



| Cycle A: 2023-4  |  | Class 1  |  |  |   |  |  | Class 2  |   |  |   |   |  |   |
|--|--|--|--|--|---|--|--|--|---|--|---|---|--|---|
|  |  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |   |
| <b>Theme/ Main subject focus</b><br>We identify a broad topic or theme each half term. This is to make the curriculum relevant and interesting for children and inspire their curiosity. A number of subjects are taught through the topic/ theme however, some parts of the curriculum are delivered as separate subjects.  |  | <b>Crazy Colours</b>   | <b>Up, up and away</b>   | <b>Around the world with Penguin Small</b>   | <b>We're going on a bear hunt</b>   | <b>How does your garden grow?</b>  | <b>The three little pigs</b>   | <b>It's a bug's life</b>   | <b>History Makers</b>   | <b>Why don't penguins fly?</b>   | <b>Toy Story</b>  | <b>Green Fingers</b>  | <b>Fire, Fire</b>  |   |
| <b>English</b><br>Children learn phonics throughout Key Stage 1 using the Jolly Phonics materials. We have a scheme of work for English that identifies how we have planned our curriculum for English in more detail. Key texts and themes that drive the work for each unit are identified here.   |  | Brown Bear, Brown Bear<br>Colour poems<br>Elmer<br>Anna's Amazing Multi-coloured glasses<br>Little Red Riding Hood<br>The Little Red Hen<br>Role Play: Grandma's house<br>Winnie's house | Autumn & firework poems<br>Whatever Next<br>Kippers Balloon<br><br>Letters to Santa<br><br>Role Play<br>Rocket<br>Santa's workshop           | Winter poems<br>Penguin Small<br>Polar bear, polar bear<br><br>Artic animals information texts<br><br>Role Play<br>Artic Explorers<br>Chinese restaurant | We're going on a bear hunt<br>Goldilocks and the three bears<br><br>Information texts: Toys in the past<br>Bears<br>Role Play<br>Toy hospital<br>Toy shop | The Enormous Turnip<br>Jaspers<br>Beanstalk<br>Hungry caterpillar<br>Minibeast poems<br><br>Role Play<br>Garden centre<br>Fruit & veg stall            | The three little pigs<br>The old woman and the vinegar bottle.<br>Town mouse and country mouse<br>Non-fiction: The Great fire of London<br><br>Role Play<br>Building site<br>Bakers shop | Fiction: The bad tempered ladybird<br><br>We're going on a bug hunt<br><br>Non-fiction: information texts on minibeasts  | Information text<br>Recount<br><br>Fractions<br>Money   | Poetry<br>Fiction: Penguin Small<br><br>Recount First-hand experience: visit to toy museum                               | Instructions<br>Explanation<br>Alliterative seed packets<br><br>Jim & the beanstalk<br>Oliver's vegetables<br>The tiny seed | Recount: Dear Diary: Fire of London<br><br>Poetry: descriptive prose: The day London burned                                       |  |   |
| <b>Maths</b><br>We use <b>White Rose</b> curriculum planning as the basis for our scheme of work. There are three main priorities for our mathematics curriculum in Key Stage 1: <ul style="list-style-type: none"> <li>• Securing confidence and fluency in basic number skills.</li> <li>• Securing confident use of vocabulary.</li> <li>• Working mathematically and applying maths in real life.</li> </ul> |  | Number bonds within 10<br>Numbers to 20<br>Place value within 20<br><br>Measurement: height, length  | Addition & Subtraction within 10<br><br>Geometry: shape<br>Measurement: mass, weight   | Place value within 50<br>Counting in 10's<br><br>Measurement: time<br>Money  | Addition & Subtraction within 20<br>Counting in 2's<br>Doubling/ Halving  | Multiplication & Division<br>Fractions<br>Counting in 2's, 5's & 10's<br>Measurement: time, capacity   | Place value within 100<br>Measurement: measure & record<br>Money<br>Geometry: position & direction   | Place Value Addition & Subtraction<br><br>Shape  | Addition & Subtraction<br><br>Fractions<br>Money  | Fractions<br>Place Value<br>Multiplication & Division<br><br>Measures  | Multiplication & Division<br>Addition & Subtraction<br><br>Time<br>Measures   | Place Value<br>Fractions<br>Addition & Subtraction<br><br>Statistics  | Multiplication & Division<br>Time<br>Position & direction.<br><br>Statistics   |   |
| <b>Science</b><br>We have developed our own scheme of work to deliver the objectives of the National Curriculum for science support by Developing Experts science resources. Through all the units outlined here, pupils gradually learn the skills of working scientifically so that by the end of Year 2 they are ready for the Key Stage 2 curriculum.  |  | <b>Science &amp; Technology</b>  | <b>Animals incl Humans:</b><br>Identify & name basic body parts<br>senses<br><br>Colour investigations<br>Waterproof materials investigation | <b>Seasonal change</b><br>Observe weather associated with changes of season.   | <b>Seasonal change Biology Animals</b><br>Identify & compare common animals<br>Investigation: How can we stop a snowman melting?<br>Floating & sinking    | <b>Everyday Materials</b><br>Distinguish between objects & materials<br>Identify name common materials<br>Describe simple properties of some materials | <b>Plants</b><br>Identify basic plants<br>Identify basic plant parts<br><b>Animals</b><br>Identify & compare common animals<br>Identify & name basic body parts                          | <b>Everyday Materials</b><br>Distinguish between objects & materials<br>Identify name common materials<br>Describe simple properties of some materials<br><b>Seasonal change</b>               | <b>Living things &amp; their habitats</b><br>Differentiate living. Dead & non-living<br>Identify plants & animals in their habitats<br>Simple food chains | <b>Animals Incl Humans 1</b><br>Identify & compare common animals<br>Identify & name basic body parts                    | <b>Animals Incl Humans 2</b><br>Animal groups<br>Basic needs of animals & offspring   | <b>Everyday Materials</b><br>Distinguish between objects & materials.<br>Identify name & describe simple properties of materials. | <b>Plants</b><br>Identify basic plants<br>Identify basic plant parts<br>Seeds & Bulbs<br>Needs of growing plants<br><br>Visit to Beth Chatto gardens | <b>Everyday Materials</b><br>Identify & compare uses of materials.<br>Compare how things move on different surfaces |
| <b>Computing</b><br>There are three strands to our computing scheme of work.<br><b>Computer Science</b> is taught using units of work from Espresso Coding, Plan IT and programmable toys.<br><b>Digital Literacy</b> content is largely taught as part of the PHSE curriculum<br><b>Using IT</b> is taught in the context of other subjects.  |  |  | Digital painting: Using colour magic<br><br>Using the camera<br><br>Computer skills.   | Programming Beebots<br><br>Online safety   | Word processing skills:<br><br>2create a story: drawing & entering text   | Data Handling<br><br>Espresso Coding   | Programming Beebots<br><br>Create & de-bug simple programmes<br>Use logical reasoning to predict.<br>Model & use designs using 2simple<br>Keyboard skills                                | Create & de-bug simple programmes<br>Understand what algorithms are.<br>Create a set of simple algorithms:<br><br>Use technology to create/ store digital content<br>Create patterned pictures | Use technology to create/ store digital content<br>Create patterned pictures<br><br>Toy technology<br>Beebots Use logical reasoning to predict.           | Recognise common uses of IT beyond school.<br><br>Create & de-bug simple programmes<br>Use logical reasoning to predict. | Create & de-bug simple programmes<br>Use logical reasoning to predict.  | Use technology to create/ store digital content<br>Fire of London pictures  |  |   |
| <b>DT</b><br>We use Twinkl DT PlanIt scheme to support children's learning in DT. Children develop technical knowledge through undertaking a range of projects involving Structures, Textiles & Cooking & Nutrition requiring them to design, make and evaluate their work.  |  |  | <b>Food &amp; Nutrition:</b><br>fabulous fruit salad<br>Textiles: A new coat for Red Riding Hood<br>Bread making                             | Cooking: bread/ star biscuits<br>Cards & decorations for Christmas   | Design & make a boat that floats for penguin small.   | <b>Textiles:</b> sewing<br>Bear hand puppet<br>Plan & prepare a teddy bears picnic<br>Mother's day & Easter  | Cooking: Vegetable soup<br><br><b>Structures:</b><br>Moving pictures<br>Traditional tales<br>Cooking:<br>Gingerbread men<br>Model house  | Textiles:<br>Fabric faces  | Structures<br>Moving pictures:<br>traditional tales   | Food & nutrition: Dips & Dippers   |   |   |  |   |

|  <b>Cycle A: 2023-24</b>   |  | Class 1  |  |   |  |  |   | Class 2   |   |  |   |   |  |
|--|--|--|--|---|--|--|---|---|---|--|---|---|--|
|  |  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
| <b>Theme</b>   |  | <b>Crazy Colours</b>   | <b>Up, up and away</b>   | <b>Around the world with Penguin Small</b>  | <b>We're going on a bear hunt</b>  | <b>How does your garden grow?</b>  | <b>The three little pigs</b>  | <b>It's a bug's life</b>  | <b>History Makers</b>   | <b>Why don't penguins fly?</b>   | <b>Toy Story</b>  | <b>Green Fingers</b>                                      | <b>Fire Fire</b>   |
| <b>History</b><br>We have developed our own scheme of work for History using stories and investigating questions to learn about significant events & people from the past which develops a sense of chronology alongside the key skills of historical enquiry. |  | Famous Person: Louis Braille   | Famous person/event<br>Guy Fawkes<br>Neil Armstrong  |   | Changes within living memory:<br>Toys in the past                                      |  | Famous Event:<br>The Great fire of London                                     |   | History makers<br>Rosa parks<br>Walter Tull<br>Guy Fawkes             |  | Changes within living memory:<br>Toys:<br>Hollytrees Toy museum |   | Famous event:<br>The Fire of London:<br>History off the page   |
| <b>Geography</b><br>We use Connected Geography which teaches children the required content of the National Curriculum alongside key skills of geographical enquiry and an appreciation of the beauty and diversity of our world.                               |  |  | The UK: where in the world do I live?<br>maps, plans<br>Locate countries & capitals of UK<br><br>Seasonal change | Gateways to geography:<br>What would it be like to live with the Inuit in the Arctic?<br>Why don't penguins fly?<br>Seasonal change | Gateways to geography:<br>Where in the world do real bears live?                       | Out & About<br><br>Seasonal change   | A place called home<br>Survey house types in Langham                          | What is the geography of where I live?<br><br>Seasonal change:<br>How do we know its autumn?          |   | Why don't penguins fly?<br>Hot & cold places<br>Continents/seas of the world | Seasonal change:<br>Signs of spring.                            | Comparing the geography of Kampong Ayer                   | Seasonal change:<br>How do we know its summer?   |
| <b>RE</b><br>We follow the Essex Agreed Syllabus for RE using the Saffron Academy Trust RE scheme.   |  | Why is God so important to Christians?<br><br>Celebrations:<br>Holi<br>Harvest<br>Sukkot   | Why do Christians perform Nativity plays at Christmas?<br>Celebrations:<br>Diwali<br>Hanukkah                    | Celebrating Chinese New Year  | Why do Christians put a cross in our Easter garden?<br><br>Celebrating:<br>Eid-al Fitr | What do my senses tell me about the world of religion & belief?  | How does a celebration bring a community together?                            | Why is light an important symbol for Christians, Jews & Hindus?                                       | What does the nativity story teach Christians about Jesus?            | What do Jewish people remember on Shabbat?                                   | How did the universe come to be?                                |   | How do Christians belong to their faith family?  |
| <b>Art</b><br>We have developed our own scheme of work for Art linked to the theme children are working on. The children develop skills and techniques in drawing, painting, print making, collage, textiles and 3D work.                                      |  | Self portraits<br>Colour Mixing<br>Kente Colours<br>weaving<br>Mondrian<br>Kandinsky       | Paper Mache:<br>Hot air balloon<br><br>Clay: Diva lamps<br><br>Van Gogh:<br>Starry Night                         | Printing, painting & collage: Alma Thomas<br><br>Clay penguins  | Natural Art: 3D work<br>Andy Goldsworthy<br><br>Textiles:<br>weaving                   | Monet: Poppy Field<br>Van Gogh: Sunflowers<br>Matisse: The Snail   | Collage<br>James Rizzi<br>Fire of London.                                     | Focus: Sculpture & Printing:<br>Autumn leaves<br>The Mulberry Tree- Vincent Van Gough                 | Focus: Drawing Portraits – Picasso/Van Gough                          | Focus: Sculpture<br>Paper mache<br>penguins                                  | Focus: Painting<br>Japanese Blossom Tree                        | Focus: Painting Artist: Georgia O'Keefe: Flower studies.  | Focus: Collage/ painting (colour mixing) using technology;<br>Great Fire of London by Lieve Verschuier |
| <b>Music</b><br>Our curriculum for Music develops musical skills in listening, singing, playing, improvising, composing and performing and is supported by the Charanga teaching resource.   |  | Charanga: Me<br><br>BBC music: Little Red Riding Hood                                      | Charanga: My stories<br><br>Christmas Nativity: singing  | Charanga: Everyone  | Charanga: Our world  | Charanga: The big bear funk<br><br>BBC music: Jack and the beanstalk                                     | Charanga: Reflect, Rewind & replay<br><br>BBC music: the Great fire of London | Charanga: Hands, feet, heart<br>The ants came marching:<br>Flight of the bubble bee:<br>Harvest songs | Charanga Rhythm in the way we walk<br><br>Christmas Nativity: singing | Charanga I wanna play in a band  | Charanga: Round & round   | Charanga: Friendship song<br><br>Jack & the beanstalk     | Charanga Reflect, rewind & replay<br>Singing: London's burning<br>Radetzky March- Strauss              |
| <b>PE</b><br>Our curriculum for PE is built using units from the Val Sabin scheme of work. A number of specialist teachers also come into school throughout the year to further develop specific sports skills.  |  | Gym: Intro Unit<br>Games: beanbag skills<br>Dance: The angry elephant<br>Room on the broom | Gym: travelling Games:<br>Beanbag aiming<br>Dance: Autumn leaves<br>Bubbles                                      | Gym: travelling Games: ball skills<br>Dance: Icicles & water<br>Winter wonderland   | Gym: stretching & curling<br>Games: ball skills<br>Dance: We're going on a bear hunt   | Gym: Travelling taking weight<br>Games: hoops & quoits<br>Dance: Hungry Caterpillar, The Enormous turnip | Games: ropes, bats and balls<br>Athletic skills,<br>Dance: Can we build it?   | Gym: Balance Games: Ball skills, Tennis   | Gym: Travel & jump<br>Dance/Drama: fire fire                          | Dance: let's move ,Samba<br>Games: multiskills                               | Games: Multiskills<br>Dance: let's move                         | Games: Scatterball<br>Athletics                           | Games: Scatterball<br>Athletics  |
| <b>PSHE</b><br>Our curriculum for personal, social and health education (PSHE) and Sex and Relationships Education (RSE) has been developed with reference to the PSHE association model scheme of work for primary schools.                                   |  | Ourselves, growing & changing<br>Shared responsibilities<br>Healthy lifestyles             | Families<br>Friendships  | Managing hurtful behaviour<br>Media literacy & digital resilience   | Respecting self & others<br>Communities<br>Keeping safe                                | Safe relationships<br>Mental health<br>Healthy lifestyles  | Economic wellbeing: money, aspirations, work & career<br>Keeping safe         | Friendships<br>Shared responsibilities  | Communities   | Media Literacy & digital resilience  | Respecting self and others                                      | Healthy Lifestyle   | Safe relationships   |
| <b>National days &amp; whole school events</b>   |  | Harvest  | Road safety<br>Anti-bullying day<br>Christmas  | Safer Internet day  | World book day<br>Arts Week<br>Easter  | Health awareness<br>Outdoor learning week  | Growth Mindset:<br>Resilience<br>Sports day                                   | Harvest   | Road safety<br>Christmas  | Safer Internet day   | World book day<br>Arts Week<br>Easter                           | Health awareness<br>Outdoor learning week                 | Growth Mindset:<br>Resilience<br>Sports day  |
| <b>Memorable Moments</b>   |  | Senses Day<br>Elmer Day<br>Art day: poss. artist visit or first site visit                 | Nativity performance   | Rocket big build  | Teddy Bears Picnic<br>Woodland visit<br>Toy Museum                                     | Caterpillars in class<br>Garden centre or pick your own visit  | Farm visit<br>Tea party<br>Lego young town planners visitor                   | Beekeeper visit<br>Visit to Horn street   |   | Holly Trees toy museum<br>Class toy museum.                                  | Visit to Beth Chatto Gardens<br>Garden centre visit             | History of the page: Fire of London<br>Essex fire Service |  |



Cycle B: 2024-25

| Cycle B: 2024-25  |  | Class 1  |   |  |   |   |   | Class 2  |  |  |   |   |   |  |
|---|--|--|---|--|---|---|---|--|--|--|---|---|---|--|
|   |  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |  |
| <p><b>Theme/ Main subject focus</b></p> <p>We identify a broad topic or theme each half term. This is to make the curriculum relevant and interesting for children and inspire their curiosity. A number of subjects are taught through the topic/ theme however, some parts of the curriculum are delivered as separate subjects.</p>  |  | <b>Amazing Me</b>  | <b>Autumn Days &amp; Starry Nights</b>  | <b>Once upon a time</b>  | <b>A Rumble in the Jungle</b>   | <b>Minibeasts &amp; Mega-beasts</b>   | <b>Commotion in the ocean</b>   | <b>Feed Me</b>   | <b>Great Explorers</b>   | <b>What a knight!</b>  | <b>Zootropolis</b>  | <b>Island Life</b>  | <b>Walk the Plank!</b>  |  |
| <p><b>English</b></p> <p>Children learn phonics throughout Key Stage 1 using the Jolly Phonics materials. We have a scheme of work for English that identifies how we have planned our curriculum for English in more detail. Key texts and themes that drive the work for each unit are identified here.</p>   |  | <p>Body poems<br/>Funny Bones<br/>Titch<br/>Mr wiggle &amp; Mr waggie<br/>Kippers Birthday</p> <p>Role Play<br/>Baby Clinic<br/>Doctors surgery<br/>Fitness Centre</p> | <p>Autumn / firework poems<br/>Owl Babies<br/>The owl who was afraid of the dark<br/>The Happy Hedgehog Band<br/>Letters to Santa</p> <p>Role Play<br/>Gruffalo cave<br/>Shiny shack<br/>Santa's workshop</p> | <p>The Queen of Hearts: Recipes<br/>The Princess &amp; the pea<br/>The gingerbread man</p> <p>Role Play<br/>Castle<br/>Gingerbread house<br/>Bakers shop</p> | <p>Rumble in the jungle<br/>Non-Fiction: rainforests &amp; dinosaurs<br/>Dinosaurs and all that rubbish<br/>Dear zoo</p> <p>Role Play:<br/>Jungle explorers</p> | <p>The Hungry Caterpillar<br/>The bad-tempered ladybird<br/>The Ugly Duckling<br/>Down by the cool of the pool</p> <p>Role Play<br/>Vets<br/>Hungry Caterpillar café</p>  | <p>Commotion in the ocean<br/>The fish who could wish<br/>Rainbow fish<br/>Pirate Pete<br/>Stories<br/>Non-fiction: The Titanic</p> <p>Role Play<br/>Beach café/<br/>Shop<br/>Under the sea<br/>Pirate ship</p> | <p>Fiction: The giant jam sandwich</p> <p>Instructions: recipes</p> <p>Food poetry</p> <p>Pumpkin soup</p>   | <p>Information text/ recount</p> <p>The way back home by Oliver Jeffers</p>  | <p>Fiction: Jack &amp; the beanstalk</p> <p>Recount First-hand experience: My trip to a castle</p>   | <p>Poetry: QuangleWangle's hat/ The owl and the pussycat.<br/>Animal acrostic poems</p> <p>Story: Tiddalik</p>  | <p>Fiction: Katie Morag delivers the mail.<br/>Letter of apology</p> <p>Information: The Isle of Struay V the Isle of Col</p>   | <p>Fiction: pirate Pete</p> <p>Non-fiction: a postcard home<br/>Poetry: seaside</p> <p>Books: The Night Pirates;<br/>Pirate Adventure</p> |  |
| <p><b>Maths</b></p> <p>We use <b>White Rose</b> curriculum planning as the basis for our scheme of work. There are three main priorities for our mathematics curriculum in Key Stage 1:</p> <ul style="list-style-type: none"> <li>• Securing confidence and fluency in basic number skills.</li> <li>• Securing confident use of vocabulary.</li> </ul> <p>Working mathematically and applying maths in real life.</p> |  | <p>Number bonds within 10<br/>Numbers to 20<br/>Place value within 20</p> <p>Measurement: height, length</p>   | <p>Addition &amp; Subtraction within 10</p> <p>Geometry: shape<br/>Measurement: mass, weight</p>  | <p>Place value within 50<br/>Counting in 10's</p> <p>Measurement: time<br/>Money</p>   | <p>Addition &amp; Subtraction within 20<br/>Counting in 2's<br/>Doubling/ Halving</p>   | <p>Multiplication &amp; Division<br/>Fractions<br/>Counting in 2's, 5's &amp; 10's<br/>Measurement: time, capacity</p>  | <p>Place value within 100<br/>Measurement: measure &amp; record<br/>Money<br/>Geometry: position &amp; direction</p>  | <p>Place Value<br/>Addition &amp; Subtraction</p> <p>Shape</p>   | <p>Addition &amp; Subtraction</p> <p>Fractions<br/>Money</p>   | <p>Fractions<br/>Place Value<br/>Multiplication &amp; Division</p> <p>Measures</p>   | <p>Multiplication &amp; Division<br/>Addition &amp; Subtraction</p> <p>Time<br/>Measures</p>  | <p>Place Value<br/>Fractions<br/>Addition &amp; Subtraction</p> <p>Statistics</p>   | <p>Multiplication &amp; Division<br/>Time<br/>Position &amp; direction.</p> <p>Statistics</p>   |  |
| <p><b>Science</b></p> <p>We have developed our own scheme of work to deliver the objectives of the National Curriculum for science support by Developing Experts science resources. Through all the units outlined here, pupils gradually learn the skills of working scientifically so that by the end of Year 2 they are ready for the Key Stage 2 curriculum.</p>  |  | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Science &amp; Technology</b></p>   | <p><b>Animals incl Humans</b><br/>Identify &amp; name basic body parts, senses</p> <p><b>Everyday Materials</b><br/>Identify name common materials<br/>Describe simple properties of some materials</p>       | <p><b>Seasonal change</b></p> <p><b>Animals</b><br/>Identify &amp; compare common animals<br/>Identify &amp; name basic body parts</p>                       | <p><b>Seasonal change</b><br/>Observe weather associated with changes of season.</p>  | <p><b>Animals</b><br/>Identify &amp; compare common animals<br/>Identify &amp; name basic body parts</p> <p><b>Plants</b><br/>Identify basic plants<br/>Identify basic plant parts</p> <p><b>Materials</b><br/>Recycled materials</p> | <p><b>Everyday Materials</b><br/>Distinguish between objects &amp; materials<br/>Floating &amp; sinking</p> <p><b>Seasonal change</b></p>   | <p><b>Animals incl Humans 1</b><br/>Identify, name &amp; label basic body parts &amp; links to the senses.<br/>Importance of exercise, food &amp; hygiene.</p> | <p><b>Everyday Materials</b><br/>Distinguish between objects &amp; materials<br/>Identify &amp; name common materials<br/>Describe simple properties of some materials</p> | <p><b>Animals incl Humans 2</b><br/>Identify describe compare common animals<br/>Animal groups<br/>Basic needs of animals &amp; offspring<br/>lifecycles</p> | <p><b>Living things &amp; their habitats</b><br/>Differentiate living. Dead &amp; non-living<br/>Identify plants &amp; animals in their habitats<br/>Simple food chains</p> | <p><b>Plants</b><br/>Identify basic plants<br/>Identify basic plant parts<br/>Seeds &amp; Bulbs<br/>Needs of growing plants</p> | <p><b>Everyday Materials</b><br/>Identify &amp; compare uses of different materials<br/>Compare how things move on different surfaces</p> |  |
| <p><b>Computing</b></p> <p>There are three strands to our computing scheme of work.<br/><b>Computer Science</b> is taught using units of work from Espresso Coding, Plan IT and programmable toys.<br/><b>Digital Literacy</b> content is largely taught as part of the PHSE curriculum<br/><b>Using IT</b> is taught in the context of other subjects.</p>   |  |  | <p>Digital painting: Using Colour magic</p>   | <p>Using the camera</p> <p>Computer skills</p>   | <p>Word processing skills</p> <p>2create a story<br/>Drawing &amp; entering text</p> <p>Online safety</p>   | <p>Programming Beebots</p>  | <p>Data Handling<br/>Espresso coding.</p>   | <p>Programming Beebots</p>   | <p>Understand what algorithms are.<br/>Create a set of simple algorithms: How to make a jam sandwich</p>   | <p>Use technology to create/ store digital content<br/>Create pictures responding to art &amp; music</p>   | <p>Create &amp; debug simple programmes</p> <p>Espresso coding</p>  | <p>Use technology to create/ store digital content<br/>Use 2simple publishing.</p>  | <p>Create &amp; debug simple programmes</p> <p>Espresso coding</p>  | <p>Create &amp; debug simple programmes<br/>Use logical reasoning to predict.<br/>Beebot</p> |
| <p><b>DT</b></p> <p>We use Twinkl DT Plant scheme to support children's learning in DT. Children develop technical knowledge though undertaking a range of projects involving Structures, Textiles &amp; Cooking &amp; Nutrition requiring them to design, make and evaluate their work.</p>  |  |  | <p>Food &amp; Nutrition:<br/>Sensational salads: cracker face<br/>Split pin skeletons</p>   | <p>Cooking: bread/ star biscuits<br/>Cards &amp; decorations for Christmas</p>   | <p>Textiles: Design, make &amp; evaluate story character hand puppet</p> <p>Cooking jam tarts</p>   | <p>Moving pictures<br/>Model dinosaur<br/>Mother's day &amp; Easter cards/ basket/ chocolate nests</p>  | <p>Model: minibeasts: paper mache.</p>  | <p>Structures: Pirate Paddy's packed lunch problem.</p>  | <p>Food &amp; Nutrition:<br/>Sensational salads</p>  |  | <p>Textiles:<br/>Fabric<br/>Bunting</p>   |   |   | <p>Structures:<br/>Pirate Paddy's packed lunch problem.</p>                                  |

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|--|---|---|--|---|---|---|---|--|---|--|---|---|--|
|  |   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
| <b>Theme</b>   |   | <b>Amazing Me</b>   | <b>Autumn Days &amp; Starry Nights</b>   | <b>Once upon a time</b>   | <b>A Rumble in the jungle</b>   | <b>Minibeasts &amp; Mega-beasts</b>   | <b>Commotion in the ocean</b>   | <b>Feed Me</b>   | <b>Great Explorers</b>  | <b>What a knight!</b>  | <b>Zootropolis</b>  | <b>Island Life</b>  | <b>Walk the Plank!</b>   |
| <b>History</b><br>We have developed our own scheme of work for History using stories and investigating questions to learn about significant events & people from the past which develops a sense of chronology alongside the key skills of historical enquiry. | <b>Knowledge &amp; Understanding of the World</b>       | Famous People:<br>Louis Braille<br>Florence Nightingale<br>Mary Seacole   | Famous event/ person<br>Guy Fawkes<br>First men on the moon.   | Local historical place: Castle visit  | Famous person:<br>Mary Anning:<br>fossil hunter.  |   | Famous event:<br>The Titanic.   |  | Great explorers<br>Amy Johnson<br>Wright Brothers<br>First men on the moon            | Local historical place:<br>A trip to Colchester castle               |   |   | Famous Person<br>Grace Darling   |
| <b>Geography</b><br>We use Connected Geography which teaches children the required content of the National Curriculum alongside key skills of geographical enquiry and an appreciation of the beauty and diversity of our world.                               |   | A place called home   | The UK: where in the world do I live?<br><br>Seasonal change   | Seasonal change<br><br>Locate China<br><br>Seasonal change                              | Gateways to geography: let's explore the rainforest.<br>Environmental awareness<br><br>How does the weather affect our lives? | Out & About   | Gateways to geography: Why is the world so blue?  | Why does it matter where our food comes from?<br><br>Trip to Barley lands                |   |  | How does the weather affect our lives?                                    | Island Life: Katie Morag: Human & physical geography of a small area of UK: Mersea Island<br>Geographical vocabulary<br>Field work. | Geographical vocabulary<br>Locate 4 countries of UK, capitals & surrounding seas of UK<br>Continents/seas of world<br>Simple compass directions. |
| <b>RE</b><br>We follow the Essex Agreed Syllabus for RE using the Saffron Academy Trust RE scheme.   |   | Why is God so important to Christians?<br><br>Celebrations:<br>Harvest<br>Sukkot                                      | Why do Christians perform Nativity plays at Christmas?<br>Celebrations:<br>Diwali<br>Hanukkah                                  | Celebrating Chinese New Year  | Why do Christians put a cross in our Easter garden?<br><br>Celebrating: Eid- al Fitr<br>Holi                                  | What do my senses tell me about the world of religion & belief?   | How does a celebration bring a community together?  | Why is light an important symbol for Christians, Jews & Hindus?<br><br>Harvest<br>Sukkot | What does the nativity story teach Christians about Jesus?                            | How do Jewish people celebrate Passover?                             | What does the cross mean to Christians?                                   |   | Why do people have different views about the ideas of God?   |
| <b>Art</b><br>We have developed our own scheme of work for Art linked to the theme children are working on. The children develop skills and techniques in drawing, painting, print making, collage, textiles and 3D work.                                      | <b>Expressive Arts</b>                                  | Portraits<br>Paul Klee<br>Skeleton art<br>Giacometti-<br>Antony<br>Gormley:<br>clay figure<br>Arcimboldi: fruit faces | 3D work – clay<br>owls/<br>hedgehogs<br>Clay- Diva lamps<br>Natural Art:<br>Andy<br>Goldsworthy<br>Van Gogh:<br>starry nights. | Printing & pattern:<br>Klimt<br>Paul Klee: castle in the sun                            | Drawing<br>Charcoal/<br>watercolours  | 3D work: paper<br>maché<br>minibeast<br>Weaving: The spider weaver<br>Monet: water lilies<br>Matisse: The snail | The Great Wave- Hokusai<br>Seascape- van Gogh<br>Sea collage  | Focus: Collage<br>Arcimboldo   | Focus: Texture, line, pattern & sculpture:<br>Clay tiles<br>Andy Goldsworthy patterns | Focus: Drawing<br>Paul Klee: shape, line & colour: Castle in the sun | Focus: Textiles: weaving<br>Printing<br>Brigit Riley- patterns in nature. | Focus: Painting/<br>Watercolours & seascapes<br>Turner & Hokusai<br>Seasons trees.  | Focus: Weaving (sea theme)<br>Matisse (Seated woman, back turned to the window)  |
| <b>Music</b><br>Our curriculum for Music develops musical skills in listening, singing, playing, improvising, composing and performing and is supported by the Charanga teaching resource.   |   | Charanga: Me  | Charanga: Everyone<br><br>Christmas Nativity: singing  | Charanga: My stories  | Charanga: Our world<br><br>BBC music: traditional tales   | Charanga: The big bear funk<br><br>Tadpole Rap song tree  | Charanga: Reflect, Rewind & replay<br><br>BBC music: sun, sea & song                                | Charanga: Hey You<br><br>Tutti-frutti<br>Cauliflowers<br>fluffy: singing                 | Chranga: Ho Ho Christmas<br>Nativity: singing   | Chranga: In the grove  | Charanga: Your Imagination<br>Skye boat song<br>Songs from Scotland       | Charanga: Reflect, rewind & replay.   |  |
| <b>PE</b><br>Our curriculum for PE is built using units from the Val Sabin scheme of work. A number of specialist teachers also come into school throughout the year to further develop specific sports skills.  | <b>Healthy Lifestyles Sport, Health &amp; Attitudes</b> | Gym: Intro Unit<br>Games:<br>beanbag skills<br>Dance: follow my feet, we've got body rhythm                           | Gym: travelling<br>Games:<br>Beanbag aiming<br>Dance: Autumn leaves<br>Stars<br>space  | Gym: travelling<br>Games: ball skills<br>Dance: the scarf<br>Knights, castles & dragons | Gym: stretching & curling<br>Games: ball skills<br>Dinosaurs,<br>The snail & the whale  | Gym: Travelling taking weight<br>Games: hoops & quoits<br>Dance: The Hungry Caterpillar, In the woods           | Games: ropes, bats and balls<br>Athletic skills<br>Dance: The rainbow fish, under the sea, pirates. | Games: ball skills<br>Gym: balance   | Dance: reach for the stars/<br>bubbles  | Gym: jumping & landing<br>Games: Squash                              | Games: Tennis<br>Dance: let's move  | Dance: Scottish country dancing<br>Scatterball  | Games: Athletics<br>Scatterball  |
| <b>PSHE</b><br>Our curriculum for personal, social and health education (PSHE) and Sex and Relationships Education (RSE) has been developed with reference to the PSHE association model scheme of work for primary schools.                                   |   | Ourselves, growing & changing<br>Shared responsibilities<br>Healthy lifestyles  | Families<br>Friendships  | Managing hurtful behaviour<br>Media literacy & digital resilience                       | Respecting self & others<br>Communities<br>Keeping safe   | Safe relationships<br>Mental health<br>Healthy lifestyles   | Economic wellbeing: money, aspirations, work & career<br>Keeping safe                               | Ourselves, growing & changing  | Families  | Media Literacy & Digital resilience                                  | Managing hurtful behaviour  | Mental health: Feelings   | Keeping safe<br>Economic wellbeing   |
| <b>National days &amp; whole school events</b>   |   | Harvest   | Road safety<br>Anti-bullying day<br>Christmas  | Safer Internet day  | World book day<br>Africa Week<br>Easter   | Health awareness<br>Outdoor learning week   | Growth<br>Mindset:<br>Resilience<br>Sports day  | Harvest  | Road safety<br>Anti-bullying<br>Christmas   | Safer Internet day   | World book day<br>Easter  | Health awareness<br>Outdoor learning week   | Growth<br>Mindset:<br>Resilience<br>Sports day   |
| <b>Memorable moments</b>   | Senses day<br>Grandparents day<br>Guide dog visit.      | Owl visit<br>Nativity performance   | Castle visit<br>Castle big build<br>Theatre visit or story teller visitor.   | Chicks in class<br>Zoo visit<br>Tea party with Mummy                                    | Farm or country park visit  | Pirate day<br>Pirate ship big build<br>Aquarium visit   | Trip to Barley lands<br>Class 2 cafe.   | Role Play a flight on an aeroplane   | Trip to Colchester Castle Exhibition.   | A trip to Mersea island- seaside day                                 | Pirate Day<br>Pirate challenge day<br>Cudmore Grove Mersea Island         |   |  |

