		A	utumn I – Whole Sc	hool Geography Foci	LS			
	2/9 to 6/9	9/9 to 13/9	16/9 to 20/9	23/9 to 27/9	30/9 to 4/10	7/10 to 11/10	14/10 to 18/10	21/10 to 25/10
Mini-beast Mayhem					Dinosaur	Discoveries	Perilous	Pirates
PSHE Being Me in my world	Transition- Settling in and introducing routines	Helping others to feel welcome	Memory Bags	Recognising and Managing feelings	Working with others to make school a good place to be	Caring about other people's feelings	Working well with others	Learning what being responsible means
CLL Focus		Answering questions about ourselves	Answering questions about ourselves	Listening to stories and asking questions about familiar texts	Listening to stories and asking questions about familiar texts	Anticipating key events and making predictions when listening to stories	Anticipating key events and making predictions when listening to stories	Anticipating key events and making predictions when listening to stories
Focus Text		Superworm – Julia Donaldson	Superworm – Julia Donaldson	Superworm – Julia Donaldson	Super Duper You	Super Duper You	Captain Sparklebeard - Timothy Knappman	Captain Sparklebeard - Timothy Knappman
English- reading and writing	Writing our name	Orally telling stories Identifying	Orally telling stories Identifying	Exploring and requesting texts which interest us	Exploring and requesting texts which interest us	Hearing and saying initial sounds in words	Recognising familiar signs and labels, and our own name.	Recognising familiar signs and labels, and our own name.
		characters and settings in familiar stories Writing our name	characters and settings, problems and solutions in familiar stories	Saying and hearing sounds Engaging in making 'messages'	Saying and hearing sounds Engaging in making 'messages'	Engaging in making 'messages' for others from our pictures, paintings and in	Hearing and saying initial sounds in words.	Hearing and saying initial sounds in words.
			Writing our name	for others from our pictures, paintings and in their play.	for others from our pictures, paintings and in their play.	their play.	Making meaning of the marks, we make.	Making meaning of the marks, we make.
Phonics		mas	dti	n p g	ock	u b f	elh	rjv
Maths	Getting to know you- Counting rhymes, daily routines	Getting to know you- Counting rhymes, positional	Match Sort and compare	Match Sort and compare	Talk about measure and patterns	Talk about measure and patterns	Its me 1,2,3- Recognising and identifying and representing 1,2,3	Its me 1,2,3- Recognising and identifying and representing 1,2,3
Religious Education		Belonging- F5 Wher	e do we belong?	1	I	l	1	
Physical Education- travelling		Dance – Dinosaurs	Dance – Dinosaurs	Dance – Dinosaurs	Dance – Dinosaurs	Dance – Dinosaurs	Dance – Dinosaurs	Dance – Dinosaurs
		Locomotion - Walking I	Locomotion - Walking 1	Locomotion - Walking I	Locomotion - Walking I	Locomotion - Walking I	Locomotion - Walking I	Locomotion - Walking I

							<u> </u>
Cultural Capital Trips Planned / Extra Curricular clubs for our year group.						Dress as a pirate day	
Other Notes	5 th September – INSET 6 th September – INSET	Sharing moment bags	Immersion Day- Monday 19 th Dress as a pirate day	30/9 Harvest Day and assembly	Inter house multi- skills tournament. Salt dough		Fria Cel Sta ope
Science			3 Mud. Glorious Mud		7 Dinosaurs		15
			 Know that soil is a Explain how soil c added 	natural material hanges when water is	 including teeth, of Communicate infand their habitat became extinct 	according to criteria, claws, spikes and wings formation about dinosaurs , camouflage and why they existed because of fossils ns	
			Sand Pebbles Change Liquid Material Thick Shape Squash		Bones Fossil Skeleton extinct		Hab Floa Sink Mag Siev
Art	Self Portrait Painting – develop	colour mixing technic	ques to create a self-r	portrait.			<u> </u>
DT	Wood Work: Tap o	ind pin hammers in s			to use them and w	hat to make.	

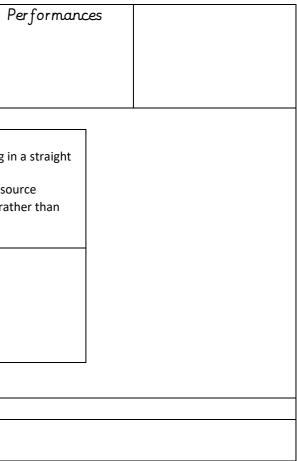
	Autumn 2 - Whole School Geography Focus						
	4/11 to 8/11	/ to 5/	18/11 to 22/11	25/11 to 29/11	2/12 to 6/12	9/12 to 13/12	16/12 to 20/12
What's that sound?		The Gingerbread Man		Light Magic!			
PSHE	Identifying things	Understanding that	Understanding we	Describing our special	Learning how to be a kind	How to use positive	Celebrating special
Celebrating	we are good at	being different	are unique but	homes	friend	language with our	times together
Differences	and understanding	makes us all special	similar in some			friends.	
	that everyone is		ways.				
	good at different						
	things.						

riday 20th Diwali elebration Event- tay and Play- pen ended	
5 Pirates	
magnetsSort and identify a	naterials, using sifting and
abitat oat	
nk	
agnet	
eve	

CLL Focus	Asking questions	Asking questions	Listening to the	Understanding simple	Understanding simple who,	Retelling simple	Retelling simple
	and describing	and describing	opinion of others	who, what and	what and where questions	stories, occasionally	stories, occasionally
	events and familiar	events and familiar	when in a small	where questions		exploring language	exploring language
	routines	routines	group. Following			and vocabulary	and vocabulary
			longer, more			from books with	from books with
			complex instructions			adults.	adults.
Focus Text	We're going on a	We`re are going on	The Gingerbread	The Gingerbread Man	Stickman – Julia Donaldson	Stickman - Julia	Stickman - Julia
	bear hunt –	a bear hunt	Man	5		Donaldson	Donaldson
	Michael Rosen						
English	Playing with new	Playing with new			Recognising familiar signs	Recognising	Will request
	vocabulary of	vocabulary of		Using groups of	and labels, and their own	familiar signs and	favourite rhymes,
	particular interest	particular interest	Using groups of	letters or letter-like	name.	labels, and their	poems, fiction or
	when engaged in	when engaged in	letters or letter-like	shapes when		own name.	non fiction books
	activities such as	activities such as		'	Hearing and equing initial	owne naune.	based on own
			shapes when	writing.	Hearing and saying initial	llen in a und	
	reading, role play	reading, role play	writing.		sounds in words.	Hearing and	interest, enjoyment
	and small world.	and small world.				saying initial	and pleasure.
						sounds in words.	
	Some familiar	Some familiar					
	letters are	letters are					
	beginning to be	beginning to be					
	formed correctly.	formed correctly.					
Phonics							
	y w z	×			Consolidation		
Maths							
	Circles and triangles	1,2,3,4,5	1,2,3,4,5	Shapes with four sides			
R.E	F4- Which times are	e special and whu?					
N.L	Festival of Light Da						
	Jesus' birthday	y					
Physical	Exploring moving	Pushing and rolling	Bouncing the ball	Travelling with a ball	Rolling and pushing a ball	Bouncing a ball	P.E through
development	a ball with our	the ball		into space	with a partner	with a partner	outdoor provision
- Ball control	hands						
	100000	Dance – Ourselves	Dance – Ourselves	Dance – Ourselves	Dance – Ourselves	Dance – Ourselves	Dance - Ourselves
	Dance – Ourselves	Durice Ourselves	Durite Ourselves	Durite Ourserves			Durite Ourselves
Trips Planned /				Pantomime?	Walk to the post office – post		
Extra Curricular				raitonune:	letters to Santa		
clubs for our year							
group.			Inter House O :				
Other Notes	Immersion Day-	11/11 Remembrance	Inter-House Quiz		Assessment Week	Christmas Lunch	Stars of Northstead
	Premier/Red carpet	Service in school.	18th November-		EYFS/YI performance	and jumper day	KS2 Christmas
1	Day		children in need			9/12	Carols

		Anti- Bullying week	У2 Р		
		Theme Day- Group performance			
Science	8 Sound Collectors	4 Save the Gingerbread Man	IO Light Magic Know that dark is the absence of light Talk about the effects of light travelling ir		
	 Know that we hear sounds with our ears Know how to make sounds louder and quieter, higher and lower Explore how different materials make different sounds Recognise that a sound is made when something vibrates 	 Know about simple life cycles Know how materials change due to mixing and heating 	 Faik about the effects of light travelling line Know that light originates from a light s Know that shiny surfaces reflect light, racreating light Explore colour mixing Colour Dark Light Light source Reflect Shadow shiny 		
Science Vocab	Ears Hear(ing) Loud(est) Noise Quiet(est) Sound Pitch volume	Change Push Pull Weigh			
Art	Drawing – The children will draw firewor	ks and bonfires to represent movement and lo	ud noises.		
DT	 Wood Work: Wood, nails, drilling and string Explore different materials freely in order to develop their ideas about how to use them and what to make 				

Spring I – World History Focus							
	6/I to 10/I	3/ to 7/	20/1 to 24/1	27/1 to 31/1	3/2 to 7/2	10/2 to 14/2	
	Frozen Planet		The 7	Tropics	Pets a	nd. Vets	
PSHE	Learning to persevere	Being a resilient	Setting goals and	How to use	Aspirations and how	Achievements and	
Dreams and Goals		learner	working towards them	encouraging	to reach them	accomplishments	
				language			
CLL						In oral sentences	
	Responding to	Responding to	To begin to offer their	To begin to offer	In oral sentences	connectives are also	
	longer instructions	longer instructions	ideas and simple	their ideas and	connectives are also	beginning to be	
	(2 part)	(2 part)	explanation	simple explanation	beginning to be	used such as	
					used such as	'because', 'or' and	
					'because', 'or' and	'and'.	
					'and'.		



Focus Text	Blue Penguin – Petr Horacek	Blue Penguin	How to find a fruit bat - Michelle Robinson	How to find a fruit bat	What the Ladybird Heard – Julia Donaldson	What th Heard
English	Linking sounds to letters when segmenting and blending CVC words.	Linking sounds to letters when segmenting and blending CVC words.	Talking about what they have read showing some understanding, drawing on new vocabulary	Talking about what they have read showing some understanding, drawing on new vocabulary	Demonstrates emotional engagement with the content. Will retell stories and poems in their play using	Demons emotior engage content stories in their
	Segmenting CVC words and using appropriate letters, that are	Segmenting CVC words and using appropriate letters,	Segmenting CVC words and using appropriate letters, that are recognisable to	Chooses to write independently for	vocabulary acquired from their reading experiences.	vocabu from t experie
	recognisable to represent sounds in their writing.	that are recognisable to represent sounds in their writing.	represent sounds in their writing.	different purposes	Chooses to write independently for different purposes	Choose indeper differe
RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Childrer and Gr RWI
Maths	Alive in Five - Introducing zero, comparing numbers to 5, composition of 4 and 5, comparing mass, compare capacity	Alive in Five Introducing zero, comparing numbers to 5, composition of 4 and 5, comparing mass, compare capacity	Mass and capacity	Growing 6,7,8 Recognising 6, 7 and 8, making pairs, combing 2 groups, comparing length and height, time	Growing 6,7,8 Recognising 6, 7 and 8, making pairs, combing 2 groups, comparing length and height, time	Length, time
R.E	F2- Which people are					
Physical Development- Gymnastics	Exploring moving in a high way and making high shapes	Exploring in a low way and making low shapes	Exploring how to move safely on apparatus	Exploring moving in high and low ways on apparatus	Exploring movement by travelling under and over	Perform moveme
	Ball Skills-Hands 2	Ball Skills-Hands 2	Ball Skills-Hands 2	Ball Skills-Hands 2	Ball Skills-Hands 2	Ball Ski
Trips Planned / Extra Curricular clubs for our year group.						Tea an
Other Notes	2 nd = Bank Holiday 3 rd = Inset Day				Inter-House Spelling Bee	Celebra

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frouped for	
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nents/routines.	
skills-Hands 2	
nd Toast	
ation Event-	

	Immersion Day- Flight around the world	Celebration event- enterprise café	Around flight d
Science	12 Frozen	13 Food of the Seasons	5 Pets and Vets
	 Observe changes over time Say what happens when water is cooled and ice is warmed Perform simple tests Compare results 	 Know how the changing seasons affect when food is at its best Understand the importance of a healthy and varied diet Know how food is grown and prepared 	 Know that humans are a type of Know about the importance of e health care for all animals
Science Vocab	Arctic Antarctic Cold Defrost Freeze Frozen Ice Melt warm	Vegetable fruit	Amphibians Mammals Mini-beasts Reptiles Fish birds
Art	Textiles – collage using recycled materials. Drawing – The children will draw faces to s	show different emotions.	1
DT	 Wood Work: Saw and joining (screws) mate Create collaboratively, sharing ideas, 	rials	y to represent them.

			Spring 2 – Wo	rld History Focus		
	24/2 to 28/2	3/3 to 7/3	10/3 to 14/3	17/3 to 21/3	24/3 to 28/3	31/3 to 4/4
	The Potting She	d	Blas	t off!	The circ	de of life
PSHE	Understanding the	Understanding when	Healthy foods and	The importance of	The importance of	Being safe and
Healthy Me	importance of	to exercise and when	making healthy	sleep	personal hygiene	stranger danger
-	exercise	to rest	choices			
CLL	In sentences	Maintains attention	Maintains attention	Is able to	Is able to	Expresses themselves
	connectives are also	and concentration	and concentration	demonstrate	demonstrate	using extended
	beginning to be	when listening to	when listening to	understanding in	understanding in	language drawing on
	used such as	others.	others.	their conversations	their conversations	new vocabulary.
	'because', 'or' and			with others by	with others by	
	'and'.			responding	responding	
				appropriately.	appropriately.	
Focus Text	Errol's Garden –	Errol's Garden	The Boy who	The Boy who	Tadpoles Promise -	Tadpoles Promise –
	Gillian Hibbs		switched off the	switched off the Sun	Jeanne Willis	Jeanne Willis
			Sun – Paul Brown	– Paul Brown		
English	Links sounds to	Links sounds to	Talks about what	Demonstrates	Links sounds to	Talks about what
	letters when	letters when	they have read	emotional	letters when	they have read

rd the world – & gallery	
of animal f exercise, food and	

blending ČVC blending ČVC words. undærsfanding, drawing on næv vocabulary content. Mill relatil stories and poens in their play using vocabulary using voc		1. 1	1. 1	· · ·	1 11		· ·
words. Segments CVC words and uses appropriate letters, that are recognisable to that are recognisable to their writing. Choises to write and uses appropriate letters, that are recognisable to their writing. Choises to write independently for different purposes Chooses to write independently for different purposes Choises to write independently for different purposes Children. Assessed and Grouped for RWI this Length, height and length, height and length, beight and the writing. E F6 What is special about our world? Puddles and the Happy Easter Day guided. Skills - feel I ps Plannet J. rec. Curricable for rec. Curricable to appropriate letters, that are recognisable to represent sounds in their writing. Children. Assessed and Grouped for RWI the writing. Children. Assessed and Grouped for RWI the writing. Children. Assessed and Grouped for RWI the writing. Children. Assessed and Grouped for RWI the writing. Children. Assessed and Grouped for RWI RWI T the writing. Children. Assessed and Grouped for RWI RWI T the writing. Children. Assessed and Grouped for RWI RWI Subling 9 and 10, Recognising 9 and 10, comparing number bonds to 10, 30 shape, patiern. E F6 What is special about our world? Puddles and the Happy Easter Day guide. Strove Tuesday World book Day 2 rd March. Strove Tuesday Assessment Week 2 Cabbration Events Fables Competition Assessment Week 2 Cabbration Events Fruit Festival - Ball skills - feel I Pathena events Strove Tuesday Arothe State Appy Easter Day Strove Tuesday Arothe Statey of March. Strove Tuesday Arothe Statey of March. Strowe Tuesday Arothe Statey of March. Strowe Tuesday Arothe Statey of March. Strowe		segmenting and	segmenting and	showing some	engagement with the	segmenting and	showing some
Segments CVC words and uses appropriate latters, that are recognisable testers, that are recognisable in their verting. in their play using vocabulary in their play using vocabulary Chooses to write independentity for different purposes Chooses to write independentity for different purposes oncis Children Assessed and Grouped for RVI Children Assessed RVI Children Assessed RC </td <td></td> <td>Ŭ</td> <td>blending CVC words.</td> <td>J.</td> <td></td> <td>ů – Č</td> <td>8</td>		Ŭ	blending CVC words.	J.		ů – Č	8
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onics Children Assessed and Grouped for RWI Children Assessed and Grouped for Rwine Splaten Children Ass		to represent sounds	their writing.	that are	independently for		
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Onics Children Assessed and Grouped for RWI Children Assessed and				represent sounds in			
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Image: Note of the stage o		-	March	Tables Competition			5
Index Index Push Pedal and Pull Challenge Lence Index Inde		Shrove Tuesday				kebabs	
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Bulb Earth Pupa	Science Vocab						p
Flower Moon Cocoon		Bulb				Рира	
Fruit Planet Chrysalis							
Grow Solar System Caterpillar							
Harvest Space Butterfly				-			

	Leaf	Sun	Leaf				
	Petal	Star	Change				
	Plant	Telescope					
	Root						
	Seed						
	Soil						
	weed						
Art		Drawing – The children will draw faces to show different emotions.					
	Drawing – Observational drawing of Daffodils, focusing on complexity and detail.						
DT	Wood Work: Adding decorations.						
	• Create collaboratively, sharing ideas, resources and skills.						
	• Return to and build on their previous learning, refining ideas and developing their ability to represent them.						

	Summer I – British History Focus					
	21/4 to 25/4	28/4 to 2/5	5/5 to 9/5	12/5 to 16/5	19/5 to 23/5	
	Rhym	e Time			Into the woods	
PSHE Relationships	My family and me	Make friends, make friends, never ever, break friends.	Make friends, make friends, never ever, break friends.	Falling out and bullying.	Falling out and bullying.	
CLL	Listens attentively in a range of situations	Listens attentively in a range of situations	Draws on and uses new vocabulary accurately and in context.	Draws on and uses new vocabulary accurately and in context.	Follows instructions involving several ideas and actions.	
Focus Text	Oi Frog – Kes Gray	Oi Frog -	Oi Frog -	The Extraordinary Gardener – Sam Boughton	The Extraordinary Gardener – Sam Boughton	
Literacy	Uses phonic knowledge to decode regular words, reading them aloud accurately.	Uses phonic knowledge to decode regular words, reading them aloud accurately. Uses their phonic knowledge to write	Can read some common irregular words. Able to demonstrate speedy recognition of familiar printed words.	Can read some common irregular words. Able to demonstrate speedy recognition of familiar printed words.	Reads and understands simple sentences. Writes simple phrases and	

	Uses their phonic	words in ways	Writes some	Writes some	sentences which can	
	knowledge to write words in ways which match their spoken sounds.	which match their spoken sounds.	common irregular words.	common irregular words.	be read by themselves and others, with some words spelt correctly using appropriate strategies such as	
					phonics and common exception words.	
Phonics	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	
Maths	To 20 and Beyond - Building numbers beyond 10, counting beyond 10, spatial reasoning	To 20 and Beyond Building numbers beyond 10, counting beyond 10, spatial reasoning	How many now? I more I less Add more Take away	Manipulate, compose and decompose Shapes 2D shapes 3D shapes Compose	Manipulate, compose and decompose Shapes 2D shapes 3D shapes Compose	
R.E-	FI Which stories are s	pecial and why?	•			
Physical Development	Dance – Nursery Rhyr Locomotion Jumping I					
Trips Planned / Extra Curricular clubs for our year group.				Peasholm Trip Observational drawings	Fire Station/Police Station/ Lifeboat	
Other Notes	Inter-House Rounders Competition Immersion Day-		I st May = Bank Holiday	KS2 SATS Week	Inter-House Football Celebration Event- Invention Convention	
Science	2 Slimy things	·	14 Into the woods			
	materials Classify materials according to the second second	properties of different ording to own and given d effect through exploring	 Make simple comparisons about the temperature and weather conditions Make and record simple measurements Talk about changes over time 			
	Compare Fastest Material Similar Sort		Chilly Foggy Lightning Mild Misty			



•

	Different Overcast						
	storm						
Art	Drawing – Observational drawing of sunflowers, focusing on colour, shape a	Drawing - Observational drawing of sunflowers, focusing on colour, shape and texture - Van Gough					
	Textiles - Children will explore different natural materials and textures to creat	Textiles - Children will explore different natural materials and textures to create a collage of summer.					
DT	Wood Work: Set up for children to plan and create using all tools and resour	Wood Work: Set up for children to plan and create using all tools and resources.					
	 Safely use and explore a variety of materials, tools and techniques, ex 	perimenting with colour design,					
	texture, form and function.	·					
	 Share their creations explaining the process they have used. 						

	Summer 2 – British History Focus						
	2/6 to 6/6	9/6 to 13/6	16/6 to 20/6	23/6 to 27/6	30/6 to 4/7	7/7 to 11/7	14/7 to 18/7
		I	t's good to be m	e		Superheroes	
PSHE	Parts of the Body	All about my healthy	Understanding how I	Transition into Year I	Transition into Year I	Sharing our best bits	Celebration of the
Changing Me		body	grow	- feelings focus	– future goals	of foundation	last year
CLL		Answers 'how' and	Expresses themselves	Expresses themselves	Demonstrates a	Demonstrates a	More complex
	Answers 'how' and	'why' questions	effectively, using	effectively, using	developing use of	developing use of	language structures
	'why' questions	about their	full sentences using	full sentences using	connectives, drawing	connectives, drawing	are used to connect
	about their	experiences and in	past and present	past and present	on modelled	on modelled	ideas or events,
	experiences and in	responses to stories	tenses.	tenses.	examples from	examples from	
	responses to stories	or events.			teaching when	teaching when	
	or events.				talking about their	talking about their	
					experiences.	experiences.	
Focus Text	The Extraordinary	My Shadow is Pink /	My Shadow is Pink /	My Shadow is Pink /	Super Milly and the	Super Milly and the	Super Milly and the
	Gardener – Sam	Izzy Gizmo	Izzy Gizmo	Izzy Gizmo	super school day –	super school day –	super school day –
	Boughton				Stephanie Clarkson	Stephanie Clarkson	Stephanie Clarkson
English	Able to anticipate	Able to anticipate	Describes in their	Describes in their	Describes in their	Uses phonic,	Uses phonic,
	key events in	key events in	own words what	own words what	own words what	semantic and	semantic and
	stories.	stories.	they have read in a	they have read in a	they have read in a	syntactic knowledge	syntactic knowledge
			non-fiction or fiction	non-fiction or fiction	non-fiction or fiction	to read phonically	to read phonically
			text using a range	text using a range	text using a range	regular words of	regular words of
			of new vocabulary	of new vocabulary	of new vocabulary	more than one	more than one
			with accuracy and	with accuracy and	with accuracy and	syllable. Reads	syllable. Reads
			confidence,	confidence,	confidence,	many common	many common
	Uses key features	Uses key features	answering questions,	answering questions,	answering questions,	exception words and	exception words and
	of narrative in their	of narrative in their	making inferences	making inferences	making inferences	irregular words to	irregular words to
	own writing to	own writing to	and predictions	and predictions	and predictions	understand new	understand new



	describe a familiar event or create a story.	describe a familiar event or create a story.	about what might happen next.	about what might happen next.	about what might happen next.	vocabulary in a familiar story or text.	vocabulary in a familiar story or text.
			Uses key features of narrative in their own writing to describe a familiar event or create a story.	Uses key features of narrative in their own writing to describe a familiar event or create a story.	Uses key features of narrative in their own writing to describe a familiar event or create a story.	Uses key features of narrative in their own writing to describe a familiar event or create a story.	Uses key features of narrative in their own writing to describe a familiar event or create a story.
Phonics	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI	Children Assessed and Grouped for RWI
Maths	Sharing a grouping	Sharing a grouping	Visualise, build and map	Visualise, build and map	Visualise, build and map	Make connections	Consolidation
R.E-	F3 Wopooohich place	s are special and why?					
Physical Development	· · ·	1 5					
- Invasion Games	Games for understanding Sports Day						
Trips Planned / Extra Curricular clubs for our year group.	Ball skills, rackets bai Peasholm		Woldies		Dress as a super hero Fire fighters / police / paramedic visit	Beach Trip Train Ride- North Bay railway Talk to coast quard	
Other Notes	Sports Days	Assessment Week 3			Transition Week	Reports to Parents 14/7 Celebration Event- Stay and Learn	Stars of Northstead 20/7 Summer Fair 17/7
Science	16 Whatever the Wea	ther	20 My Body		6 Super hero Materials		
	 Explore a range of lid Understand differen Compare similarities 	-	 Name body par Understand how body 	ts v to look after their	 Explore properties of materials Decide which material is best? 		
	Change Different Liquid Material Similar same		Body parts Bones Skeleton Muscle Health Heart		Waterproof Warm Absorbent Translucent Opaque Rigid Flexible		

Trip	
Ride- North	
ulw ay	
coast guard	
s to Parents	Stars of Northstead
	20/7
	Summer Fair 17/7
ition Event-	
nd Learn	
aterials	
best?	

Art	Drawing – Observational drawings of class butterfly – focusing on complexity, detail, shape, texture and pattern.
	Printing – Printing with flower heads, hands and fingers.
DT	Wood Work: Set up for children to plan and create using all tools and resources.
	 Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form a
	 Share their creations explaining the process they have used.

and function.