

<p style="text-align: center;"><b><u>Key Stage 1 – Autumn 1</u></b>  <b><u>INTO THE WOODS</u></b></p>							
<b>Summer 2</b>	<b>Week 1</b> <b>1<sup>st</sup> September</b>	<b>Week 2</b> <b>8<sup>th</sup> September</b>	<b>Week 3</b> <b>15<sup>th</sup> September</b>	<b>Week 4</b> <b>22<sup>nd</sup> September</b>	<b>Week 5</b> <b>29<sup>th</sup> September</b>	<b>Week 6</b> <b>6<sup>th</sup> October</b>	<b>Week 7</b> <b>13<sup>th</sup> October</b> <b>Week 8 End of unit assessments</b>
<b>Enrichment</b>		10 <sup>th</sup> Hedgehog visitor 9 <sup>th</sup> Brilliant Beginnings			Visit to the woods to Introduce Little Red		
<b>English</b>	Key skills and expectations Reminders What is a sentence?  Thursday - Cold Write Friday - Launch	Year 1 What is a sentence? Sentence building Model writing Spell using phase 3 sounds  Year 2 Introduce 'and' Introduce 'because' WAGOLL	Year 1 Leaving spaces between words Spell using phase 3 sounds Letter formation  Year 2 Introduce question marks (hedgehog visit) Sorting statement/questions Sorting out information into	Year 1 Spell using phase 3 sounds Begin to punctuate sentences with full stops Letter formation  Year 2 Phase 5 spelling CEW spelling Plan Showcase	Skills week  TBC	Character Description  Year 1 Full stops Capital letters Finger Spaces Adjectives  Year 2 Well-chosen adjectives Expanded noun phrases Conjunctions recap Apostrophe	Year 1 and 2 Plan and showcase
<b>Reading links</b>	Owl Babies, Owl who's afraid of the dark, , Traditional Tales, The bear and the Piano				Little Red, Little red reading hood Owl Babies		
<b>Maths</b>	<b>Y1</b> Place value to 10 Addition with in 10		<b>Year 1/2</b> Place Value to 20 Addition and Subtraction			<b>Y2</b> Place value to 100 Addition and subtraction	
<b>Science</b> All about me		Discover the basic parts of the human body	Learn about your eyes and eyesight	Learn about your ears and hearing	Explore the tongue and taste	Explore your sense of touch	Discover how your nose smells
<b>Art Spirals</b>	Self portrait	Make drawings using your bodies	Make outdoor spirals using chalks/natural resources	Develop your drawings	Introduce sketch books	Cutting spirals	<b>DT week</b>
<b>DT</b> <b>Making a moving monster</b>		Lesson 1 – Pivots levers and linkages	Lesson 2 – Making linkages	Lesson 3 – Design my monster	Lesson 4 -making my monster	Lesson 5 – evaluation	DT week
<b>Geography</b> What is it like here?		Where in the world are we?	What can we see in the classroom?	What can we find in our school grounds?	Where are different places in our school?	How do we feel about our playground?	Can we make our playground even better?
<b>PE</b> Gymnastics		Explore movement using feet	Explore movement on the floor	To move into shapes after a movement	To explore shape within a sequence	To explore shape within a sequence	To explore shape within a sequence

Balls Skills							
<b>Computing</b> Computing systems and networks- Technology around us		Technology in our classroom	Using computer technology	Developing mouse skills	Using a computer keyboard	Developing keyboard skills	Using a computer responsibility
<b>RE</b> <b>Big Question-</b> <b>How are symbols used to welcome new life?</b>	I can identify symbols and routines in school and begin to explain why they are important.	I can describe what a new baby needs. I can explore the meaning of names	I can sequence the symbolic events of a Naam Karan, Sikh naming ceremony. I can describe how names are chosen in the Sikhi faith.	I can explore how babies are welcomed in the Christian faith. I can identify symbols and symbolic events in a Christening	I can explore how Muslims welcome a new baby. I can explain why sharing is important in the Aqiqah.	I can explore how Humanists welcome a new baby.	I can compare how babies are welcomed into the world.
<b>PSHE</b> <b>Peace At Last</b>	New class activities Team building games Getting to know you Setting expectations	I can explain why I need enough sleep	I can tell you some strategies to manage feeling tired	I can tell you what helps me get a good night's sleep	I can tell you some ways I can help myself when I get fidgety	I can tell you why permission-seeking is important	Consolidate learning/assessment
<b>Music</b> Music Menu Sing Up		Get to know the song 1.	Get to know the song 2	Progression snapshot 1. Make a video recording of children singing.	Improvise a percussion accompaniment to <i>Menu song</i> .	Prepare for a dramatic performance of <i>Menu song</i> .	Performance Time!