



AUTUMN		SPRING		SUMMER		
Can our learning reach the depths of our oceans? How has kindness inspired great stories?		How have we cleaned up our act?				
LITERACY Speaking and listening	Fiction - Sally and the Limpet Fiction - Dear Greenpeace	Non Fiction - Recount Fiction - We're going on a bear hunt Nativity - Script	Fiction - Character Profile of Gruffalo NF - Letter - Importance of clean teeth Fiction - Narrative - Teddy Goes to Hospital Fiction - Personal Narrative - Alice's Perspective	NF - Non -Chron - Florence Nightingale Fiction - Narrative - Toothpaste Billionaire NF - Instructions - How to make toothpaste Poetry		

SPAG	<p>Capital letter, full stop, finger space, question mark and exclamation mark.</p> <p>Single pronoun</p> <p>Regular plural noun suffix e.g. -s or -es</p> <p>Expanded noun phrases</p>	<p>Encapsulating what they wish to say, sentence by sentence.</p> <p>Using subordinating and coordination conjunctions.</p> <p>Suffixes that can be added to verbs where no change to root word is needed e.g. helping, helped, helper.</p>	<p>Adding suffixes to words -ly, ness, ment</p> <p>Expanded noun phrases</p> <p>Using subordinating and coordination conjunctions.</p> <p>Recording ideas and key vocabulary before I write.</p> <p>Using adverbs.</p>	<p>Adding suffixes to words -ly, ness, ment</p> <p>Expanded noun phrases</p> <p>Using subordinating and coordination conjunctions.</p> <p>Recording ideas and key vocabulary before I write.</p> <p>Using adverbs.</p> <p>Apostrophes.</p>		
SCIENCE	<p>Animals inc. Humans</p> <p>To identify and name a variety of common animals.</p> <p>To describe and compare the structure of common animals.</p> <p>To identify, name, draw and label the basic parts of a human body.</p> <p>To explore a variety of working scientifically skills</p>	<p>Living things and their Habitats.</p> <p>Exploring and comparing the difference between living, dead and never been alive.</p> <p>Identify that most living things live in habitats.</p> <p>Identify and name a variety of plants and animals in habitats.</p> <p>Explore food chains.</p>	<p>Materials</p> <p>Identify and compare a suitability of everyday materials.</p> <p>Explore how the shapes of objects change.</p>	<p>Seasonal Changes</p> <p>To observe changes across the four seasons.</p> <p>To observe and describe weather associated with the seasons.</p> <p>To explore a variety of working scientifically skills.</p>		<p>Plants</p>
Computing	<p>E- Safety</p> <p>Reviewing E-Safety at Mayflower and how to use digital technologies responsibly.</p>	<p>Programming</p> <p>Giving simple instructions.</p> <p>Spotting where things to wrong,</p> <p>Giving instructions in a specific order.</p>	<p>Programming</p> <p>Understand what algorithms are and know how they are implemented as programs on digital devices.</p>	<p>Multimedia</p> <p>Create a podcast of how to brush your teeth.</p>	<p>Handling Data</p> <p>Store and retrieve data.</p> <p>Know some ways in which information is represented digitally.</p>	<p>Multimedia and Technology in our lives</p> <p>Developing skills on Microsoft word.</p>
D T	<p>Spring 3 and 4</p>			<p>Creating Toothpaste</p> <p>To design purposeful, functional and appealing products for themselves and others.</p>		

ART and DESIGN	<p>Sea Creatures To use a range of materials to creatively design and make products. To use collage, painting and sculpture to develop and share their ideas, experiences and imagination.</p>		<p>Portrait To use drawing to develop and share ideas, experiences and imagination. To use a wide range of art and design techniques in using colour, pattern, line and space. To study a range of artists.</p>			
GEOG	<p>Locational To name and locate the world's seven continents and five oceans. To name, locate, identify characters of the four continents and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the UK. Use world maps, atlases and globes to identify the UK and its countries.</p>		<p>Autumn 1 and 2</p>			
HISTO RY	<p>Spring 3 and 4</p>		<p>Lives of significant individuals - Florence Nightingale. Compare aspects of life in different periods. To place events on a timeline in chronological order.</p>			
MFL	<p>French</p>		<p>French</p>			
MUSIC	<p>Born in a Barn Hands, feet, heart Babushka</p>		<p>Glockenspiel Stage 1 I wanna play in a band</p>			
PE	<p>Catch, Run</p>	<p>Dance Under the sea Nativity</p>	<p>Ball Bounce</p>	<p>Gymnastics</p>		
SE AL	<p>New Beginnings/ Taking Responsibility</p>		<p>Dreams and Goals/ Being Healthy</p>			
RE	<p>To explore a range of religious stories and sacred writings and talk about them. Diwali.</p>		<p>To explore who and what is special to me. To explore who and what supports and guides people. To explore stories, prayers and songs to help us understand ourselves and ideas about God.</p>			

Autumn

Outcome: The pupils will take part in a variety of mini shares which will enable them to review their learning. These will include; author visits, library visits, bedtime reading sessions, marine biology workshops and a phonics-off share. Our final share will be to read a multiple drafted narrative to our parents at a red carpet event. We intend to develop these oracy skills in Autumn 2 in preparation for performing in a nativity titled 'Born in a barn.'

Spring

Outcome:

The pupils will be exploring hygiene and cleanliness and how the past has impacted cleanliness today. They will be asked to further explore through a CLASS project to explain the impact this could have on the future. We will be researching a significant historical figure – Florence Nightingale and comparing her expertise and practice with a Modern Nurse. We will be meeting a dental nurse and exploring the importance of looking after ourselves and our teeth. We intend to create and sell our very own toothpaste, working on entrepreneurial and budgeting skills. We also intend to showcase an exhibition of our Florence Nightingale portraits.

Summer

Outcome: