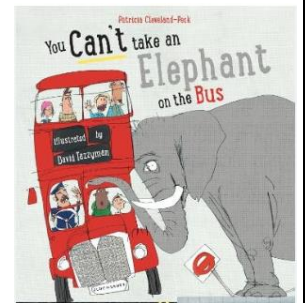
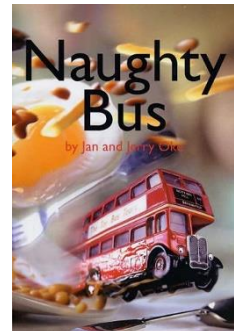
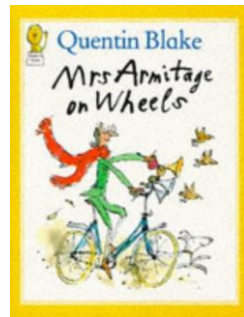


Wheels, wings and wonderful things

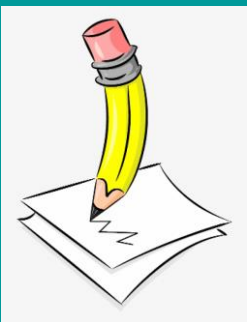


Stunning Start	Car on the playground!	Marvellous Middle	Wonderful wheels day	Fabulous Finish	Making buses
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Core Texts

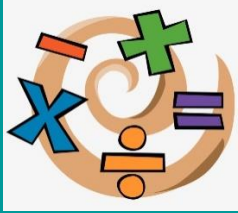


English Focus



- Writing to entertain- writing narratives about personal experiences and those of others (real and fictional)**
- Retell the story
 - Writing lists
 - Story mapping
 - Story writing
- Writing to inform- writing about real events - write for different purposes**
- Writing letters
 - Writing clues to find the 'naughty bus'
 - Writing about the 'wonderful wheels day.'
- Grammar, punctuation and spelling focus -**
- Capital letters
 - Full stops
 - Question marks
 - Exclamation marks
 - Using a capital letter to mark names of :people places, days of the week and the personal pronoun 'I'

Maths Focus





Number and place value


- Previous reception experiences
- **Counting within 100**
Recognise the counting sequence of counting to 100 and beyond
- **Comparison of quantities and part-whole relationships**
Compare objects according to attributes such as length & height
Compare the amount of objects
Use < > = to express the relative number of objects in two sets or the relative size of two numbers.

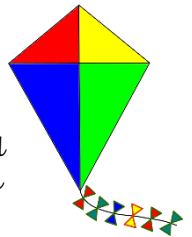
Addition & subtraction


- **Numbers 0-5**
Numbers represent how many objects there are and subitising can be used to recognize small sets
Ordinal numbers indicate a single item or event rather than quantity
Partitioning, number 1-5
Recognise one more and one less
Use bar models to show how numbers can be partitioned.

Subject	Key Question	Focus
Science	<p><u>Enquiry type</u></p> <p>Research: Which materials can be recycled?</p> <p>Identifying and classifying: Can you name materials and their properties?</p> <p>Are all leaves/seeds the same?</p> <p>Comparative test: Which material/materials could Mrs. Armitage use to keep her bike dry?</p>	<p>Plants</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  <p>Materials</p> <ul style="list-style-type: none"> • compare and group together a variety of everyday materials on the basis of their simple physical properties
	<p>Vocabulary: Deciduous Evergreen Blossom Leaf/ leaves Metal Rock Glass Wood Water Plastic Rough Smooth Hard Soft Waterproof Recycle</p>	

Subject	Key Question	Focus
Computing	<p>What is technology? How is it used?</p> <p>How can we paint using computers?</p>	<p>Technology around us Recognising technology in school and using it responsibly.</p>  <p>Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally</p>
	<p>Vocabulary: Technology, primary colours, shape tools, line tool, fill tool, undo tool</p>	

Subject	Key Question	Focus
Art & Design	How can we use our whole bodies to make drawings?	 <p>Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <p>Water colour painting of tree with objects 'stuck'.</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products
	Vocabulary: Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder, Graphite, Chalk, Pen, Drawing Surface (Paper, Ground) Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour.	

Subject	Key Question	Focus
Design Technology	What are the best materials to use for a kite? Why?	<p>Making a kite</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  <p>Making biscuits for 'Mrs Armitage' Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</p>
	How do you ensure safety and hygiene when cooking?	Vocabulary: plan develop starting point choose best tools diagram/s evaluate user purpose design criteria product function features suitable quality mock-up design brief

Subject	Key Question	Focus
Religious Education	How would a Christian child celebrate Christmas? How does this compare with other religions? Does everyone celebrate Christmas?	<p>Hinduism Overview and introduction. The story of Rama and Sita. Lights at Diwali.</p>  <p>Christianity Stories about Jesus. Christmas story Christmas traditions for them/their community. (personal experiences.)</p>
	Vocabulary: Christianity, Diwali, celebration, traditions, community.	

Subject	Key Questions	Focus
E4S	<ul style="list-style-type: none"> • How do I keep my body to myself? • How do I know what is appropriate or not? • How do I ask for help? • How do we know when someone wants to keep things private? • Should we keep everything private? • How else can we say 'no' to being touched? • How does it feel in our bodies when someone makes us feel safe? • How do our bodies react when we don't want to be touched? • Who should we tell if we feel uncomfortable, worried or confused? • Who looks after us? • Who helps us to keep safe? • Who and what can help us when we feel worried or unsafe? • Who helps me? • How do we know whom to ask for help? • Who are our special people? • What makes them special to us? • How do people look after each other? • How can we help the people who look after us? • What relationships do I have in my life? • What makes a good friend? • How do I like to be treated by my friends? • How have I changed since I was a baby? • How do we know we are growing? • How do we feel about growing up? • What are the correct words for the external parts of the body? • What are the differences between boys and girls? • What are the differences between boys and girls bodies? • What is a stereotype? • How am I different and similar to other people? • How are we similar to others? • In which ways are we all equal? 	<p>Being safe Body privacy- saying Yes/No Worries and asking for help</p> <p>Family, friendships and relationships Special people Friends & friendship</p> <p>Identity Changes in growth Boys, girls and stereotypes Similarities and differences</p>
	<p>Vocabulary Promises, secrets, surprises, saying 'no', private, promises, uncertain, uncomfortable, trusted adult, attention, tell. Stereotypes, boys, girls, attitudes, challenge, impact, television, internet, equal, identity, same, different, unique, similar, special, valuable, not better, not worse. Belong, belonging, responsibilities, rights, support, needs, others, self, together, team, special, member, groups, same/different. Joking, teasing, bullying, hurtful, worries, share, help, right, wrong, choices, good friend, fair, unfair, acts of kindness, behaviour, affect. Feelings and the language associated with feelings, physical hurt, emotional hurt, trusted adults.</p>	

Subject	Focus
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PE

Gymnastics

Exploring the ways in which different vehicles travel. Speeds and heights.



- To explore movement actions with control and link them together with flow.
- to explore gymnastic actions and shapes.
- to explore travelling on benches.
- To explore movement actions with control and to link them together with flow.
- to choose and use simple compositional ideas by creating and performing sequences.
- to repeat and link combinations of gymnastic actions.
- to link combinations of movements and shapes with control.

Subject	Key Question	Focus
<p data-bbox="165 680 288 719">Music</p> 	<p data-bbox="384 680 584 712">What is singing?</p> <p data-bbox="384 763 628 795">Why do we enjoy it?</p> <p data-bbox="384 846 628 878">What is a warm up?</p> <p data-bbox="384 1122 783 1184">Vocabulary Warm up Conductor Beat Singing</p>	<p data-bbox="971 680 1530 842">KS1 learns about ensemble and the meaning of working together. They learn about basic show skills and what the conductor's role is within the performance. We work collectively with reception mixed in to singing these songs.</p> <ul data-bbox="1023 846 1513 1081" style="list-style-type: none">• Learn call and response method• Basic rhythms and tunes• Warm up patterns and importance of warm up• Singing with a live instrument• A Capella singing to build resilience• Confidence in singing with peers