

| YEAR 1                                   | AUTUMN 1                                                                                                                                                                                                                                                | AUTUMN 2                                                                                                                                                                                                                                                                                | SPRING 1                                                                                                                                                                                                                                                 | SPRING 2                                                                                                                                                                                                                                              | SUMMER 1                                                                                                                                                                                                      | SUMMER 2                                                                                                                                                                                     |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Trips</b>                             |                                                                                                                                                                                                                                                         | <b>Forest School Outdoor Trip</b>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                          | <b>Ronald Dahl museum Gallery</b><br><b>Pyjama Day</b>                                                                                                                                                                                                | <b>Science Oxford Centre</b>                                                                                                                                                                                  | <b>Malcom Webber visit (Judaism)</b><br><b>Local Visit Geography Field Work around Beaconsfield</b>                                                                                          |
| <b>English Guided Reading Lead Novel</b> | Read Write Inc Scheme                                                                                                                                                                                                                                   | Read Write Inc scheme                                                                                                                                                                                                                                                                   | Read Write Inc scheme                                                                                                                                                                                                                                    | Read Write Inc scheme                                                                                                                                                                                                                                 | Read Write Inc scheme                                                                                                                                                                                         | Read Write Inc scheme                                                                                                                                                                        |
| <b>Lead Novel Study</b>                  | FunnyBones by Allan Ahlberg                                                                                                                                                                                                                             | A Tiger Came to Tea by Judith Carr                                                                                                                                                                                                                                                      | Lost and Found (Oliver Jeffers)                                                                                                                                                                                                                          | Grandads Island (Benji Davies)                                                                                                                                                                                                                        | Twelfth Night                                                                                                                                                                                                 | Beegu (Alexis Deacon)                                                                                                                                                                        |
| <b>Writing Purpose: to entertain</b>     | Stories with familiar settings and dialogue.                                                                                                                                                                                                            | Recount Writing<br>Character description.<br>Writing own class version and individual version of an animal coming to tea.                                                                                                                                                               | Recount writing<br>Create a noun phrase that describes a character.<br>Similies<br>Write sentences that describe the opposite.<br>Write own version of story.                                                                                            | Grandads Island- Recognise different settings, setting descriptions, retelling a story.<br>Sequence sentences to form a short narrative, past tense.<br>Description of Setting.<br>Own version of 'Grandads Island'<br>Perform 'Now we are six' poem. | Character descriptions<br>Drama - Role Play of Twelfth Night                                                                                                                                                  | Perform poem with actions, write own version of 'The Sound Collector'<br>Character Descriptions                                                                                              |
| <b>Writing Purpose: to inform</b>        | Purpose of speech bubbles.<br>Writing their own speech bubbles.                                                                                                                                                                                         | Description writing                                                                                                                                                                                                                                                                     | Animal FactFile - Non-Chronological Report<br>Lost and Found Text - Writing questions for a character.                                                                                                                                                   | Magic Bed Text - Ask and answer questions. Speak about an experience.                                                                                                                                                                                 | William Shakespeare Oracy                                                                                                                                                                                     | Poster - Using commands to teach Beegu how to behave at Butlers Court.<br>Newspaper Article about Beegu attending Butlers Court School.                                                      |
| <b>Writing Purpose: to discuss</b>       | Spotting punctuation in text in particular capital letters and full stops.<br>Writing with Finger Spaces.                                                                                                                                               | Spotting punctuation in text in particular capital letters and full stops.<br>Writing with Finger Spaces.                                                                                                                                                                               | Extending sentences using 'but'<br>Book Review                                                                                                                                                                                                           | Magic Bed Text - Make predictions, discuss the significance of a title<br>Extending sentences using 'because'.<br>Rhymes in poem                                                                                                                      | Features of instructions including imperative verbs.                                                                                                                                                          |                                                                                                                                                                                              |
| <b>Writing Purpose: to persuade</b>      |                                                                                                                                                                                                                                                         | Letter writing                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       | Letter writing                                                                                                                                                                                                |                                                                                                                                                                                              |
| <b>SPaG</b>                              | What is a sentence? Joining parts of a sentence to make a complete sentence.<br>Writing simple sentences using finger spaces using simple sentence starters.<br>Capital letters for names, I and start of sentences.<br>Full stops at end of sentences. | Writing complete sentences using finger spaces using simple sentence starters.<br>Capital letters for names, I and start of sentences.<br>Full stops at end of sentences.<br>Introduce adding adjectives to nouns.<br>Introducing time connectives - First, Then, Next, After & Finally | Continued work on capital letters and full stops.<br>Extending sentences using simple conjunctions - and, but, because<br>Reading back sentences to check they make sense.                                                                               | Continued work on capital letters and full stops.<br>Reading back sentences to check they make sense.<br>Question marks and exclamation marks                                                                                                         | Continued work on capital letters and full stops.<br>Reading back sentences to check they make sense.<br>Plurals - Adding 's' and 'es' to nouns to make them into plurals.                                    | Continued work on capital letters and full stops.<br>Reading back sentences to check they make sense.<br>Suffixes - Exploring present and past tense - 'ing' and 'ed' to words in sentences. |
| <b>Spelling</b>                          | Common exception words taught throughout the term.                                                                                                                                                                                                      | Common exception words taught throughout the term.                                                                                                                                                                                                                                      | Common exception words taught throughout the term.<br>Spellings based on phonics groups.                                                                                                                                                                 | Common exception words taught throughout the term.<br>Spellings based on phonics groups.                                                                                                                                                              | Common exception words taught throughout the term.<br>Spellings based on phonics groups.                                                                                                                      | Common exception words taught throughout the term.<br>Spellings based on phonics groups.                                                                                                     |
| <b>Focus poet</b>                        |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                         | The Dentist and the Crocodile by Roald Dahl                                                                                                                                                                                                              |                                                                                                                                                                                                                                                       | The Sound Collector by Roger McGough                                                                                                                                                                          |                                                                                                                                                                                              |
| <b>Handwriting - Scheme</b>              | Number Development, Ladder Lemur Letter pack: 'l.i.u.t'                                                                                                                                                                                                 | Ladder Lemur Letter pack 'y,j', Capital letters and One armed robot pack:'h,m'                                                                                                                                                                                                          | One armed robot pack:'h,k,p,b,r' and Capital Letters                                                                                                                                                                                                     | Curly Caterpillar Letter pack: 'c,a,d,e,s'                                                                                                                                                                                                            | Curly Caterpillar Letter pack:'g,f,q,o' Capital Letters                                                                                                                                                       | Zig Zag Monster pack; 'z,v,w,x' Capital Letters                                                                                                                                              |
| <b>Maths</b>                             | Number formation 0-9.<br>Numbers to 10<br>Part-whole within 10<br>Addition within 10<br>Subtraction within 10<br>2D and 3D Shapes                                                                                                                       |                                                                                                                                                                                                                                                                                         | Numbers to 20<br>Addition and Subtraction with 20<br>Numbers to 50<br>Introducing Length and Height<br>Introducing Mass and Capacity                                                                                                                     |                                                                                                                                                                                                                                                       | Multiplication and Division<br>Fractions<br>Position and Direction<br>Numbers to 100<br>Money<br>Time                                                                                                         |                                                                                                                                                                                              |
| <b>Science</b>                           | Animals: Sensitive Bodies                                                                                                                                                                                                                               | Animals: Comparing Animals                                                                                                                                                                                                                                                              | Materials : Everyday Materials                                                                                                                                                                                                                           | Forces and Space: Seasonal Changes                                                                                                                                                                                                                    | Plants : Introduction to plants                                                                                                                                                                               | Making Connections :<br>Investigating Science through Stories                                                                                                                                |
| <b>Geography</b>                         |                                                                                                                                                                                                                                                         | What is it like here?                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                          | What is the weather like in the UK?                                                                                                                                                                                                                   |                                                                                                                                                                                                               | What is it like to live in Shanghai?                                                                                                                                                         |
| <b>History</b>                           | How am I making History?                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                         | How have toys changed?                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                       | How have explorers changed the world?                                                                                                                                                                         |                                                                                                                                                                                              |
| <b>Art (JH)</b>                          | Day of the Dead Skulls                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                         | Christmas Art                                                                                                                                                                                                                                            | Spring Flowers                                                                                                                                                                                                                                        | Toys                                                                                                                                                                                                          | Hot Air Balloons                                                                                                                                                                             |
| <b>Music</b>                             | GetSet4Music Senses                                                                                                                                                                                                                                     | Christmas Production                                                                                                                                                                                                                                                                    | GetSet4Music Superheros                                                                                                                                                                                                                                  | GetSet4Music Dinosaurs                                                                                                                                                                                                                                | GetSet4Music Carnival of the Animals                                                                                                                                                                          | GetSet4Music Fantasy and Adventure                                                                                                                                                           |
| <b>RE</b>                                | Theme: The Creation Story<br>Religion: Christianity<br>Concept: God/Creation<br>Key question for this enquiry: Does God want Christians to look after the world?                                                                                        | Theme: The Christmas Story<br>Religion: Christianity<br>Concept: Incarnation<br>Key question for this enquiry: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?                                                               | Theme: Jesus as a Friend<br>Religion: Christianity<br>Concept: Incarnation<br>Key question for this enquiry: Was it always easy for Jesus to show friendship?                                                                                            | Theme: Easter- Palm Sunday<br>Religion: Christianity<br>Concept: Salvation<br>Key question for this enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?                                                            | Theme: Shabbat<br>Religion: Judaism<br>Key question for this enquiry: Is Shabbat important to Jewish children?                                                                                                |                                                                                                                                                                                              |
| <b>DT</b>                                |                                                                                                                                                                                                                                                         | Moving Minibeasts project.                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                          | Stable structures project.                                                                                                                                                                                                                            |                                                                                                                                                                                                               | Eat more fruit and vegetables project.                                                                                                                                                       |
| <b>PE</b>                                | Fundamentals (Outside)<br>Gymnastics (Inside)                                                                                                                                                                                                           | Ball Skills (Outside)<br>Dancing (Inside)                                                                                                                                                                                                                                               | Sending and receiving (Outdoor)<br>Fitness (Indoor)                                                                                                                                                                                                      | Invasion (Outside)<br>Net and Wall (Inside)                                                                                                                                                                                                           | Wycombe Wanders<br>Athletics (Outside)                                                                                                                                                                        | Striking and Fielding (Outside)<br>Team Building (Outside)                                                                                                                                   |
| <b>PSHE</b>                              | Being in my world - who am I and how do I fit?<br>1. Special and safe place<br>2. My Class<br>3. Rights and Responsibilities<br>4. Rewards and feeling proud<br>5. Consequences<br>6. Owning Our Learning Charter                                       | Celebrating Difference- Respect for similarity and difference. Anti-bullying and being unique<br>1. Same As<br>2. Different From<br>3. What is 'Bullying'?<br>4. What do I do about bullying?<br>5. Making New Friends<br>6. Celebrating Difference and Celebrating Me                  | Dreams and Goals- Respect for similarity and difference. Anti-bullying and being unique<br>1. My Treasure Chest of Success<br>2. Steps to Goals<br>3. Achieving Together<br>4. Stretchy Learning<br>5. Overcoming Obstacles<br>6. Celebrating my success | Healthy Me-Being and keeping safe and healthy<br>1. Being Healthy<br>2. Healthy Choices<br>3. Clean and Healthy<br>4. Medicine safety<br>5. Road Safety<br>6. Happy. Healthy Me.                                                                      | Relationships-Building positive, healthy relationships<br>1. Families<br>2. Making Friends<br>3. Greetings<br>4. People Who Help Us<br>5. Being My Own Best Friend<br>6. Celebrating My Special Relationships | Changing Me- Coping positively with change<br>1. Life Cycles<br>2. Changing Me<br>3. My Changing Body<br>4. Boys and Girls Bodies<br>5. Learning and Growing<br>6. Coping With Changes       |
| <b>Computing</b>                         | Online Safety                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                               |                                                                                                                                                                                              |
|                                          | <b>Computer systems: Using computers 1</b><br>Computing systems and networks. Logging on, mouse and keyboard skills.                                                                                                                                    | <b>Programming: Commands unplugged</b>                                                                                                                                                                                                                                                  | <b>Creating media: Digital designers</b>                                                                                                                                                                                                                 | <b>Programming: Bee-Bots</b>                                                                                                                                                                                                                          | <b>Creating media: Digital designers 2</b>                                                                                                                                                                    | <b>Data handling: Introduction to data</b>                                                                                                                                                   |
| <b>Tricky Words</b>                      | I, and, the, it, is, in, if, of, on, to, into, she, he, me, we, be, went, said.                                                                                                                                                                         | go, no, so, do, does, my, by, put, but, was, with, will, want, you, your, are, then, them, that, this, they, like.                                                                                                                                                                      | all, call, small, tall, has, his, him, her, some, come, saw, any, many, anyone, had, have, for, from.                                                                                                                                                    | here, were, there, where, what, why, just, now, how, down, son, once, walk, talk, should, would, could.                                                                                                                                               | great, watch, over, love, above, old, other, mother, brother, father, water, school, people, bought, thought, caught, through.                                                                                | everyone, all, buy, whole, wear, worse.                                                                                                                                                      |