



		<p>Making patterns</p> <p>Count objects</p> <p>Recognising shape</p>
<p>Science (Knowledge and Understanding of the world)</p>	<p>What can the human body can do?</p> <p>How does the weather change through the seasons?</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
	<p>What and where do animals live in the local environment?</p> <p>Who helps these animals?</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>
<p>History (KUW)</p>	<p>What happened in The Great Fire of London?</p>	<p>Learn about events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> <li>• Comparing past and present London.</li> <li>• showing an understanding of the difference of how people live in different periods.</li> <li>• using their research skills to find out about the life of Samuel Pepys.</li> <li>• Sequence and write about the events of the Great Fire of London.</li> <li>• Reflect upon what they have discovered.</li> </ul>
	<p>Who is Edith Cavell and what did she do?</p>	<p>Learn about significant historical events, people and places in their own locality</p>
<p>Geography (KUW)</p>	<p>Where is my classroom and school?</p> <p>What are the features of the local environment of our school?</p> <p>Where is our school within the United Kingdom?</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>

	<p>Where is the United Kingdom situated in the world? How do I use atlases and maps?</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Religious Education (KUW)		<p>Friendships Gifts and giving.</p>
PSHE (PSED- personal social and emotional development)	<p>Who are the people who help to look after me and my school How can I help to look after my school? How can I help to care for my things at home? Where do I live and what are the different places and features in my neighbourhood? Who are the people who live and work in my neighbourhood including people who help me? How can we look after the local neighbourhood and keep it special for everybody? What do animals and plants need to live and how can I help to take care of them? What is money and why do we need it? How do we save money?</p>	<p>Citizenship-Me and my world.</p> <ul style="list-style-type: none"> <li>• People and places</li> <li>• Family, school, neighbourhood</li> <li>• Jobs, roles and responsibilities</li> <li>• Helping and working together</li> <li>• Caring for living things</li> <li>• Local environments</li> <li>• Money</li> </ul>
	<p>What does my body look like? How has my body changed as it has grown? What can my body do? What differences and similarities are there between our bodies? How can I look after my body and keep it clean? How am I learning to take care of myself and what do I still need help with?</p>	<p>Healthy and Safer lifestyles -My body and growing up. Valuing the body</p> <ul style="list-style-type: none"> <li>• Body parts</li> <li>• My teeth</li> <li>• Shapes and sizes</li> <li>• Self-care skills</li> <li>• Change and responsibilities</li> </ul>

	Who are the members of my family and trusted people who look after me? How do I feel about growing up?	
Art (Expressive art and design)	What do I look like?	Portraits Straw skeletons Paint mixing
Design and Technology (Expressive art and design)	What do people drive who come to our rescue?	Vehicles
PE (Physical development)	What can my body do?	Multi skills Dance
Computing (KUW)	What is a computer? How do I use a computer? Where are computers used in my life within school? How do I use the internet safely? How do I use the internet to research the Great Fire of London?	E-safety- Digi duck story Programming- I can programme a beebot Technology- Learning about computers and their uses Digital Literacy- Combining text and graphics
Music (Expressive art and design)	Autumn A: Hey You.  Autumn B: Rhythm In The Way We Walk/The Banana Rap.	<b>Charanga Scheme</b> Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities - a new activity is added until Step 4: • Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. • Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. • Playing - start to play a classroom instrument in a group/band/ensemble. • Improvisation - option after Step 3 - begin to explore and create your own responses, melodies and rhythms. • Composition - option after Step 4 - begin to create your own responses, melodies and rhythms and record them in some way.

		Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.
Trips for this term	Film Festival/ visits from people who help us in the community.	
Role Play	Home corner / Medical - doctors surgery/hospital.	

Cubs Class - Reception/ Year 1

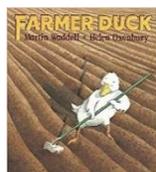
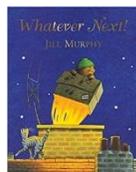
Spring Term 2019

What explorer will I be?



English  
Literacy Text

**Key Texts.**



**Other Stories to share.**

Jack and the beanstalk  
Jim and the Beanstalk. Raymond Briggs.  
The Darkest Dark - Chris Hadfield.  
Tiddler - Julia Donaldson  
Katie Morag.

Maths  
Numbers, shape, space  
and measure

How can I solve problems in familiar practical contexts?  
Can children understand concepts such as mass and weight, volume and capacity, measurement and time?

Compare, describe & solve practical problems for:  
lengths/heights (long/short/tall, half/double);  
mass/weight (heavier/lighter); capacity/volume  
(full/empty, more/less); time (quicker/slower/later).  
Measure and begin to record the following:  
lengths/heights; mass/weight; capacity/volume; time  
(hours, minutes, and seconds).  
Recognise and know the value of different  
denominations of coins and notes.  
Tell the time to the hour and half past the hour and  
draw the hands on a clock face to show these times.  
Sequence events in chronological order using language  
such as: before and after, next, first, today, yesterday,  
tomorrow, morning, afternoon and evening  
EYFS  
Measuring  
Money

		<p>Time</p> <p>Ordering events</p> <p>Positional language</p>
<p>Science (Knowledge and Understanding of the world)</p>	<p>What are the different types of animals?</p> <p>How can animals be grouped and sorted?</p> <p>What animals can be kept as pets?</p> <p>What do animals eat?</p> <p>How does the weather change through the seasons?</p> <p>Can children observe weather and the seasons?</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
	<p>What do plants need to grow?</p> <p>Name and describe parts of plants?</p> <p>What common plants spread their seeds?</p> <p>What Plants do we eat?</p> <p>Why do farmers grow plants?</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
<p>History (KUW)</p>	<p>Who is Christopher Columbus?</p> <p>What did Christopher Columbus explore and discover?</p> <p>Who is Neil Armstrong?</p> <p>What did Neil Armstrong explore and discover?</p> <p>What is similar and different about their adventures and lives?</p> <p>How has their adventure contributed to national and international achievements?</p>	<p>Learn about the lives of significant individuals in the past who have contributed to national and International achievements, comparing aspects of life in different periods.</p>
<p>Geography (KUW)</p>	<p>What can I use to help me discover the continents and oceans of the world?</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Discover the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>

	<p>How do I find out about the country that I live in?          What are the features of the country that I live in?</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.          Use basic geographical vocabulary to refer to:          Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather          Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
Religious Education (KUW)		<p>Places of worship          Easter Surprises.</p>
PSHE (PSED- personal social and emotional development)	<p>What things can I do when I feel good and healthy?          What can't I do when I am feeling ill or not so healthy?          What can I do to help keep my body healthy?          Do I understand why food and drink are good for us?          Do I understand what exercise is and why it is good for us?          Do I understand why rest and sleep are good for us?</p>	<p>Healthy lifestyles.          • Healthy Choices          • My teeth          • Food and drink          • Exercise          • Rest and sleep          • Leisure time.</p>
	<p>How am I special and what is special about other people in my class?          What have I learnt to do and what would I like to learn next?          How do we welcome new people to our class?          What can I do to make the classroom a safe and happy place?          How can I play and work well with others?          How can I respect the needs of others?          How does my behaviour make other people feel?</p>	<p>Myself and My Relationships          Belonging in the class          • Likes and dislikes          • Similarities and differences          • Setting goals          • Recognising feelings          • Communication and cooperation          • Ground Rules          • Rights Rules and Responsibilities          • Right and wrong          • Fair and unfair</p>

<p>Art (Expressive art and design)</p>	<p>What are the differences and similarities between the two artists? How easy is it to create paintings like both artists?</p>	<p>Wassily Kandinsky Andy Warhol</p>
<p>Design and Technology (Expressive art and design)</p>	<p>What clothing and equipment do I need to be an explorer?</p>	<p>Create a costume to explore- Costume / mask/ equipment</p>
<p>PE (Physical development)</p>		<p>Circus Skills Team Games</p>
<p>Computing (KUW)</p>	<p>What technology do we use in our homes? Why is it important to ask for help when using the internet?</p>	<p>E-safety- Smartie the penguin Programming- Alex- Technology- Home Digital Literacy- I can use the internet to look at a world map and record my findings</p>
<p>Music (Expressive art and design)</p>	<p>Spring A: In The Groove</p> <p>Spring B: Round and round.</p>	<p><b>Charanga Scheme</b> Listen &amp; Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities - a new activity is added until Step 4: • Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. • Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. • Playing - start to play a classroom instrument in a group/band/ensemble. • Improvisation - option after Step 3 - begin to explore and create your own responses, melodies and rhythms. • Composition - option after Step 4 - begin to create your own responses, melodies and rhythms and record them in some way.</p>

		Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.
Trips	Sacrewell farm and ferry meadows.	
Role Play	Explorer's camp / space station.	

Cubs Class - Reception/ Year 1

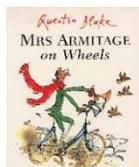
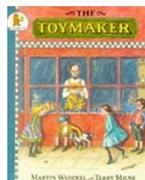
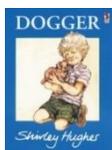
Summer Term 2019

What's the story of toys?



English Text  
(Literacy)

Key Texts.



Other Stories to Share.

Old Bear - Jane Hissey

Brum stories.

Toy story.

The day the crayons quit.

Where's my teddy

Elephants Dance - a journey to India by Theresa Heine.

Maths

Can children solve a variation of number problems?  
Can children demonstrate an understanding of simple fractions?

Add and subtract one-digit and two-digit numbers to 20, including zero.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \_ - 9$ .

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, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Count in multiples of twos, fives and tens.

Given a number, identify one more and one less.

Read and write numbers from 1 to 20 in numerals and words.

EYFS

Adding and subtracting

Sharing, Doubling and halving One more , one less

Science (Knowledge and Understanding of the world)	How does the weather change through the seasons?	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.
	How can I sort materials? What are everyday objects made from?	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.
History (KUW)	What is the difference between old and new toys? What are the features of different toys? How can we find out about the past?	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Geography (KUW)	What is the same and different about Guyhirn village and Cambridgeshire and a village in India?	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Religious Education (KUW)		Caring for others. Religions and rituals.

<p>PSHE (PSED- personal social and emotional development)</p>	<p>Who are the people in my class and how are we similar to and different from each other?          Who are the different people who make up a family?          What things are especially important to my family and me?          What are some of the similarities and differences in the way people including families live their lives?          How can we value different types of people including what they believe in and how they live their lives?          How do we celebrate what we believe in and how is this different for different people?</p>	<p>My Family and Friends - Including Anti-bullying.</p> <ul style="list-style-type: none"> <li>• Similarities, difference and diversity</li> <li>• Respecting and valuing others</li> <li>• The way we live</li> <li>• Neighbourhood</li> <li>• Our beliefs</li> <li>• Routines, customs and traditions</li> <li>• Culture, race and religion</li> </ul>
	<p>Who are my special people and why are they special to me?          Who is my family and how do we care for each other?          What is a friend?          How can I be a good friend?          How do I make new friends?          How can I make up with friends when I have fallen out with them?          How does what I do affect others?          Do I know what to do if someone is unkind to me?</p>	<p>Identities and Diversity.</p> <ul style="list-style-type: none"> <li>• Valuing difference and diversity</li> <li>• Kind and unkind behaviour</li> <li>• Bullying</li> <li>• Conflict resolution</li> <li>• Asking for help and telling</li> <li>• Being assertive</li> <li>• Safety Circle</li> <li>• Supporting others</li> </ul>
<p>Art (Expressive art and design)</p>		<p>Drawing skills          Natural Art</p>
<p>Design and Technology (Expressive art and design)</p>		<p>Puppets</p>
<p>PE (Physical development)</p>		<p>Dance          Athletics          Swimming</p>

Computing (KUW)		E-safety- Hector Programming- Creating algorithms Technology- Wider world/ Toys Digital Literacy- A puppet show
Music (Expressive art and design)	Summer A: Your Imagination.  Summer B: Reflect, rewind and replay.	<b>Charanga Scheme</b> Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> <li>• Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</li> <li>• Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.</li> <li>• Playing - start to play a classroom instrument in a group/band/ensemble.</li> <li>• Improvisation - option after Step 3 - begin to explore and create your own responses, melodies and rhythms.</li> <li>• Composition - option after Step 4 - begin to create your own responses, melodies and rhythms and record them in some way.</li> </ul> Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.
Trips	Food to farming theatre trip.	
Role Play	Toy shop / Builders Yard	