

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Evaluation to ensure impact
Life skills BGPS offer according to year group e.g.	Independent research; sharing and taking turns; winning and losing; adept across a range of learning; a residential experience; Cook and cost a meal; Play safely; to make up your own mind; riding a bike; swim; beach safely; kiln; outdoor learning; bushcraft skills; Successful transitions; Opportunity to play, explore, learn actively; Each child unique; Creative; Think critically; Preparation for life in 'real world'						
Topics	Super / Marvellous me	Starry night	Toy story	Into the woods	Wonderful water	A grand day out	
Assembly themes SEAL And PSHE/RSHE <i>Health and self-care; self-confidence and self-awareness; managing feelings and behaviour; Making relationships</i>	School values	Keeping safe remembrance	Social stories ▶ behaviour	Meaning of a story feelings learning from a story	Hand hygiene - why? Environment Respecting others	Stranger danger	
	New beginnings Respect Languages, collaboration, internet safety	Courage Compassion Advent Remembrance	Resolutions Tolerance Responsibility Flexibility On line safety	Easter/Shrove Tuesday Creativity Getting on and falling out Perseverance Fire safety	Trying hard Honesty Communication	Resilience Moving on/up	
	Intent: To grow healthily; Families and people care for me; Caring friendships; Respectful relationships; Being safe; Making choices						
	Class room and school rules Self -awareness Awareness of others feelings My family	Fire safety stranger underwear rule (RSE) Managing feelings - anger and conflict Choices	Being a good friend Listening to others Reaching a goal Recycling	Fables Working collaboratively Knowing myself Aware of my changes	Hygiene Using water respectfully Loss - plants and animals	Being safe crossing roads Fair/unfair Moving on	
SMSC							
P4C <i>Understanding</i>	Intent: To develop: thinking skills, enquiring minds, asking questions, respecting others opinions, 'your turn, my turn'						
	Listening Turn taking kindness	Listening Reasons for not agreeing	Listening and responding appropriately	Listening offering alternative suggestions	Asking questions Turn taking	Looking after our environment	
Drama <i>Being imaginative</i>	Intent: To rehearse, perform and practice. To appreciate others performances						
	Super heroes Florence Nightingale	Act-out stories Role play	Role play Emotions	Re-enact stories Role play	Role play in a boat Moving like animals	Role play florist / weather station	
Speaking and listening <i>Listening and attention, speaking</i>	Intent: Express ourselves, communicate effectively, confident conversation. To actively listen to all the views						
	Active listening sharing ideas Story time	Discussing main characters / events of a story	Recalling stories Descriptive language	Responding to questions Asking questions	Listening and responding appropriately	Presenting weather forecast/summary to others	
Reading	Intent: Literate; Enjoy; Imagination fired; Inference; Facts; Develop as authors; Retell; Empathise with characters						

<i>Reading</i>	Key feature of fiction/non fiction texts	Stories in familiar settings Information text	Guided reading CEW words	Guided reading CEW Real/alien	Guided reading Who? What? Where?	Explore non fiction features	
Phonics	Intent: To sound out to spell and read effectively. To say words correctly, build vocabulary and learn the alphabet						
	Assess set 1 and 2 sounds	RWI - group appropriate	RWI - appropriate group	RWI	RWI	RWI	
Non fiction Key texts Fiction Genres	N/F - Me and my Amazing Body F - Zippo, Funny bones, How to be a super hero	Whatever next Way back home One giant LEAP The Christmas story	Toys in space Old Bear Lost in the toy museum	The Jolly Postman The 3 little pigs Big bad pig The gingerbread man Gingerbread girl Great fairy tale disaster	Jack and the flum flum tree Grandad's island Tadpoles promise Tadpole to frog	Eddie's garden Oliver's vegetables Plants feed me Seasons	
Understanding English SPG Writing Genres	Intent: To have the skills and knowledge to be authors who effectively get their ideas and messages across to readers.						
	Letter formation Capital letters Full stops finger spaces CEW	Letter formation Capital letters Finger spaces Full stops Conjunctions	To use conjunctions Adjectives Capital letters Finger spaces And full stop	Capital letters Finger spaces Full stops Conjunctions adjectives	Capital letters Finger spaces Full stop Conjunctions Adjectives punctuation	Revise taught SPAG and fill gaps clauses conjunctions prefix - un suffix d/er	
Maths <i>Numbers; Spaces, space and measures</i>	Intent: To develop children who are numerate and confident problem solvers and to see the links						
	Number PV add and subtract (within 10)	Addition + subtraction (within 20) PV (within 20)	Addition and subtraction Length & height	PV to 50 Weight Capacity	Number Multiplications	Geometry Place value time data revise taught areas and fill gaps	
Reasoning	Number to 10 PV (WRM)	Shape Addition + subtraction (within 20) PV	Length & height (WRM)	Weight Capacity	Number Multiplications	Link to growing plants (measure, time) Data at pond dip	
DT <i>Exploring and using materials</i>	Intent: To develop and maintain skills; precise; planning; prepare for life; To plan, evaluate and improve. To consider instructions						
	Super hero Small world Diorama	Space vehicles	Moving toys	3 little pigs houses Gingerbread Cooking Puppets	Patch work sack Junk model boat	Make weather station?	
Art <i>Exploring and using media</i>	Intent: Improve mastery of art and design techniques, learn about artists, differences and similarities with own work and artists. Experience a visiting artist. Use a personal sketchbook						
	Cutting and sticking Superhero	Starry night using various media	Observational drawings Line drawings	Tropical island using different media River bed	Bubble pictures String pictures Printing	Monet Waterlily paint and pastel	

	Pop art Andy Warhol	Vincent Van Gogh	Mixed colour collage		Oil on water	Van Gogh Sunflower collage Role play	
Music <i>Exploring media; Being imaginative</i>	Intent: Explore music through listening, composing and performing music in groups and as individuals. Improvise and compose. Musical notation /symbols. Listen to and enjoy live and recorded music. History of music - relate to topics.						
	Musical instruments Topic songs	Percussion Rhythm/clapping Performance	Timbre Pitch Tempo Copying and making up rhythms Songs about toys	Composing Accompaniment Songs repeated refrains	Musical terms Learn an ostinato Rhythm games Sing/perform	Traditional songs Composition and rhythm - dance	
MFL	Intent: Appreciation, confident articulation and translation in another language						
	N/A	N/A	N/A	N/A	N/A	N/A	
Computing <i>Technology</i>	Intent: Digital age. Fast changing technologies influencing the world we live in; On-line relationships; Word processing and presentation skills taught and practiced						
	Digital Literacy Online safety Log ins IT Virtual reality - Keyboard skills Making a leaflet (English) Computer Science Algorithms (Maths)	Digital Literacy Internet safety IT Computer Science	Digital Literacy IT Computer Science Coding	Digital Literacy IT Computer Science Looking at maps	Digital Literacy My on IT Computer Science	Digital Literacy Safe searches IT Computer Science Create pictures based on art - Monet	
Science and scientific understanding <i>The world</i>	Intent: Enquiring scientists; Performing practical experiments - predicting, hypothesising and concluding. Knowledge how scientists have influenced and made a difference to our lives						
	How we have changed our bodies Senses Similarities & differences Keeping healthy	Light & dark sources Darkness - the night sky Why have day/night? Seasonal change	Materials - identify compare/properties Ice experiment → Change in state of water Moving - objects	Materials - properties distinguish between object and material it's made of	Animals - Habitats/body parts Carnivore, herbivore + omnivore Frog lifecycles	Identify plants Grow plants Plants we eat Pond life ID Weather Shadows Garden centre/weather forecast	
Historical, geographical and social understanding <i>The World</i>	Intent: To be historians, researchers, inquisitive and to appreciate where life now came from; Understanding of chronology						
	Changes in living memory Florence Nightingale	History of space/flight Neil Armstrong → Chronological Christmas trees	Toys through time Toys from the past Old/new toys	Maps - of the story/Bognor/school grounds	Christopher Columbus	Weather Countries and British Isles Physical/human features	

	Our classroom /school Where I Live						
Religious education <i>People and communities</i>	Intent: To understand similarities and to tolerate difference. To know about different religions as well as non-religious groups; Appreciate. Interest. Informed views.						
	Belonging → Family/group/ religious group	Festivals of light (Diwali, Hanuka) Christmas - decorations, lights & tree	What is fair? Why have rules? The golden rule	Jesus parables	Christianity What is a church? Baptism Islam - rituals	Sacred music/art poetry and themes Create sacred art	
PE <i>Moving and handling</i>	Intent: Children are active. Excel where they are capable. Experience a range of activities and skills including taster sessions. Games skills, team games, gymnastics, athletics and dance will be taught over the yearly cycle. Children in KS2 will have swimming lessons. There will be opportunities for every child to compete and to play sports with other children beyond their class and their school						
	Ball skills Team games	Gymnastics Multi skills	Moving to a rhythm Dance Games	Co-ordination Ball skills Rolling, kicking, throwing + catching Ball games	Athletics and sport	Sports day Athletics Team games and working together	
Tests and assessment	Intent: To prepare children; to check and understand learning as well as mis-conceptions. To build resilience						
	RWI White Rose GPS Baseline Misconceptions-→	RWI White Rose GPS Spellings	RWI White Rose GPS Spellings	RWI White Rose GPS Spellings - CEW	RWI Phonics screening White Rose GPS Spellings - CEW	RWI WRM GPS CEW	
Data	Intent: To evidence progress children make across the curriculum. Amend planning and learn from gaps / data differences						
Monitoring	Intent: To check that what we have agreed is happening in the way we planned and agreed. To ensure secure impact						
	Pupil progress reviews		Pupil progress reviews Pupil progress Computing		Pupil progress reviews SEN provision Computing		
Extended Learning Opportunities	Intent: Children are engaged with the learning agenda. Understand the context of the learning. Inspired						
	Church visit	Planetarium	Library	The Brooks	Beach visit	Hotham Park	

