



Intended Outcome of Topic: For children to have a broader knowledge of the world around them and the animals we can find within our world. With access to outdoor learning, children will have the opportunities to make real connections to the world in their local area, recognising ways in which we can describe areas around us.

SMSC Links:

English:

- represent, explore and reflect on their own and others' inner life in (story, poetry,) drama and the discussion of texts and ideas
- give expression to personal thoughts, beliefs and feelings through speaking and writing
- connect and empathise with characters in stories and plays
- experience and come to an appreciation of the beauty and musicality of language and words, as expressed in poetry, literature and the spoken word

Moral development

- give expression to personal views and opinions through speaking and writing
- recognise and discuss 'good' and 'bad' characters in stories and plays - and characters with both 'good' and 'bad' characteristics

Social development

- collaborate with others to write stories or poems
- hear/read/write stories or plays about a wide range of relationships (e.g. friendships, families, gangs)

Cultural development

- use factual texts which reflect the multicultural nature of Britain

Maths

Spiritual development

- engage in increasingly challenging problem solving activities, persevere to overcome difficulties an experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)

Moral development

- develop understanding of ways in which statistics can be used to misrepresent or mislead

Social development

- see that by working [co-operatively] on complex mathematical tasks, the result is often better than any of them could achieve separately
- solve mathematical problems in collaboration with others
- explore practical applications of maths for social purposes (e.g. conducting and analysing surveys)

Cultural development

- recognise that mathematicians from many cultures have contributed to the development of modern day mathematics

SCIENCE

Spiritual development

- sense the natural, material, physical; world they live in, reflecting their part in it
- recognise how scientific discoveries and ideas have affected the way people think, feel, create, behave and live
- appreciate how the subject of Science embodies aspects of the human spirit: our drive to make sense of things, discover, find out, explore, hypothesise and test out our ideas, and our capacity to use science for practical purposes
- experience the joy of discovery
- respond with a sense of awe and wonder at scientific discoveries (e.g. space exploration)
- explore the differences between scientific language (literal, factual, objective) and religious language (largely non-literal, symbolic, evocative, suggestive)

GEOGRAPHY

Spiritual development

- experience awe and wonder at different aspects of the natural world, especially places of outstanding beauty and grandeur

Moral development

- investigate environmental issues, such as global warming, in which people's current needs have to be balanced against the needs of future generations

Social development

- study their own locality and its relationship to the wider world

Cultural development

- reflect on similarities and differences among peoples in near and distant parts of the world
- find out about contrasting localities in Britain and the wider world
- explore how various landscapes provide sources of inspiration for the arts

RELIGIOUS EDUCATION

Spiritual development

- learn about the beliefs and practices of Christianity and other major world religions
- learn from religion and evaluate the truth claims made by Christians and other religious believers

Moral development

- learn about the moral teachings of Christianity and other religions (e.g. the teaching of Jesus, the Ten Commandments)
- learn about similarities and differences regarding the moral stances of different religions
- explore moral issues through a range of religious stories, including the parables of Jesus

Social development

- develop understanding and respect for those holding views, beliefs and values different from their own
- appreciate how our society is enriched by a variety of religions and cultures
- explore Christian and other religious teachings on relationships and the family

Cultural development

- develop their understanding of the multifaith, multicultural nature of contemporary Britain
- appreciate how people's religious beliefs affect the way they live their lives, in matters such as food and dress as well as their outlook and what they believe

PHYSICAL EDUCATION

Spiritual development

- understand that human beings are a unity comprising body, mind and spirit, and that these are intimately connected
- enjoy and know the quality of stillness

Moral development

- gain a sense of fair play based on rules and the conventions of activities
- develop positive sporting behaviour

Social development

- develop social skills in activities involving co-operation and collaboration

Subject	Week beginning: 05.09.22	Week beginning 12.09.22	Week beginning 19.09.22	Week beginning 26.09.22	Week beginning 03.10.22	Week beginning 10.10.22	Week beginning 17.10.22
English	Focus text: We'e going on a Bear Hunt! Retell a story by heart.	Focus text: We'e going on a Bear Hunt! How to label objects and pictures.	Focus text: We'e going on a Bear Hunt! Learning that sentences can tell us information.	Focus text: The Tiger who came to tea Learning that sentence have one idea.	Focus text: The Tiger who came to tea How a list helps a reader remember things they need.	Focus text: The Gruffalo Resequencing a story	Focus text: The Gruffalo Captions to match an event in a story.
Phonics	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	air er /z/ s –es words with two or more digraphs e.g. queen thicker	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Review of longer words	Review of longer words
Reading	Retelling stories by heart.	Retelling stories by heart.	Retelling stories by heart. Looking at stories with patterns.	Retelling stories by heart. Looking at stories with patterns. Guided Reading Applying phase 5 phonics taught.	Retelling stories by heart. Looking at stories with patterns. Guided Reading Applying phase 5 phonics taught.	Retelling stories by heart. Looking at stories with patterns. Guided Reading Applying phase 5 phonics taught.	Retelling stories by heart. Looking at stories with patterns. Guided Reading Applying phase 5 phonics taught.

Maths	Place Value to 10 Sorting objects Counting objects Represent objects.	Place Value to 10 Represent objects. Recognise numbers as words. Count on from any number. Count 1 more.	Place Value to 10 Count 1 more. Count backwards from any given number. Count 1 less.	Place Value to 10 Compare groups by matching. Use language of fewer, more and the same. Understand language of greater than, less than and equals to.	Place Value to 10 Compare numbers Order objects and numbers The number line	Addition and subtraction to 10 Introducing parts and wholes The Part-whole model Writing number sentences	Addition and subtraction to 10 Addition Fact Families Number bonds within 10 Systematic number bonds within 10
Science			Discovering animal families <ul style="list-style-type: none"> • Mammals • Reptiles • Birds • Amphibians • Fishes 	Learning about the differences between mammals and birds; and amphibians, reptiles and fish	Discovering the type of food living things eat <ul style="list-style-type: none"> • Carnivore • Omnivore • Herbivore 	Explore the differences between animals and pets <ul style="list-style-type: none"> • Shelter • Wild 	Explain the characteristics of an animal <ul style="list-style-type: none"> • Compare • Similarities • Differences • Climate
Computing							
Geography						How can we describe the location of different features and routes in our local area?	What can we learn about places that are familiar to us?
History							
Art & Design							
Design Technology							
Religious Education							
PE		Unit: Football Scheme: PE Planning	Unit: Football Scheme: PE Planning	Unit: Football Scheme: PE Planning	Unit: Football Scheme: PE Planning	Unit: Football Scheme: PE Planning	Unit: Football Scheme: PE Planning
CPHSE							
Music							
Other Details e.g. visits							