



**Subject** **Autumn** **Spring** **Summer**

Assemblies	Values Assemblies, Singing Assemblies & Celebration Assemblies					
Weeks (190 days)	7 + 3d	6 + 4d	5 + 4d	5	5 + 4d	7
<b>Special Events</b>	Macmillan Kindness Challenge Black History month Sponsored Sports Diwali	Bring a bottle Cut your carbon month Anti-bullying week Remembrance Children in Need Christmas events	UNICEF Day No Pens Day Healthy Eating week Safer Internet Day NSPCC Number Day	World Book Day Bring an egg British Science Week Eid Easter events	Young Carers ASC Awareness Day VE Day Mental Health Week No Mow May	Y6 Fun Day
<b>Trips, theme days, visits, workshops</b>		Y2 Trip – Toy Museum  St Mary’s church visit			Visit to local park	Local visitors – People who help us.
<b>Topic</b>	<b>How do we use our senses?</b>	<b>How have toys changed over time?</b>	<b>How do we travel?</b>	<b>What is life like in Kenya?</b>	<b>How do animals change over time?</b>	<b>Who is your hero?</b>
<b>Literacy</b>  <i>To cover: outcome 18 weeks - fiction 14 weeks - non-fiction 4 weeks – poetry</i>  <b>Writing Task:</b> <b>Genre:</b> <b>Audience:</b> <b>Purpose:</b> <b>Author’s voice (POV):</b>  14.07.25/lw	<b>3 INTRO DAYS</b>  <b>1. Goldilocks and the three bears – 3 weeks</b> <b>IMMERSION:</b> Role play, prediction, writing questions, character, story map, description, hot seating, sequencing, setting description. <b>LINKS: PSHE</b> <b>OUTCOME:</b> retell whole story- beginning, middle and end. <b>Writing Task:</b> <b>Genre: fiction (3 weeks)</b> <b>Audience:</b> 6 year olds	<b>1. Billy’s Bucket 3 weeks</b> <b>IMMERSION:</b> Prediction Story maps Role play Model of including features and language of Book review <b>LINKS: History</b> <b>Outcome:</b> Book review <b>Genre: non-fiction (3 weeks)</b> <b>Audience:</b> 6 year olds <b>Purpose:</b> book review <b>Author’s voice (POV):</b> 6 year old	<b>1. Duck in the Truck – 2 weeks</b> <b>IMMERSION:</b> Story maps Role play Identifying rhyming words <b>Links: History</b> <b>Outcome:</b> Retell <b>Writing Task:</b> Retell <b>Genre: fiction (2 weeks)</b> <b>Audience:</b> 7-8 years old <b>Purpose:</b> To be able to re-tell a story using rhyming words and conjunction. <b>Author’s voice (POV):</b> 7-8 years old	<b>1. Mama Panya’s Pancakes 3 weeks</b> <b>IMMERSION:</b> instructions, features of instructions and recipes, language and structure, following instructions and recipes, practical sessions. <b>LINKS: Geography</b> <b>Outcome:</b> Instructions/Recipe <b>Writing Task:</b> Instructions <b>Genre: non-fiction (3 weeks)</b> <b>Audience:</b> Adults	<b>1. Life cycle of - butterfly, frog – 3 weeks</b> <b>IMMERSION:</b> Butterflies/Frogs in class, fact files, videos clips, books, oracy, link to trip, outside learning <b>LINKS: Science</b> <b>Outcome:</b> Fact File (linked to science) <b>Writing Task:</b> Fact file <b>Genre: non-fiction (3 weeks)</b> <b>Audience:</b> Children <b>Purpose:</b> To write fact file for other yr1 children	<b>1. Who is my Hero? Why? 1 week</b> <b>IMMERSION:</b> discussion, partner talk, hero in the world, video clips. <b>Links:</b> History <b>Writing Task:</b> write an acrostic poem title My Hero <b>Genre: Poetry (1 week)</b> <b>Audience:</b> Parents <b>Purpose:</b> To write an acrostic poem `My Hero` <b>Author’s voice (POV):</b> child



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	<p><b>Purpose:</b> Retell a story <b>Author`s voice (POV):</b> 6 year olds</p> <p><b>2.Lima`s Red Hot Chili – 3 weeks</b> <b>IMMERSION:</b> Role play, prediction, writing questions, character, story map, description, hot seating, food tasting- descriptive writing, sequencing <b>LINKS:</b> Science <b>OUTCOME:</b> retell whole story– what could she try to eat to stop mouth on fire <b>Writing Task:</b> Retell <b>Genre: fiction (3 weeks)</b> <b>Audience:</b> 6 year old <b>Purpose:</b> Retell a part of a story <b>Author`s voice (POV):</b> 6 year old</p>	<p><b>2.`Toy Story` – 3 weeks</b> <b>video toys coming to life? New sept23</b> <b>IMMERSION:</b> Role play, prediction, writing questions, character, story map, description, hot seating, sequencing short video clips from `Toy Story` of various toys coming to life? <b>Links: History</b> <b>Outcome:</b> Piece of descriptive writing. <b>Writing Task:</b> explore the characterisation of the toy/their voice – why speak this way? Descriptive writing outcome. <b>Genre: fiction (3 weeks)</b> <b>Audience:</b> Toy Story fans <b>Purpose:</b> write a description of which toy you would be, why and how you would speak / behave. <b>Author`s voice (POV):</b> from your chosen toy`s perspective -`I am a ...`</p> <p><b>3.Poetry 1 week</b></p>	<p><b>Outcome:</b> Retell.</p> <p><b>2.Car, Car, Truck, Jeep – 2 weeks</b> <b>Writing Task:</b> Write a poem using a range of rhyming words with lines which are repetitive. <b>Genre: Poetry (2 weeks)</b> <b>Audience:</b> Children <b>Purpose:</b> To write a repetitive poem with rhyming words. <b>Author`s voice (POV):</b> Children</p> <p><b>3.Mr Gumpy`s Motor Car - 2 weeks</b> <b>IMMERSION:</b> Role play, hot seating, sequencing, character description, feature of a diary entry, past tense and language used. <b>Links: History</b> <b>Outcome:</b> Diary entry <b>Writing Task:</b> Diary <b>Genre: non-fiction (9 days)</b> <b>Audience:</b> Primary children</p>	<p><b>Purpose:</b> To write instructions. <b>Author`s voice (POV):</b> visiting child <b>2.Living in Kenya 3 weeks</b> <b>Writing Task:</b> Fact file <b>IMMERSION:</b> learning facts, video, websites, non-fiction books, fact files, features and language. <b>LINKS: Geography</b> <b>Outcome:</b> Fact file <b>Genre: non-fiction (3 weeks)</b> <b>Audience:</b> Primary children <b>Purpose:</b> To share facts about Kenya with other children <b>Author`s voice (POV):</b> primary children</p>	<p><b>Author`s voice (POV):</b> Children</p> <p><b>2.`Tadpoles Promise` 3 weeks</b> <b>IMMERSION:</b> videos clips, books, oracy, link to trip, outside learning, story map, character description, hot seating. Conversation <b>LINKS: Science</b> <b>Writing Task:</b> character description <b>Genre: fiction (3 weeks)</b> <b>Audience:</b> Children <b>Purpose:</b> To write a character description. <b>Author`s voice (POV):</b> Children</p>	<p><b>2.Supertato Veggies Assemble – 3 weeks</b> <b>IMMERSION:</b> Narrative, speech, instructions, crime scene description) <b>LINKS: Art, History</b> <b>Outcome:</b> crime description <b>Writing Task:</b> crime scene description <b>Genre: fiction (3 weeks)</b> <b>Audience:</b> Children <b>Purpose:</b> To write a description of a crime <b>Author`s voice (POV):</b> Children</p> <p><b>3.Detective Dog - 2 weeks</b> <b>IMMERSION:</b> Prediction Character and behaviour description plan Wanted Poster Questions <b>LINKS: History, PSHE</b> <b>Outcome:</b> Wanted Poster <b>Writing Task:</b> Wanted Poster</p>
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		<p><b>IMMERSION:</b> Rhyming words Poems Acting poems Movement</p> <p><b>LINKS: History</b> <b>Outcome:</b> Poem <b>Writing Task:</b> Identifying rhyming words Noun phrases <b>Genre: Poetry (1 week)</b> <b>Audience:</b> parents/carers <b>Purpose:</b> Identifying rhyming words Noun phrases (oral based unit) <b>Author`s voice (POV):</b> child</p>	<p><b>Purpose:</b> To write a diary entry using past tense. <b>Author`s voice (POV):</b> Primary children</p>			<p><b>Genre: non-fiction (2 weeks)</b> <b>Audience:</b> Children <b>Purpose:</b> To create a wanted poster <b>Author`s voice (POV):</b> yr1 child</p>
<b>Maths</b>	<p>Previous Reception Experiences and counting within 100</p> <p>Place Value</p> <p>Counting within 100</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p>	<p>Comparison of Quantities (use the language of: equal to, more than, less than (fewer), most, least)</p> <p>Number facts 0-5</p> <p>Recognise, compose, decompose and manipulate 2D and 3D shapes</p>	<p>Number facts 0-10</p> <p>Additive Structures - Part whole method (read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p>	<p>Addition and Subtraction facts within 10</p> <p>Number facts within 20 -</p> <p>Add and subtract one-digit and two-digit numbers to 20, including 0</p>	<p>Place Value with 50</p> <p>Length and Height (e.g. long/short, longer/shorter, tall/short, double/half)</p> <p>Mass, Volume and Capacity (e.g. heavy/light, heavier than, lighter than, full/empty, more than,</p>	<p>Unitising and coin recognition</p> <p>Position and Directions – describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Time (e.g. quicker, slower, earlier, later)</p>





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<b>Geography</b>			Countries and Capitals of the United Kingdom  Local area	Journey to Kenya Fieldwork. Geographical language Compass points, weather, Africa, using atlases and globes. Comparing Dagenham to Nairobi, Kenya.	Kapow Unit: What is it like here?  Questions: Where in the world are we? What can we see in our classroom? What can we find in our school grounds? Where are the different places in our school? How do we feel about our playground? Can we make our playground even better?	
<b>RE</b>	Belonging  How do believers show they belong?  Christianity Sikhism Islam	Festivals and Celebrations  How and why do people celebrate?  Christianity Islam Judaism	What does it mean to belong to Sikhism?	What can be special about living with family and friends?	What does it mean to belong to Hinduism?	What does it mean to belong to Islam?
<b>PSHE</b>	New beginnings  Rules/ agreements  Zones of regulations	Developing a caring attitude  Say no to bullying  Getting on  Keeping Safe	Going for dreams and Goals  Celebrating achievements, tackling challenges, setting achievable targets.	Healthy living  Making, choices, maintaining personal hygiene, keeping safe with medicine.	Relationships  Special people, pets and feelings.  Developing care, tolerance and respect Recognise there can be conflicting views.	Changes  Recognising things that have changed and what has stayed the same.  To understand others Identify areas of strength.



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DT			<p><b>Kapow Unit: Mechanisms- Wheels and Axels</b> Explore tools for cutting. Test and compare wheels of different shapes, thicknesses and smoothness. Design, draw and label a product that uses a simple mechanism. Make and finish a simple pull along toy vehicle.</p>	<p><b>DT - VPS</b> Introduction to African huts, culminating in the creation of their own hut inspired by Kenyan designs: (Kenya Focus.)  Cross Curricular Link: Geography and Literacy</p>	<p><b>DT: VPS</b> Design and make a bird feeder and butterfly feeder Cross Curricular Link: Science and PSHE</p>	Design and make a clay lamp/ candle holder
Art	Develop a range of art and design using texture and form. Artist: Guiseppe Arcimboldo famous for portraits made from flowers and fruits. Cross-Curricular link: Science exploring body parts and our senses	<p><b>Kapow Unit: Exploring Line and shape (6 lessons)</b> Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists.  Artist Paul Klee. Cross-link: History Toys</p>			<p><b>ART - VPS</b> Observational drawings: Minibeast. Cross curricular-Literacy Life cycle of a butterfly.</p>	<b>Kapow Unit: Painting and mixed media - Colour splash.</b>
Music	Charanga – Introducing Beat	Charanga – Adding Rhythm and Pitch  How Does Music Tell Stories about the Past?	Charanga – Introducing Tempo and Dynamics	Spring Sing	Charanga – Combining Pulse, Rhythm and Pitch.	Charanga – Having Fun with Improvisation.



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	How can we make friends when we sing together?		How does music make the world a better place?		How Does Music Help Us to Understand Our Neighbours?	What Songs Can We Sing to Help Us through the Day?
<b>PE</b>	Working Together Gymnastics	Fun and Games Dance	Basketball Fitness	Tag Rugby Dodgeball	Racket Skills Football	Striking and Fielding Athletics