

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	Links: So Great Fire	ocal Area :/Gg/A/Ma e of London /Ma/A/DT	Polar regions Links: T4W/Gg/Sc/A/DT		Africa Links: T4W/Gg/A Victorians Link: Tw4/H/A/DT	
English	Fiction: Little Charlie (Journey) Non-fictions: Shopping list (Information) Focus: Description Toolkit	Fiction: Edgar the Dragon (Warning) Non-fiction: Letter to Santa. Focus: Characterisation Toolkit	Fiction: Pamela the Penguin (Wishing tale) (Topic link) Poetry: Arctic Spine Poems (Topic Link) Focus: Setting Toolkit	Fiction: Toys in space (Warning Tale) Non-fiction: Toys Non- Chronological report Poetry: Easter Eggs Focus: Description Toolkit	Fiction: Meerkat Mail (Journey Story) (Topic link) Non-fiction: Postcards (Recount) Focus: Opening and Ending Toolkit	Fiction: Lighthouse (Topic link) Keepers Lunch (Defeating a Monster) Non-fiction: Advert for the seaside (persuasion) Focus: Dilemma
Maths	Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. • Count objects.	Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero.	Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial	Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations	Count in multiples of two, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days



<ul> <li>Count objects from a larger group.</li> <li>Represent objects.</li> <li>Recognise numbers.</li> <li>Count on form any number within 10.</li> <li>Count on e more.</li> <li>Count on e lass.</li> <li>Compare groups by making manuber in the obset.</li> <li>Introduce parts and wholes.</li> <li>Introduce par</li></ul>						
<ul> <li>Represent objects.</li> <li>Recognise numbers within 10.</li> <li>Count on from any words.</li> <li>Count on from any pictorial pictoria pictorial pictorial pictorial pictorial pictoria pictorial pictorial pictorial pictorial pictoria picterial pictoria pictoria picto</li></ul>				-	0,	
<ul> <li>Recognise numbers at words</li> <li>Count on for any number within 10.</li> <li>Count one less.</li> <li>Compare groups by mathing.</li> <li>Fewer, mors, same.</li> <li>Less na, greater than,</li> <li>Count one less.</li> <li>Compare groups by mathing.</li> <li>Induce parts and wholes.</li> <li>Count one less.</li> <li>Compare groups by mathing.</li> <li>Introduce parts and wholes.</li> <li>Count one less.</li> <li>Indextand 11, 12 and 13.</li> <li>Count one less.</li> <li>Indextand 14, 15, 16</li> <li>Understand 11, 12 and 13.</li> <li>Count one hoss.</li> <li>Count one less.</li> <li>Indextand 14, 15, 16</li> <li>Understand 14, 15, 16</li> <li>Understand 20</li> <li>The number line to 20</li> <li>Stimate on a number line to 20</li> <li>S</li></ul>	5 5	problems that involve	_	,		'
• Count on form any • Count one more. • Count backwads within 10• Concrete objects and pictorialmore than, less than (fewer), most, least.Recognise, find and name a quarter as of four equal parts.the hour and draw the hands on a clock face to show these times.• Count backwads within 10• Count wather exemption anthing.• Count wather missing number problems.Count tim 20 to 50 • Understand 12, 15, 13 • Understand 20 • Satt Families - Addition rumber bonds within 10. • Systematic methods for number bonds within 10. • Addition: Add more. • Addition: Take away • Subtraction in a part. • Subtraction: Take away • Subtraction: Take away • Subtraction: Take away • Subtraction in a part. • Subtraction in a part. • Subtraction: Take away • Subtraction in a part. • Add or subtract 10 r2.more than, less than (fewer), most, least. Count in multiples of • Compare numbers to 20 • Tome mumber inter to 20 • Tome away (how many left?). • Subtraction in a part. • Add on subtract 10 r2. • Add and subtract ne- including: (e.g. • Add and		addition and	line, and use the	language of: equal to,	of two equal parts.	Tell the time to the
number within 10. • Count one more. • Count backwads within 10. • Count one less. • Compare groups by matching. • Fewer, more, same. • Less than, greater than equal to. • Order objects and numbers.• Introduce parts and wholes. • Part-whole model. • Winderstand 11, 12 and 13. • Understand 20. • The number line to 20. • Estimate on a number line to 20. • The number line to 20. • Estimate on a	words.	subtraction, using	language of: equal to,	more than, less than		hour and half past
• Count name and quarter as • Count tackwards within 10.• Decorrial missing number problems.• Cease that in any seventations and missing number problems.• Count within 20 • Understand 11, 15, 16 • Understand 11, 18, 19 • Understand 20 • Partive in into tens and ones • The number line to 20 • Systematic methods for • Number bonds within 10, • Addition rabde wary • Fact families - Addition • Systematic methods for • Subtraction: rada a part. • Fact families - Addition problems. • Groups e unbers to 20 • Addition rabde wary • Fact samilies - Addition (r), • Subtraction in an anumber line. • Addition (r), • Subtraction rabe wary left?).Itelewer, most, itelest.Count in multiples of twos, fives and tens • Count from 20 to 50 • 20, 40 and 50 • Count • Partive in into tens and ones • The number line to 50 • Estimate on a number line to 5		concrete objects and	more than, less than	(fewer), most, least.	Recognise, find and	the hour and draw
• Count backwards within 10.representations and missing number • Compare groups by matching. • Fact families - Addition numbers.Count within 20 • Inderstand 11, 12 and 13 • Inderstand 11, 12 and 13, 14 • Inderstand 11, 12 and		pictorial	(fewer), most, least.		name a quarter as	the hands on a clock
10.missing number problems.Count within 20 problems.twos, fives and tens ports.parts.times.• Count one less. • Compare groups by matching. • Fever, more, same. • Less than greater than equal to. • Order objects and numbers.• introduce parts and • Part-whole model. • Submer bonds within 10. • Number bonds to 10. • Addition: Add together. • Addition: Add more many left?). • Take away/ to subtraction on a number line. • Addition (+), • Subtraction on a number line. • Add and subtract 1 or 2.Count within 20. • Count in 52 • Count in 52 <b< td=""><td></td><td>representations and</td><td></td><td>Count in multiples of</td><td>one of four equal</td><td>face to show these</td></b<>		representations and		Count in multiples of	one of four equal	face to show these
<ul> <li>Compare groups by matching.</li> <li>Fewer, more, same.</li> <li>Less than, greater than, equal to.</li> <li>Compare numbers.</li> <li>Order objects and number line</li> <li>Number bonds within 10.</li> <li>Number bonds within 10.</li> <li>Systematic methods for number sonds to 10.</li> <li>Addition: Add together.</li> <li>Addition: Add together.</li> <li>Addition: Add together.</li> <li>Addition: Take away (com many left?).</li> <li>Take away (com many left?).</li> <li>Subtraction ray and problems.</li> <li>Fact. Subtraction ray and problems.</li> <li>Fact. Subtraction ray and problems.</li> <li>Fact. Subtraction ray and problems.</li> <li>Find a part.</li> <li>Subtraction ray and more problems.</li> <li>Fact. Subtraction ray and problems.</li> <li>Find a part.</li> <li>Subtraction ray and problems.</li> <li>Find a part.</li> <li>Add or subtract 1 or 2.</li> <li>Add or subtract 1 or 2.</li> <li>Add and subtract on edigit and two-obigit</li> <li>Compare lengths and heights (or econis e recognise and after a recognise and after a recognise and after a shape or object</li> <li>Add and subtract on edigit and two-obigit</li> <li>Compare lengths and heights of a shape or object</li> <li>Add and subtract one digit and two-obigit<!--</td--><td></td><td>missing number</td><td>Count within 20</td><td>twos, fives and tens</td><td>parts.</td><td>times.</td></li></ul>		missing number	Count within 20	twos, fives and tens	parts.	times.
<ul> <li>Introduce parts and wholes.</li> <li>Introduce parts and wholes.</li> <li>Introduce parts and wholes.</li> <li>Part-whole model.</li> <li>Write number sentences.</li> <li>Order objects and numbers.</li> <li>The number line</li> <li>Wimer bonds within 10.</li> <li>Number bonds within 10.</li> <li>Number bonds within 10.</li> <li>Number bonds within 10.</li> <li>Number bonds within 10.</li> <li>Subtraction: Find a part.</li> <li>Subtraction on a number line?.</li> <li>Subtraction on a number line.</li> <li>Subtraction (-) and equals (-) signs.</li> <li>Subtraction (-) and equals (-) signs.</li> <li>Subtraction (-) and equals (-) signs.</li> <li>Subtraction on a number line.</li> <li>Subtraction (-) and equals (-) signs.</li> <li>Subtraction on a number line.</li> <li>Subtraction (-) and equals (-) signs.</li> <li>Subtraction on a number line.</li> <li>Subtraction on a number line.</li> <li>Subtraction on a number line.</li> <li>Subtraction (-) and equals (-) signs.</li> <li>Subtraction (-) and equals (-) signs.</li></ul>		problems.				Compare, describe
<ul> <li>Hordchard, P. J. S. 19</li> <li>Hordchard 20, 1. more and 1 less</li> <li>Part-whole model.</li> <li>Write number sentences.</li> <li>Order objects and numbers.</li> <li>Order objects and number line</li> <li>Hordchard 20, 1. more and 1 less</li> <li>Write number line to 20</li> <li>Use a number li</li></ul>			-	Count from 20 to 50	Compare, describe	and solve practical
<ul> <li>Understand 20</li> <li>Understand 20</li> <li>Understand 20</li> <li>Part-whole model.</li> <li>Write number sentences.</li> <li>Order objects and numbers.</li> <li>Number bonds within 10.</li> <li>Addition: Add rogether.</li> <li>Addition: Add rogether.</li> <li>Addition: Find a part.</li> <li>Subtraction: Find a part.</li> <li>Subtraction i a number</li> <li>Subtraction i a number</li> <li>Add or subtract 1 or 2.</li> <li>Recognise and name common 2-D shapes, including: (e.g.</li> <li>Moholes.</li> <li>Add and subtract one-digit and two-digit including: (e.g.</li> <li>Add and subtract one-digit and two-digit including: (e.g.</li> <li>Compare lengths and heights for including: (e.g.</li> <li>Compare lengths and heights for including: (e.g.</li> <li>Add and subtract one-digit and two-digit including: (e.g.</li> <li>Compare lengths and heights for including: (e.g.</li> <li>Subtraction (-) and equals (=) signs.</li> <li>Add and subtract one-digit and two-digit including: (e.g.</li> <li>Compare lengths and heights for including: (e.g.</li> <li>Compare lengths</li></ul>	5	<ul> <li>Introduce parts and</li> </ul>				
<ul> <li>equal to.</li> <li>Part-Mode model.</li> <li>The number inte to 20</li> <li>Fact families – Addition facts.</li> <li>The number line to 20</li> <li>Systematic methods for number bonds within 10.</li> <li>Systematic methods for number bonds to 10.</li> <li>Addition: Add together.</li> <li>Addition: Add together.</li> <li>Addition: Take away/ cross out (how many left?).</li> <li>Take away (how many left?).</li> <li>Subtraction on a number ine.</li> <li>Subtraction 2-D shapes, including: (e.g.</li> <li>Add or subtract 1 or 2.</li> <li>Compare lengths and including: (e.g.</li> <li>Add and subtract one including: (e.g.</li> <li>Add and subtract one including: (e.g.</li> <li>Add and subtract one including: (e.g.</li> <li>Compare lengths and including: (e.g.</li> <li>Compare lengths and</li> </ul>				,		
<ul> <li>Compare numbers.</li> <li>Ordrer objects and number.</li> <li>The number line</li> <li>Systematic methods for 10.</li> <li>Systematic methods for 10.</li> <li>Systematic methods for 10.</li> <li>Addition: Add together.</li> <li>Addition: Add more.</li> <li>Addition: Add more.</li> <li>Addition: Add more.</li> <li>Addition: Add more.</li> <li>Find a part.</li> <li>Subtraction: Take away/cross out (how many left?).</li> <li>Take away (how many left?).</li> <li>Subtraction on a number line.</li> <li>Add or subtract 1 or 2.</li> <li>Recognise and name common 2-D shapes, including: (e.g.</li> <li>Addi and subtract one-digit and two-digit</li> <li>Compare lengths and</li> <li>Subtraction (-) and elignt (-), and elignt (-)</li></ul>					•	
<ul> <li>• Order objects and numbers.</li> <li>• The number line</li> <li>• The number line</li> <li>• Systematic methods for 10.</li> <li>• Addition: Add together.</li> <li>• Addition: Add together.</li> <li>• Addition: Add together.</li> <li>• Addition: Take away/ cross out (how many left?).</li> <li>• Take away (how many left?).</li> <li>• Take away (how many left?).</li> <li>• Subtraction on a number line</li> <li>• Subtraction: Take away (how many left?).</li> <li>• Add or subtract 1 or 2.</li> <li>• Recognise and name common 2-D shapes, including: (e.g.</li> <li>• Add and subtract one- lineluding: (e.g.</li> </ul>						
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<ul> <li>Addition: Add together. • Addition: Add more.</li> <li>Addition: Add more.</li> <li>Find a part.</li> <li>Subtraction: Find a part.</li> <li>Subtraction: Take away/</li> <li>cross out (how many left?).</li> <li>Take away (how many left?).</li> <li>Take away (how many left?).</li> <li>Take away (how many left?).</li> <li>Subtraction on a number line.</li> <li>Subtraction on a number line.</li> <li>Add or subtract 1 or 2.</li> <li>Recognise and name common 2-D shapes, including: (e.g.</li> <li>Recognise and name including: (e.g.</li> <li>Add and subtract one- including: (e.g.</li> <li>Compare lengths and</li>     &lt;</ul>			Order numbers to 20	1		•
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<ul> <li>Find a part.</li> <li>Subtraction: Find a part.</li> <li>Subtraction: Find a part.</li> <li>Subtraction: Take away/ cross out (how many left?).</li> <li>Take away (how many left?).</li> <li>Take away (how many left?).</li> <li>Add or subtract 1 or 2.</li> <li>Recognise and name common 2-D shapes, including: (e.g.</li> <li>Fact gamman and betweek</li> <li>Add and subtract one- including: (e.g.</li> <li>Fact and subtract one- including: (e.g.</li> <l< td=""><td></td><td></td><td></td><td></td><td>-count in 5s</td><td>-tens to 100</td></l<></ul>					-count in 5s	-tens to 100
Fact families – 8 facts. • Subtraction: Take away/ cross out (how many left?). • Take away (how many left?). • Subtraction on a number line. • Add or subtract 1 or 2.Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.Compare, describe and solve practical problems for: lengths and heights (for example, long/short, tind a half of a shape or objectadd equal groups -make arrays -make arrays -make doubles -make doubles -make sequal groups- -compare numbers with the same number of tens -compare any two shape or object• Add or subtract 1 or 2.Recognise and name common 2-D shapes, including: (e.g.Read, subtract one- digit and two-digitOmpare, describe and solve practical problems for: lengths and heights (for example, long/short, tall/short, double/half)add equal groups -make arrays -make arrays -make doubles -make sequal groups- -compare numbers with the same number of tens -compare any two shape or object• Add and subtract one- including: (e.g.Add and subtract one- digit and two-digitadd equal groups -ompare lengths anddef a groups -make arrays -make sequal groups- -compare any two shape or objectdef a group -compare any two -compare any two -find half of a quantity -count in coins -days o		-		heights.	0 1 0 1	
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<ul> <li>Find a way (how many left?).</li> <li>Subtraction on a number line.</li> <li>Add or subtract 1 or 2.</li> <li>Recognise and name common 2-D shapes, including: (e.g.</li> <li>Add and subtract one-including: (e.g.</li> <li>Add and subtract one-including: (e.g.</li> <li>Interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>Add and subtract one-including: (e.g.</li> <li>Interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>Add and subtract one-including: (e.g.</li> <li>Interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>Problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</li> <li>Problems for: lengths and sharing recognise a half of a -compare any two numbers shape or object recognise coins -recognise half of a -recognise coins -recognise half of a -recognise notes -recognise a quarter of a -recognise a quarter</li></ul>				• •		
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<ul> <li>Add or subtract 1 or 2.</li> <li>Subtraction (-) and equals (=) signs.</li> <li>Recognise and name common 2-D shapes, including: (e.g.</li> <li>Add and subtract one- including: (e.g.</li> <li>Subtraction (-) and equals (=) signs.</li> <li>Subtraction (-) and equals (=) signs.</li> <li>Ionger/shorter, tall/short, double/half)</li> <li>Ionger/shorter, tall/short, double/half)</li> <li>-recognise half of a quantity</li> <li>-count in coins</li> <li>-before and after</li> <li>-days of the week</li> <li>-months of the year</li> </ul>						
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Recognise and name       Add and subtract one-       double/half)       -count in coins         common 2-D shapes,       Add and subtract one-       -find half of a quantity       -before and after         including: (e.g.       digit and two-digit       -compare lengths and       shape or object       -months of the year			equals (=) signs.		,	0
including: (e.g. digit and two-digit •Compare lengths and shape or object •months of the week -months of the year		Recognise and name				
including: (e.g. digit and two-digit •Compare lengths and shape or object -months of the year		common 2-D shapes,	Add and subtract one-			
		including: (e.g.	digit and two-digit	•Compare lengths and	<b>°</b>	'
		rectangles (including	numbers to 20,	heights	- find a quarter of a	-months of the year



	Animals incl	squares), circles and triangles). Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7=	<ul> <li>Measure length using objects</li> <li>Measure length in centimetres</li> <li>Heavier and lighter</li> <li>Measure mass</li> <li>Compare mass</li> <li>Full and empty</li> <li>Compare volume</li> <li>Measure capacity</li> <li>Compare capacity</li> <li>Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.</li> <li>Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</li> </ul>	shape or object -recognise a quarter of a quantity -find a quarter of a quantity -describe turns -describe position (left and right) -describe position (forwards and backwards) -describe position (above and below) -ordinal numbers	-hours, minutes and seconds -time to the hour Time to the half hour
Science	Animals incl. Humans (Topic Link- All about me) Identify, name, draw and label the basic parts of the human	Animals incl. Humans Identify and name a variety of common animals including fish,	<b>Everyday Materials</b> Distinguish between an object and the material from which it is made Identify and name a variety of everyday	Everyday Materials Distinguish between an object and the material from which it is made	Plants I can identify and describe the basic structure of a variety of common	Seasonal Changes Observe changes across the four seasons (Topic link- Seaside trips)



body and say which	amphibians, reptiles,	materials, including	Identify and name a	flowering plants	Observe and describe
part of the body is	birds and mammals	wood, plastic, glass,	variety of everyday	including trees.	weather associated
associated with each		metal, water, and rock	materials, including	I can identify and	with the seasons and
sense	Describe and compare	Describe the simple	wood, plastic, glass,	name a variety of	how day length
	the structure of a	physical properties of a	metal, water and rock	common wild and	varies
<u>Working</u>	variety of common	variety of everyday	Describe the simple	garden plants	
<b>Scientifically</b>	animals (fish,	materials	physical properties of	including deciduous	<u>Working</u>
Asking simple	amphibians, reptiles,	Compare and group	a variety of everyday	and evergreen	Scientifically
questions and	birds and mammals,	together a variety of	materials	trees.	Asking simple
recognising that they	including pets)	everyday materials on	Compare and group		questions and
can be answered in	including pets/	the basis of their	together a variety of		recognising that they
different ways		simple physical	everyday materials on	Working	can be answered in
Observing closely,	Identify and name a	properties Link Topic-	the basis of their	scientifically	different ways
using simple	variety of common	good insulators,	simple physical	Observing closely	Observing closely,
equipment	animals that are	waterproof	properties	using simple	using simple
	carnivores, herbivores			equipment	equipment
Performing simple	and omnivores	Working Scientifically	Working Scientifically		Performing simple
tests		Asking simple	Asking simple	Identifying and	tests
	Working scientifically	questions and	questions and	classifying	Identifying and
Identifying and	Identifying and	recognising that they	recognising that they	Using observations	classifying
classifying	classifying	can be answered in	can be answered in	and ideas to	Using their
	, 0	different ways	different ways	suggest answers to	observations and
Using their		Observing closely,	Observing closely,	questions	ideas to suggest
observations and	Observing closely using	using simple	using simple	Gathering and	answers to questions
ideas to suggest	simple equipment and	equipment	equipment	recording data to	Gathering and
answers to questions	using observations and	Performing simple	Performing simple	help in answering	recording data to
	ideas to suggest	tests	tests	questions	help in answering
Gathering and	answers to questions	Identifying and	Identifying and		questions
recording data to		classifying	classifying		
help in answering		Using their	Using their		
questions		observations and ideas	observations and		
		to suggest answers to	ideas to suggest		
		questions	answers to questions		



			Gathering and recording data to help in answering questions	Gathering and recording data to help in answering questions				
Working scientifically	/ learning outcomes							
Observing closely, us	sing simple equipment							
Using their observati	Using their observations and ideas to suggest answers to questions							
Foundation Subjects	Foundation Subjects							



Main TopicMain TopicMain TopicKnowledge and interpretation Can recount some interesting facts from The Great Fire of London.Knowledge and interpretation Can recount some interesting facts from past eventsKnowledge and interpretation Can recognise that we celebrate certain events, such as bonfire night, because of what happened many years agoTo understand where The Great Fire of London started and why it spread so quickly.Can recount the life of someone famous Can identify objects from the past, such as old boats/climbing/survival equipmentChronological understanding Can put up to 3 objects in chronological order (recent history) Can use words and phrases like: old, new and a long time ago.	History		•	Victorians
Can recount some interesting facts from The Great Fire of London.Can recount some interesting facts from past eventsCan recount some interesting facts from past eventsCan recognise that we celebrate certain events, such as bonfire night, because of what happened many years agoTo understand where The Great Fire of London started and why it spread so quickly.Can recount the life of someone famous Can identify objects from the past, such as old boats/climbing/survival equipmentCan put up to 3 objects in chronological order (recent history) Can use words and phrases like: old, new and a long time ago.	,	Main Topic	Main Topic	Main Topic
Can recount some interesting facts from The Great Fire of London.Can recount some interesting facts from past eventsCan recount some interesting facts from past eventsCan recognise that we celebrate certain events, such as bonfire night, because of what happened many years agoTo understand where The Great Fire of London started and why it spread so quickly.Can recount the life of someone famous Can identify objects from the past, such as old boats/climbing/survival equipmentCan put up to 3 objects in chronological order (recent history) Can use words and phrases like: old, new and a long time ago.				
Great Fire of London.eventsevents, such as bonfire night, because of what happened many years agoTo understand where The Great Fire of London started and why it spread so quickly.Can recount the life of someone famousChronological understandingLearn about significant people and their role in the Great Fire of London (Samuel Pepys andCan identify objects from the past, such as old boats/climbing/survival equipmentCan put up to 3 objects in chronological order (recent history) Can use words and phrases like: old, new and a long time ago.			Knowledge and interpretation	Knowledge and interpretation
To understand where The Great Fire of London started and why it spread so quickly. Learn about significant people and their role in the Great Fire of London (Samuel Pepys and the Great Fire of London (Samuel Pepys and			Can recount some interesting facts from past	Can recognise that we celebrate certain
To understand where The Great Fire of London started and why it spread so quickly. Learn about significant people and their role in the Great Fire of London (Samuel Pepys and the Great Fire of London (Samuel Pepys and		Great Fire of London.	events	events, such as bonfire night, because of
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Learn about significant people and their role in the Great Fire of London (Samuel Pepys and Can identify objects from the past, such as old boats/climbing/survival equipment Can identify objects from the past, such as old boats/climbing/survival equipment Can put up to 3 objects in chronological order (recent history) Can use words and phrases like: old, new and a long time ago.			Can recount the life of someone famous	
Learn about significant people and their role in the Great Fire of London (Samuel Pepys and the Great Fire of L		started and why it spread so quickly.		Chronological understanding
the Great Fire of London (Samuel Pepys and phrases like: old, new and a long time ago.			Can identify objects from the past, such as old	Can put up to 3 objects in chronological
		Learn about significant people and their role in	boats/climbing/survival equipment	order (recent history) Can use words and
		the Great Fire of London (Samuel Pepys and		phrases like: old, new and a long time ago.
Joint Everyth. Identify different ways that the past is		John Evelyn).	Identify different ways that the past is	
represented, e.g. fictional accounts, Can understand when the Great Fire of				Can understand when the Great Fire of
Chronological understanding illustrations, films, songs, museum displays London happened, in relation to their		Chronological understanding		London happened, in relation to their
Can order the events of the Great Fire of birthday and key historical events, using		Can order the events of the Great Fire of	, , , , , , , , , , , , , , , , , , , ,	birthday and key historical events, using
London. Chronological understanding their individual timeline.		London.	Chronological understanding	their individual timeline.
Can order the events of the Polar Expeditions.				
Can understand when the Great Fire of London		Can understand when the Great Fire of London		
happened, in relation to their birthday and key Can understand when the Great Fire of London <b>Historical enquiry</b>		happened, in relation to their birthday and key	Can understand when the Great Fire of London	Historical enquiry
historical events, using their individual happened, in relation to their birthday and key Can answer questions using a range of		historical events, using their individual		Can answer questions using a range of
timeline. historical events, using their individual timeline. artefacts/ photographs provided		timeline.		artefacts/ photographs provided
Historical enquiry Historical enquiry Can find out more about a famous person		Historical enquiry	Historical enquiry	Can find out more about a famous person
		Can answer questions using a range of		from the past and carry out some research
artefacts/paintings/eye witness accounts/diary artefacts/eye witness accounts/diary extracts. on him or her		artefacts/paintings/eye witness accounts/diary		on him or her
extracts.		extracts.		
Can find out more about events/people from Can find out something about the past by			Can find out more about events/people from	Can find out something about the past by
To ask and answer questions about objects the past and carry out some research talking to an older person		To ask and answer questions about objects		<b>.</b>
from the past.		from the past.		
Can ask and answer questions about old and			Can ask and answer questions about old and	
To identify the difference between the past new objects.		To identify the difference between the past	•	
and the present		and the present	· · · · ·	



	Can spot old and new things in a picture	
	Can answer questions using an artefact/ photograph provided	
	Can give a plausible explanation about what an object was used for in the past	



Geography	Place Knowledge – Our Local Area	Place knowledge – Polar Regions	Place knowledge – Africa
	<i>Enquiry Questions:</i> 'Does the local area have enough fun activities?'	Compare England with a contrasting Country in the world- England compared to Arctic/Antarctica.	Compare England with a contrasting Country in the world- England compared to Africa
	'What can we find out about our school grounds?' 'What is the best way to get to Northmead Junior School?'	Human and Physical geography	Human and physical geography
	Settling into their new class- talk about and	Identify <b>physical/human features of</b> Arctic/Antarctica.	Identify <b>physical/human features of</b> Africa.
	find their way around school showing an awareness of where things belong and the people within the school.	Compare <b>physical/human</b> features of Guildford to Antarctica.	<b>Weather-</b> to know where in the world is hot. Discuss in relation to the equator and the North/South poles.
	Children to express their views on the features of their local environment school. Likes dislikes.	<b>Weather-</b> to know where in the world is cold. Discuss in relation to the equator and the North/South poles.	<b>Location Knowledge:</b> To talk about people and places beyond their local environment
	Introduce the concept of <b>physical/human</b> features.	To be able to identify patterns in the weather related to the changing seasons in the UK	<b>Place knowledge:</b> To talk about their homes and families and compare to those in another
	To talk about where they live.	<b>Geographical skills</b> Use maps, atlases, globes and digital/computer	country Compare England with a contrasting
	Locate Guildford and England on a map.	mapping (google earth to locate countries and describe features studied)	Country in the world
	Name and locate the four countries making up the British Isles.		Human and Physical Geography: To express their views on features of the environment of a locality
	Geographical skills and field work Develop maps of the local environment.		To use resources that are given to them, and their own observations, to ask and respond to questions about places and environments
			Weather- To know where in the world is



		cold. Discuss in relation to the equator a the North/South Poles Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping (Google Earth to locate countries and describe feature studied			s a <b>d fieldwork:</b> obes and oping (Google Earth)
Computing	Purple Mash Scheme Online Safety & Exploring Purple Mash Grouping & Sorting	Maze Explorers	Animated Story Books	Coding	Spreadsheets Technology Outside School
RE	<ul> <li>Why do Christians call God 'Creator'?</li> <li>'Create' / 'creation' / 'creator'</li> <li>Biblical creation story</li> <li>God as 'creator' of the world &amp; in other parts of the Bible</li> <li>Celebration of Harvest</li> </ul>	Key Knowledge and Skills Christianity - Who is Jesus? Why did Jesus tell parables?	Why did Jesus tell parables? To know that stories can teach people things.	Judaism: What is the Torah and why is it important? To know what it means to treat something with	To know light is a symbol for God's presence in the synagogue Judaism: Why do Jewish families celebrate in
	<ul> <li>What is the Nativity and why is it important to Christians?</li> <li>'Nativity' as the birth of Jesus</li> <li>Other important people in the Nativity</li> <li>Why did angels announce Jesus' birth?</li> </ul>	Christianity - What do eggs have to do with Easter? NC Objectives to be taught: Christianity - Who is Jesus?	To know that the Bible contains parables that Jesus told. To know that Jesus' parables are found in the New Testament. To understand that parables have a deep meaning.	respect To know the Torah is the Jewish holy book and contains rules for Jews to live by To know the Torah is in the form of a	Shabbat? To know that families celebrate special times in many different ways To know that Shabbat and the Friday night meal are an important



Discussion of Markolas and M	To luc out the st		a sure literation and the sure that	we we affire the factor
Diversity of Nativity sets across the	To know that	Christianity - What do	scroll and is written	part of Jewish family
world	Christians call Jesus	eggs have to do with	in Hebrew	life and help Jewish
	the 'Son of God'	Easter?		families to feel
Christmas as focus of worship of Jesus		To know that new life	To know the Torah	closer to God
	To know that	is an important theme	can also be found in	
Talk about their own emotions (regarding	Christians believe that	of Easter celebrations	the Old Testament	To know Shabbat
their special book), connecting them to	Jesus is both human		section of the Bible	lasts from sunset on
those of Christians	and divine (God)	To know that on Good		Friday to sunset on
		Friday Christians	To know the	Saturday, and that
That most Christians believe that God	To know about the	remember Jesus'	synagogue is the	there are symbols
	main events in Jesus'	death.	place where Jews go	that mark its
loves to give	life.		to learn, worship	beginning and its
		To know that on	God and be together	end
The Creation account	To know that Jesus	Easter Day Christians	as a community, and	
	performed miracles.	celebrate Jesus'	is where the Torah is	To know that
How the beliefs of Christians link to the		resurrection	kept	Shabbat is a time of
event of creation and the events of Jesus'				rest and recalls how
life		To understand that		God rested on the
		symbols are used to		seventh day after
That Harvest is a time to be thankful for		represent key aspects		creation
food		of Easter		
1000				
Talk about their own emotions in response				
to 'creation' and thankfulness with the				
emotions of those in the accounts				
explored				
That for most Christians, worship / giving				
is a response to who God is and what he				
has given				



Music	My Musical	Christmas	Hey you!	Dance sing and Play	Your Imagination	Round and round
inasic	heartbeat (MMC)	(Stoughton)	(Original scheme)	(MMC)	(Original scheme)	(Original scheme)
	How to move in	All the learning is	How pulse, rhythm	Listening	How pulse,	Pulse, rhythm and
		focused around	and pitch work	<b>F</b> inal to a strend	rhythm and pitch	pitch in different
	time with a steady beat/pulse	learning new songs	together.	Finding a steady	work together.	styles of music.
	beat/puise	for the Year 2	Dulco, rhythm and	beat.	Dulco rhythm and	
	To copy back	Christmas	Pulse, rhythm and	Convehack	Pulse, rhythm and	
	simple long and	production.	pitch, rapping, dancing and singing.	Copy back Improvisation	pitch, rapping, dancing and	
	short rhythms with	The children will	ualicing and singing.	Singing.	singing.	
	clapping.	perform in front of	How to be in the	Singing.	Singing.	
		an audience.	groove with		How to be in the	
	To copy back	un dudience.	different styles of		groove with	
	singing simple high	- Singing	music.		different styles of	
	and low patterns.	- Performing			music.	
		0	Pulse, rhythm and		Pulse, rhythm and	
	To know and		pitch in different		pitch in different	
	demonstrate the		styles of music.		styles of music.	
	difference					
	between pulse,		Using your		Using your	
	rhythm and pitch.		imagination.		imagination. The	
					history of music,	
			The history of music,		look back and	
			look back and		consolidate your	
			consolidate your		learning, learn	
			learning, learn some		some of the	
			of the language of		language of	
			music.		music.	



Art	<ul> <li>Focus Artist: Pablo Picasso</li> <li>To investigate portraits by a variety of artists</li> <li>To mix secondary colours</li> <li>To investigate proportions and positioning of facial features</li> <li>To be able to record portraits from observation</li> <li>To be able to identify warm and cool colours on a colour wheel</li> <li>To be able to mix tones of a colour</li> <li>To be able to create moods in drawings and paintings</li> <li>To use colour to express emotion</li> </ul>		<ul> <li>Printing <ul> <li>(Topic link – Inuit art)</li> <li>Focus Artist: Kenojuak A</li> <li>To explore and evaluate Kenojuak Ashevak</li> <li>To develop a range of to pencils using a pencil and drawing techniques such scribbling, stippling,</li> <li>To create quick sketches</li> <li>To create a line design fr</li> <li>To create a block print</li> <li>To transfer an image ont</li> </ul> </li> <li>To create a print from a block print from a block print from a block print</li> </ul>	the work of Inuit Artist ne using sketching d use a variety of a as: hatching, om a sketch	Esther Mahlanghu To comment on Esth (sharing likes/dislikes To use Esther Malang inspiration to create a To choose a range of to design and put tog make an Ndebele insp To join materials in var represent ideas	Mahlanghu standing of the work of er Mahlanghu's work ) shu's work as an a pattern appropriate materials ether creatively to pired head band aried ways to appropriate materials ether creatively to
PE	PSD) Gymnastics Teachers) Get Set 4 PE Ball Skills	PSD) Fundamentals Teachers) Get Set 4 PE Sending and Receiving	PSD) Invasion Games Teachers) Get Set 4 PE Gymnastics	PSD) Dance Teachers) Get Set 4 PE Target Games	PSD) Net and Wall Games Teachers) Get Set 4 PE	PSD) Fitness Teachers) Get Set 4 PE



					Athletics	Striking and Fielding Games
DT	<ul> <li>To design, make and evaluate a bread recipe for the bakery to sell that tastes and looks good (Topic link to Great Fire of London)</li> <li>To taste and evaluate a range of bread recipes.</li> <li>To understand the ingredients that you need to make bread and where they come from.</li> <li>To be able to knead dough and the reasons for completing this</li> <li>To be able to shape my bread in a variety of ways.</li> <li>To design a healthy bread roll for our parent to buy from our class bakery.</li> </ul>		To design, make and evaluate a home for an arctic animal that provides shelter from the weather (Topic Link to Polar Regions)		To design, make and evaluate a picnic basket for a family that is seagull proof. (Topic link)	
			To generate ideas based on simple design criteria and their own experiences. To develop, model and communicate their ideas through talking, mock-ups and drawings. <b>Skills:</b> Evaluate their product Know what a structure is and can find freestanding structures in my environment. Evaluate brick bonds for strengths.		To know what a mechanism is. Describe the movement of a slider (side to side/up and down in straight line) and lever (side to side in a curved motion). Add a pivot to make a lever. Understand that different mechanisms produce different types of movement. Develop, model and communicate their ideas through talking, drawings and mock ups	
	To make and evaluate <b>Skills:</b> Evaluate a range of exi Know where the ingred from (field to fork).	bread. sting bread recipes.	Make [shape] and join [sl variety of techniques. Know how to make a stru more rigid. Know what a buttress is a Know the importance of	hapes] together using a acture stronger and and why it is used.	Select and use tools, explaining their choices, to cut, shape and join their resources Use simple finishing techniques suitab the product they are creating. Explore a range of existing products th use simple sliders and levers	



	Shape bread in a variety of ways.				Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.	
PSHE	Key Knowledge and Skills Understanding the following: - Respect - Class rules - Expectations - Unkind behaviour in and out of school - How unkind behaviour makes people feel How to be polite and respectful	<ul> <li>NC Objectives to be taught: To understand and follow the school rules and values.</li> <li>To understand the roles of different people and that there are different types of families.</li> <li>To understand they should feel cared for and care for others.</li> <li>To understand what privacy is and to seek permission for things.</li> <li>To understand that their behaviour affects others and how to be polite and respectful.</li> </ul>	<ul> <li>Key Knowledge and Skills</li> <li>How to care for others.</li> <li>To recognise what you can do for yourself now you are older.</li> <li>To understand why we should look after living things.</li> <li>How to care for the environment.</li> <li>To be able to explain the meaning of reduce, reuse, and recycle.</li> <li>To recognise how we can help look after our planet.</li> <li>To understand people have jobs and explore different ones</li> </ul>	NC Objectives to be taught: To know how to care for others and support their needs. To know how and why we care for the environment. To understand how we grow, live and look after our world. To understand how people work in our world. To understand the power of yet- we can't do that YET! To understand that we never give up. What are your strengths and interests?	Key Knowledge and Skills To understand how food keeps you healthy. To understand how exercise keeps us healthy. To understand hygiene and sun safety. To understand emotions and manage them. To Understand rules and keep safe online.	<ul> <li>NC Objectives to be taught:</li> <li>To know how to keep healthy based on food and exercise.</li> <li>To understand some hygiene routines including sun safety.</li> <li>To recognise what makes them unique and special.</li> <li>To learn how to manage their emotions when things go wrong.</li> <li>To learn ways of keeping safe online.</li> <li>To understand how rules and age restrictions keep us safe.</li> </ul>



				Does this link to any jobs in your local community? What jobs are available?		
Forest school,	Introduction to	Seasonal changes.	Seasonal changes.	Seasonal changes.	Seasonal changes.	Seasonal changes.
eco/outdoor	Forest School. Rules	Comparing the	Comparing the	Comparing the	Comparing the	Comparing the
learning	and boundaries- why we need them.	differences.	differences.	differences.	differences.	differences.
0	How to stay safe.	Understanding why Trees lose their leaves	How animals and humans can keep	Identifying a range of flora and fauna.	Using our senses in the outdoors.	Eco food chains and how we can support
Curriculum links Sc Gg	Getting to know our surroundings.	in Winter. Comparing Deciduous	warm in winter. Taking care of	How seeds grow.	Nature's rainbow -	this. Our role within the Eco chain.
PSHE Art	Taking care of the environment and	and Ever-Green Trees.	ourselves. Den building.	Understanding, identifying and labelling parts of	finding colour in the Great Outdoors.	Ladybird life cycles. The importance of
DT	ourselves.	(Richard Shilling and Andy Goldsworthy)	Animal home and	a flower. Learning the basis of	Identifying simple	Bees. Pollination.
	Respecting and		habitat building.	photosynthesis.	wildflowers.	Giving nature a
	listening to others. Values.	Fire building. Learning the fire triangle and the key elements	Animals that hibernate.	How we can protect birds in the Spring	Mini-beast hunting and pond dipping.	voice. Literacy in the outdoors.
	Harvest -allotment, farmers	needed to make fire. Fire safety.	Observing the weather. Signs of Winter- wetter, colder,	and support them in nesting season.	Learning the basic parts of insects and mini- beasts.	Sketching and describing.
		Signs of Autumn- colours, seed	shorter day length	Planting saplings and wildflowers.	Comparing Mini- beasts. Habitat	What Forest School means to us.
		dispersal, animals preparing for	Natural materials – clay bowls/blopsters.	Safety in hot	building.	Moving on and sharing memories.
		winter/hibernation	Where different materials come from.	weather. Prep allotment/sow	Bug survey (biodiversity check) good/bad	The importance of water- impact of
			Comparing materials and grouping.	seeds Spring- time of new growth.	minibeast for veg	summer- less



			Recycle/reuse - waste management audit	Practical application of conditions required for growth. Map allotment	growing/organic pest control	rainfall, hotter, longer day length
Enrichment	Stanley's adventure around the local area. Samuel Pepy's buried suitcase on school site.		Role play an Arctic Adventure		Role play a journey to Africa including flight Seaside experience day	