences.	Mono-printing	To compare life in 1666 to modern day life	To compare Christianity to another faith	Fire, Fire, Everywhere! Learn song and practice Select relevant instruments to play alongside song (half sing, half play). Discuss how the instruments sound together. Discuss playing altogether or a separate times.		
Week 4											
Week 5		PSC focus week	Fractions (pt. 1)	Identify and name various insects and mini-beasts	Present document to an audience.	Writing comparative sentence: their work + Polly Castor’s work	To explain how the Great Fire changed London To order events chronologically on a timeline				

YR	C+L	Literacy (Where the Wild Things Are) + Phonics	PSED	PD	Maths	UTW	EAD
Week 1	Articulate their ideas and thoughts in well-formed sentences, including conjunctions and tenses.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. To use and write simple adjectives.	Explain the reasons for rules, know right from wrong and try to behave accordingly	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	To 20 and Beyond -Building teen numbers -Noticing number patterns beyond 10 -Spatial reasoning	Compare and contrast characters from stories, including figures from the past.	To learn songs related to the GFOL, singing expressively. To explore and discuss Polly Castor's art
Week 2	Use descriptive language (including adjectives) within well-formed sentences.	Book Talk linked to key texts (use new vocab/word-meaning emphasis) To explain and predict what has happened in the story, using new vocab in descriptions.	Feeling and emotions			Explore the natural world around them, making observations and drawing pictures of animals and plants	To experiment with collage techniques, exploring colour, design, texture, form
Week 3	Describe events in some detail (GFOL) and use tenses accurately.	Story re-telling (innovation/imagination). To write simple 'I can see' sentences.	Work and play cooperatively and take turns with others	Handwriting/pencil grip activities		Understand the past through settings, characters and events encountered in books read in class and storytelling Observe and describe similarities and differences between various animals.	To keep a steady beat, watching and copying adult. To explore tempo.
Week 4	Listen to and talk about stories to build familiarity and understanding.	Begin recalling a given sentence and recording it (simple sentences with known red words and phonemes).	Managing and resolving conflicts	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	First, Then, Now Adding More (counting on)	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and	To select and combine sounds relating to a theme. To build 3D sculptures (houses) using junk modelling materials and

						<p>what has been read in class</p> <p>Identify and classify animals based on characteristics.</p>	<p>thinking about cutting and joining techniques.</p>
Week 5	<p>Use new vocabulary in various contexts throughout the day</p>	<p>Brave writing (independent)- simple words and sentences of choice.</p> <p>Form all lower-case and capital letters correctly.</p>	<p>Show sensitivity to their own and to others' needs.</p>	<p>Handwriting/pencil grip activities</p> <p>Cutting control (round and characters).</p>		<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Identify and classify animals based on habitat.</p>	<p>To share creations with others, discussing the making process and the outcome using language of the elements and identifying techniques.</p> <p>To perform songs.</p>