



Intended Outcome of Topic: For children to have a broader knowledge of the world around them and the animals we can find within our world. With access to outdoor learning, children will have the opportunities to make real connections to the world in their local area, recognising ways in which we can describe areas around us.

SMSC Links:

English:

- represent, explore and reflect on their own and others' inner life in {story, poetry,] drama and the discussion of texts and ideas
- give expression to personal thoughts, beliefs and feelings through speaking and writing
- connect and empathise with characters in stories and plays
- experience and come to an appreciation of the beauty and musicality of language and words, as expressed in poetry, literature and the spoken word

Moral development

- give expression to personal views and opinions through speaking and writing
- recognise and discuss 'good' and 'bad' characters in stories and plays - and characters with both 'good' and 'bad' characteristics

Social development

- collaborate with others to write stories or poems
- hear/read/write stories or plays about a wide range of relationships (e.g. friendships, families, gangs)

Cultural development

- use factual texts which reflect the multicultural nature of Britain

Maths

Spiritual development

- engage in increasingly challenging problem solving activities, persevere to overcome difficulties an experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)

Moral development

- develop understanding of ways in which statistics can be used to misrepresent or mislead

Social development

- see that by working [co-operatively] on complex mathematical tasks, the result is often better than any of them could achieve separately
- solve mathematical problems in collaboration with others
- explore practical applications of maths for social purposes (e.g. conducting and analysing surveys)

Cultural development

- recognise that mathematicians from many cultures have contributed to the development of modern day mathematics

SCIENCE

Spiritual development

- sense the natural, material, physical; world they live in, reflecting their part in it
- recognise how scientific discoveries and ideas have affected the way people think, feel, create, behave and live
- appreciate how the subject of Science embodies aspects of the human spirit: our drive to make sense of things, discover, find out, explore, hypothesise and test out our ideas, and our capacity to use science for practical purposes
- experience the joy of discovery
- respond with a sense of awe and wonder at scientific discoveries (e.g. space exploration)
- explore the differences between scientific language (literal, factual, objective) and religious language (largely non-literal, symbolic, evocative, suggestive)

GEOGRAPHY

Spiritual development

- experience awe and wonder at different aspects of the natural world, especially places of outstanding beauty and grandeur

Moral development

- investigate environmental issues, such as global warming, in which people's current needs have to be balanced against the needs of future generations

Social development

- study their own locality and its relationship to the wider world

Cultural development

- reflect on similarities and differences among peoples in near and distant parts of the world
- find out about contrasting localities in Britain and the wider world
- explore how various landscapes provide sources of inspiration for the arts

RELIGIOUS EDUCATION

Spiritual development

- learn about the beliefs and practices of Christianity and other major world religions
- learn from religion and evaluate the truth claims made by Christians and other religious believers

Moral development

- learn about the moral teachings of Christianity and other religions (e.g. the teaching of Jesus, the Ten Commandments)
- learn about similarities and differences regarding the moral stances of different religions
- explore moral issues through a range of religious stories, including the parables of Jesus

Social development

- develop understanding and respect for those holding views, beliefs and values different from their own
- appreciate how our society is enriched by a variety of religions and cultures
- explore Christian and other religious teachings on relationships and the family

Cultural development

- develop their understanding of the multifaith, multicultural nature of contemporary Britain
- appreciate how people's religious beliefs affect the way they live their lives, in matters such as food and dress as well as their outlook and what they believe

PHYSICAL EDUCATION

Spiritual development

- understand that human beings are a unity comprising body, mind and spirit, and that these are intimately connected
- enjoy and know the quality of stillness

Moral development

- gain a sense of fair play based on rules and the conventions of activities
- develop positive sporting behaviour

Social development

- develop social skills in activities involving co-operation and collaboration

Subject	Week beginning: 03.11.26	Week beginning 10.11.26	Week beginning 17.11.26	Week beginning 24.11.26	Week beginning 01.12.26	Week beginning 08.12.26	Week beginning 15.12.26
English	Focus text: Firework Poems with repeated pattern Writing phase: Read, plan, write, publish Outcome: Vocabulary poem	Focus text: Animal poems with repeated pattern Writing phase: Read, plan, write, publish	Focus text: The Snail and the Whale by Julia Donaldson and Axel Scheffler Writing phase: Read, plan, write	Focus text: Information Texts about snails. (Video and printed) Writing phase: Read, plan, draft,	Focus text: Information Texts about Whales. (Video and printed) Writing phase: Read, plan, draft	Focus text: Publishing fact files on snails and whales Writing phase: edit, publish	Focus text: Information leaflets about geographical places Writing phase: Read, plan, write, publish

	- apply ph 3 diagraphs consistently to write polysyllabic words - begin to apply new ph 5 diagraphs	Outcome: Patterned poem about an animal - apply ph 3 diagraphs consistently to write polysyllabic words - begin to apply new ph 5 diagraphs	Outcome: write captions and labels based on the events in the story - apply ph 3 diagraphs consistently to write polysyllabic words - begin to apply new ph 5 diagraphs - Write a dictated/rehersed sentence accurately with correct punctuation. - Use a word mat to spell the ph3/4 and new ph 5 tricky words accurately	Outcome: Fact file on Snails and Whales - apply ph 3 diagraphs consistently to write polysyllabic words - begin to apply new ph 5 diagraphs - Write a dictated/rehersed sentence accurately with correct punctuation. - Use a word mat to spell the ph3/4 and new ph 5 tricky words accurately	Outcome: Fact file on Snails and Whales - apply ph 3 diagraphs consistently to write polysyllabic words - begin to apply new ph 5 diagraphs - Write a dictated/rehersed sentence accurately with correct punctuation. - Use a word mat to spell the ph3/4 and new ph 5 tricky words accurately	Outcome: Fact file on Snails and Whales - apply ph 3 diagraphs consistently to write polysyllabic words - begin to apply new ph 5 diagraphs - Write a dictated/rehersed sentence accurately with correct punctuation. - Use a word mat to spell the ph3/4 and new ph 5 tricky words accurately	Outcome: Outcome: Fact file on Kings Road Primary School (Geography link) - apply ph 3 diagraphs consistently to write polysyllabic words - begin to apply new ph 5 diagraphs - Write a dictated/rehersed sentence accurately with correct punctuation. - Use a word mat to spell the ph3/4 and new ph 5 tricky words accurately
Phonics	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn their people oh your	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Mr Mrs Ms ask*	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute could would should our	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ awr claw house mouse water want	Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	Review of short/ long vowel alternatives and split vowels Spelling: applying Ph 5 vowels Assessment Week (LW Aut 2)	Review of short/ long vowel alternatives and split vowels Spelling: applying Ph 5 vowels Assessment Week (Phonics Check)
Reading	Retelling stories by heart. Looking at stories with journeys. Guided Reading Applying phase 5 phonics taught.	Retelling stories by heart. Looking at stories with journeys. Guided Reading Applying phase 5 phonics taught.	Retelling stories by heart. Looking at stories with journeys. Guided Reading Applying phase 5 phonics taught.	Retelling stories by heart. Looking at stories with journeys. Guided Reading Applying phase 5 phonics taught.	Information books about animals and places Guided Reading Applying phase 5 phonics taught.	Information books about animals and places Guided Reading Applying phase 5 phonics taught. Assessment week: Fluency	Information books about animals and places Guided Reading Applying phase 5 phonics taught. Assessment week: Fluency
Maths	Shape and patterns	Shape and patterns	Numbers to 20	Numbers to 20	Addition and subtraction within 20	Addition and subtraction within 20	Addition and subtraction within 20
Science	What are the basic parts of the human body?	How do our eyes see?	How do our ears hear sounds?	How does our tongue taste things?	How does our sense of touch work?	How do we sense smells?	
Computing						Digital Painting	Digital Painting
Geography	Use simple observational skills to study the geography of the school and its grounds	Name, describe and compare familiar places	Use simple maps of the local area e.g. large scale, pictorial etc. MAPS	Use simple maps of the local area e.g. large scale, pictorial etc. MAPS	Link their homes with other places in their local community		
History							
Art & Design	Collage	Collage	Collage	Collage	Collage	Collage	Collage
Design Technology							
Religious Education							
PE		Unit: Netball	Unit: Netball	Unit: Netball	Unit: Netball	Unit: Netball	Unit: Netball
		Scheme: PE Planning	Scheme: PE Planning	Scheme: PE Planning	Scheme: PE Planning	Scheme: PE Planning	Scheme: PE Planning
CPHSE							

Music							
Other Details e.g. visits							