

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Children are set into phonic groups dependent on their ability to develop reading and writing skills.					
Mathematics	<p><u>Number</u></p> <ul style="list-style-type: none"> - Read, write numbers begin to recognise place value - Addition and subtraction <p><u>Geometry</u></p> <ul style="list-style-type: none"> - Properties of shape <p><u>Measurement</u></p> <ul style="list-style-type: none"> - Lengths & heights 	<p><u>Number</u></p> <ul style="list-style-type: none"> - Addition and subtraction - Number bonds - Begin to recognise place value - Addition and subtraction <p><u>Measurement</u></p> <ul style="list-style-type: none"> - Time 	<p><u>Number</u></p> <ul style="list-style-type: none"> - Subtraction - Problem solving - Multiplication <p><u>Geometry</u></p> <ul style="list-style-type: none"> - Properties of shape (3D shapes) <p><u>Measurement</u></p> <ul style="list-style-type: none"> - Money - Mass and weight 	<p><u>Number</u></p> <ul style="list-style-type: none"> - Number and place value - Multiplication and division <p><u>Geometry</u></p> <ul style="list-style-type: none"> - Position and direction - Orientation of 3D shapes position and direction <p><u>Measurement</u></p> <ul style="list-style-type: none"> - Capacity 	<p><u>Number</u></p> <ul style="list-style-type: none"> - Addition and subtraction - Number and place value <p><u>Geometry</u></p> <ul style="list-style-type: none"> - Position and direction - Properties of shapes naming faces - Fractions <p><u>Measurement</u></p> <ul style="list-style-type: none"> - Money 	<p><u>Number</u></p> <ul style="list-style-type: none"> Recap and review- Number bonds Comparing ordering numbers <p><u>Measurement</u></p> <ul style="list-style-type: none"> Weight
Science	<p><u>Everyday Materials</u></p> <p>Children will develop the knowledge and skills to:</p> <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, including wood, plastic, glass, metal, water, and rock. - Describe the simple physical properties of a 	<p><u>Seasonal Changes</u></p> <p><u>Autumn & Winter</u></p> <p>Children will develop the knowledge and skills to:</p> <ul style="list-style-type: none"> -observe changes across the four seasons. - observe and describe weather associated with the seasons and how day length varies. 	<p><u>Animals including humans</u></p> <p>Children will develop the knowledge and skills to:</p> <ul style="list-style-type: none"> -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are 	<p><u>Seasonal Changes</u></p> <p><u>Spring & Summer</u></p> <p>Children will develop the knowledge and skills to:</p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	<p><u>Plants</u></p> <p>Children will develop the knowledge and skills to:</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen tree. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p><u>Scientists and Inventors</u></p> <p>Children will develop the knowledge and skills to:</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment.

	<p>variety of everyday materials.</p> <p>- Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>carnivores, herbivores and omnivores</p> <p>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>			<p>Perform simple tests to identify and classify using their observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help answer questions.</p>
Topic Title	Toys old and new	Seasonal Changes	Barnaby Bear visits Berrybrook Where do I live?	Memories	Amazing African Adventure	Significant people
History	<p>Children will explore:</p> <p>Changes within living memory.</p> <p>How people and events fit within a chronological framework (Victorians).</p> <p>Ways we can find out about the past.</p>	<p>This term is a geography focus</p>	<p>This term is a geography focus</p>	<p>Children will explore:</p> <p>Changes within living memory and where appropriate, will be used to reveal aspects of change in national life.</p>	<p>This term is a geography focus</p>	<p>Children will explore:</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p> <p>The comparisons and differences between aspects of life in different periods.</p>

<p>Geography</p>	<p>This term is a history focus</p>	<p>Locational knowledge : The UK</p> <p>Children will develop the knowledge and skills to:</p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Distinguish between human and physical geography. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. - Use simple compass directions and locational and directional language to describe the location of features and routes on a map. - Use aerial photographs to recognise landmarks and basic human and physical features; - Devise a simple map; and use and 	<p><u>Locational Knowledge: Our local area</u></p> <p>Children will develop the knowledge and skills to:</p> <ul style="list-style-type: none"> -Ask and answer geographical questions. - Identify the key features of a location – knowing if it is city, town, village or coastal and its physical features such as beach, mountain, valley. - Use simple field work and observational skills to study the geography of the school and the key human and physicals features of its environment. 	<p>This term is a history focus</p>	<p><u>Locational knowledge: Our World</u></p> <p>Children will develop the knowledge and skills to:</p> <ul style="list-style-type: none"> - Name and locate the world's 7 continents and 5 oceans. - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. -Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage - Use simple compass directions and locational and directional language to describe the location of features and routes on a map 	
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		construct basic symbols in a key.				
Art/D&T	<p>Self portraits Children will develop their skill to:</p> <ul style="list-style-type: none"> - Exert control and accuracy in drawing, and add colour neatly with attention to line boundaries. -Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<p>Materials Children will develop the knowledge and skills to:</p> <ul style="list-style-type: none"> - Cut materials safely using tools provided. - Measure and mark out to the nearest centimetre. - Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). -Diagnose faults in battery operated devices. -Model designs using computing software. - Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. - Create products using levers, wheels and winding mechanisms. 	<p>Collage Children will develop the knowledge and skills to:</p> <ul style="list-style-type: none"> - Combine materials that are cut, torn and glued. -sort and arrange materials. <p>Sculpture - Include lines and texture.</p> <ul style="list-style-type: none"> - Use rolled up paper, straws, paper, card and clay as materials. -Use techniques such as rolling, cutting, moulding and carving <p>Draw ing -Colour (own work) neatly following the lines.</p> <p>Digital Media -Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>		<p>Moving pictures Children will explore:</p> <ul style="list-style-type: none"> -A range of materials creatively to design and make products. - Art and design techniques including colour, pattern, texture, line, shape, movement, form and space. - The similarities and differences between a range of artists, craft makers and designers practices and disciplines whilst making links to their own work. 	<p>Printing <u>Handas Surprise story</u> Children will develop the skills to:</p> <ul style="list-style-type: none"> - Use objects to create prints (e.g. fruit, vegetables or sponges). - Press, roll, rub and stamp to make prints. - Mix primary colours to make secondary. -Add white to colours to make tints and black to colours to make tones. - Exert control and accuracy in drawing, and add colour neatly with attention to line boundaries. - Use a wide range of tools to create different textures, lines, tones, colours and shapes. - Cut, peel or grate ingredients safely and hygienically.

<p>Music</p>	<p><u>Hey You!</u></p> <p>- Hey You! Is an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p>	<p><u>Rhythm In The Way We Walk and The Banana Rap</u></p> <p>- Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style).</p> <p>-Children will listen and appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p><u>In The Groove</u></p> <p>- A song which explores six different music styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week the children will listen and learn a different style of In The Groove.</p>	<p><u>Round and Round</u></p> <p>- Round and Round is a Bossa Nova Latin style song.</p> <p>- The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><u>Your Imagination</u></p> <p>- At song about using your imagination and applying it to musical concepts.</p>	<p><u>Reflect, Rewind and Replay</u></p> <p>- This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p>PE</p>	<p>Children will be taught to:</p> <p>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>-participate in team games, developing simple tactics for attacking and defending</p>					
<p>PSHE</p>	<p>Meet the Go-Givers</p> <p>Berrybrook Core Values</p>	<p>Rules: You can't do that here</p> <p>PSHE Core Theme 1: informed choices</p> <p>SMSC</p> <p>SEAL: Relationships & changes</p>	<p>The selfish little red hen</p> <p>PSHE Core Theme 3:</p> <p><i>Rights and responsibilities</i></p> <p>SMSC</p> <p>SEAL: Getting on and falling out</p>	<p>Mitali loses his cool</p> <p>PSHE Core theme 2:</p> <p><i>Managing emotions SMSC</i></p> <p>SEAL: Good to be me</p>	<p>Litter: The Picnic</p> <p>PSHE Core theme 3:</p> <p><i>Respect for the environment</i></p> <p>SMSC</p>	<p>Go-Givers</p> <p>Bear Hunt</p> <p>PSHE Core theme 3:</p> <p><i>Respecting equality</i></p> <p><i>Being a member of a diverse community</i></p> <p>SMSC</p>
<p>RE</p>	<p><u>Prayer</u></p> <p>Children will:</p>	<p><u>The Nativity Story:</u></p> <p>Children explore why Christians celebrate Christmas.</p>	<p><u>Sikhism</u></p> <p>Children will begin to learn about Sikh:</p> <p>-people, -symbols</p>	<p>How can we find out about a Christian belief?</p> <p>Talking about God</p>	<p>I wonder?</p> <p>Exploring questions that puzzle us</p>	<p>Compare and contrast Christian and Sikh beliefs</p>

	<ul style="list-style-type: none">-Listen to a prayer and know that it is important-Listen attentively to at least one story about Jesus- Listen to a religious story and understand that it carries meaning- Talk simply about prayer	Christmas Nativity	<ul style="list-style-type: none">-stories-sharing			Understanding the value of diverse beliefs.
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