

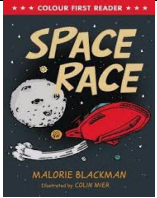


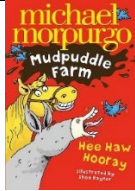
 Allscott Meads	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle A	Into the Woods	Traditional Tales	Moon Mission	What a Waste! Recycling	Grow Your Own	Life Cycles and Food Sources
Reading	 Faraway Tree- Enid Blyton  Old Bear Stories- Jane Hissy/ Jez Alborough	 Little Red by Bethan Woolvin/ Red Riding Hood  Revolting Rhymes- Roald Dahl/ The Elves and the Shoemaker- Mara Alperin	 Space Race by Malorie Blackman  How to Catch a Star- Oliver Jeffers/ The Darkest Dark- Chris Hadfield/ Man on the Moon Sam Bartram	 Somebody's Swallowed Stanley- Sarah Roberts  Tidy- Emily Garret/ Somebody Crunched Colin- Sarah Roberts/ The Little Green Hen- Alison Murray	 Bee Book by Charlotte Milner  Betsy Buglove Saves the Bees- Catherine Jacobs/ Why do we Need Bees! - Katie Dayne's/ Where Does my Food Come From? Annabel Karmel	 Mud Puddle Farm- Michael Morpurgo  Farmer Duck- Martin Waddell/ Duck in a Truck- Jez Alborough
Writing	<b>Writing:</b> Stories by same author- Julia Donaldson- stories by same author focus- The Gruffalo. Recount imaginary routes. Follow/ write recipes and instructions. Complete character descriptions. Letter writing. Info pages/ leaflets Attingham. Poetry- Autumn Leaves. Adventure story writing- Into the Woods.		<b>Writing:</b> Persuasive/ Explanation- Features- How this rocket works. Instructional- Moon Buggy features. Information- Non chronological report- Neil Armstrong- Space exploration. Letters- Stranded on the Moon/ Escape recommendations. Diary entry- Take on role as Baboon- retell day. Job advert/ Job list- Replace Baboon.		<b>Writing:</b> Story- Traditional Tales/ Alternative versions- Enormous Potato. Instructional/ explanation- review of food made. Letter- Oliver's Vegetables. Adventure- Six Story Tree House or Secret Garden. Information- Life cycle of the bee. Imaginary recount- bee transformation.	

	<p>Traditional Tales- Red Riding Hood- Character description, story setting and retelling of tale.</p> <p>Recipe and reviews- Gingerbread Man.</p> <p>Science- recounts/ processes/ conclusions.</p>	<p>Advert response. Reports- Moon Landing.</p> <p>Poetry- Space theme.</p>	<p>Information- Journey of a food source, e.g., banana in 1<sup>st</sup> person.</p>
<p>Mathematics</p>	<p><b>Mathematics- Y1:</b></p> <ul style="list-style-type: none"> <li>- Number and place value- Counting, ordering and number sense</li> <li>- Addition and subtraction: The operations of + and - Measurement of time and money</li> </ul> <p><b>Mathematics- Y2:</b></p> <ul style="list-style-type: none"> <li>- Counting, reading and writing 2-digit numbers, place value.</li> <li>- Comparing, ordering two-digit numbers and knowing their place value</li> <li>- Addition and subtraction: concrete, visual and number facts.</li> <li>- Multiplication and division: repeated addition equal groups of</li> <li>- Multiplication and division: repeated addition and subtraction, arrays</li> <li>- Finding fractions of quantities, shapes and sets of objects</li> <li>- Properties of shape</li> <li>- Position, movement and motion</li> <li>- Length, mass, capacity in Measurement.</li> <li>- Time</li> <li>- Construction of charts and tables for statistics</li> </ul>	<p><b>Mathematics- Y1:</b></p> <ul style="list-style-type: none"> <li>- Counting - reading and writing number patterns</li> <li>- Mental strategies for addition</li> <li>- Multiplication and Division with money</li> <li>- Fractions: equal parts, relative to the whole</li> <li>- Position and direction</li> <li>- Measuring using measuring equipment</li> </ul> <p><b>Mathematics- Y2:</b></p> <ul style="list-style-type: none"> <li>- Estimating, counting and comparing quantities</li> <li>- Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies</li> <li>- Using partitioning and counting on strategies</li> <li>- Multiplication and division: repeated addition, arrays, grouping and using times tables facts</li> <li>- Finding fractions of quantities, shapes and sets of objects, equivalence</li> <li>- Properties of shape, symmetry</li> <li>- Position and direction</li> <li>- Measurement: Time and Money</li> <li>- In Statistics: solving problems that involve collecting data in tallies, tables and pictograms</li> </ul>	<p><b>Mathematic- Y1:</b></p> <ul style="list-style-type: none"> <li>- Place Value: multiples of twos, fives and tens</li> <li>- Addition and Subtraction: trios and equality</li> <li>- Multiplication and Division with Arrays</li> <li>- Fractions discrete and continuous wholes</li> <li>- Names of shapes, position and movement</li> <li>- Using standard units of measurement</li> <li>- Time</li> </ul> <p><b>Mathematics- Y2:</b></p> <ul style="list-style-type: none"> <li>- Number and place value: partitioning and rearranging</li> <li>- Using times tables facts and inverse</li> <li>- Problem solving</li> <li>- Finding fractions of quantities, shapes and sets of objects</li> <li>- Properties of shape.</li> <li>- Compare and sort using properties.</li> <li>- Position and direction, right angles</li> <li>- Time and money</li> <li>- Length, mass, capacity linked to fractions</li> <li>- Solving problems by asking and answering simple questions.</li> </ul>
<p>Outdoor Learning</p>	<p><b>Visits/ Visitors:</b></p> <p>Outdoor Learning</p> <p>Attingham Park Visit</p>	<p><b>Visits/ Visitors:</b></p> <p>Outdoor Learning</p> <p>Engenuity and space related workshop</p>	<p><b>Visit/ Visitors:</b></p> <p>Outdoor Learning</p> <p>Bee Lady/ Farm Visit- Acton Scott</p>

<b>Science</b>	<p><b>Science: Plants and seasonal changes</b></p> <p>Children know the names of common plants and trees and can identify basic parts like roots, stems, leaves, and flowers. They understand that plants need water, light, and a suitable temperature to grow and stay healthy. They understand the main seasons of the year and how the weather and daylight change during each season.</p>	<p><b>Science: Animals Eco – Caring for the planet</b></p> <p>Children know the names of common animals and can group them based on their body parts and diets (carnivore, herbivore, omnivore). They understand that animals need food, water, air, and shelter to survive and grow.</p>	<p><b>Science: Humans Eco – Caring for the planet</b></p> <p>Children know the basic parts of the human body and understand their functions, including the senses. They also know how to keep their bodies healthy through exercise, a balanced diet, and good hygiene.</p>	<p><b>Science: Plants - Light and Dark and seasonal changes</b></p> <p>Children know how plants grow and what they need to survive, including light and water. They understand the main seasons of the year and how the weather and daylight change during each season.</p>	<p><b>Science: Materials</b></p> <p>Children know different materials like wood, metal, plastic, glass, and their properties (e.g., hard, soft, waterproof). They understand why certain materials are chosen for specific uses based on these properties.</p>	
			<p>Children know simple ways to care for the environment, such as recycling, reducing waste, and saving energy. They understand why it's important to look after plants, animals, and natural resources to keep the planet healthy.</p>		<p>Children know what plastic is and recognise its common uses in everyday life. They understand the impact of plastic on the environment and the importance of reducing, reusing, and recycling it.</p>	
<b>History</b>		<p><b>History:</b></p> <p>Share changes in and beyond living memory- Bonfire Night- Guy Fawkes.</p> <p>Black History Focus- Mary Seacole- linked to Florence Nightingale/ Rosa Parks</p>	<p><b>History:</b></p> <p>Significant events both nationally and globally, beyond living memory- Moon Landing- order events. Tim Peake comparison- International Space Station.</p>	<p><b>History:</b></p> <p>Significant historical figures- Neil Armstrong/ First woman in space.</p>		

<p style="text-align: center;"><b>Geography</b></p>	<p><b>Geography:</b> Woodland Area- Fieldwork/ observation skills- study Geography of school- Identify human/ physical features of the surrounding environment. Use related vocab to refer to local and familiar features.</p>			<p><b>Geography:</b> Name and locate the four countries and capital cities of the UK using atlases and globes.</p> <p>Name and locate the world's continents and oceans.</p> <p>Skills: Use maps/ globes, identify continents and oceans. Understand maps and globes show the same things. Sustainability.</p>	<p><b>Geography:</b> Draw maps and plans using a simple key- Create vegetable garden.</p> <p>Research flags from different countries. Link the flags to maps.</p>	<p><b>Geography:</b> Place- Compare/ contrast small area UK and non- European country. Enquiry- Ask geographical questions. What is it like to live in this place?</p> <p>Food sources- Journey of food. From Farm to Fork. Where do fruit and vegetables grow? Distance travelled.</p>
<p style="text-align: center;"><b>PE - Indoors</b></p>	<p><b>PE Indoor:</b> Ball Skills</p>	<p><b>PE Indoor:</b> Gymnastics</p>	<p><b>PE Indoor:</b> Invasion games</p>	<p><b>PE Indoors:</b> Target games</p>	<p><b>PE Indoor:</b> Athletics- throwing and catching</p>	<p><b>PE Indoor:</b> Dance</p>
<p style="text-align: center;"><b>PE - Outdoors</b></p>	<p><b>PE Outdoor:</b> Ball skills and Invasion Games</p>	<p><b>PE Outdoor:</b> Sending and receiving and Ball skills</p>	<p><b>PE Outdoor:</b> Gymnastics</p>	<p><b>PE Outdoor:</b> Target games and Team building</p>	<p><b>PE Outdoor:</b> Striking and fielding</p>	<p><b>PE Outdoor:</b> Athletics</p>
<p style="text-align: center;"><b>PSHE</b></p>	<p><b>PSHE:</b> All about me</p>	<p><b>PSHE:</b> Respectful Relationships</p>	<p><b>PSHE:</b> Safe and smart choice</p>	<p><b>PSHE:</b> Healthy bodies</p>	<p><b>PSHE:</b> Family, love and boundaries</p>	<p><b>PSHE:</b> Caring in our world</p>
<p style="text-align: center;"><b>Religious Education</b></p>	<p><b>RE: Christianity</b> Does God want Christians to look after the world?</p>	<p><b>RE: Christianity</b> What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</p>	<p><b>RE: Christianity</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p><b>RE: Christianity</b> Was it always easy for Jesus to show friendship?</p>	<p><b>RE: Judaism</b> Is Shabbat important to Jewish children?</p>	<p><b>RE: Judaism</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>

<b>Art</b>		<b>Art:</b> Real Life Sculpture. Natural Art.		<b>Art:</b> Sculpture- Re-cycled sculptures- Fish		<b>Art:</b> Drawing- Owls (linked to life cycles)
<b>Design Technology</b>	<b>DT:</b> Textiles- Make a wolf puppet.		<b>DT:</b> Mechanisms and Construction- Levers- Make a space book.			<b>DT:</b> Food- Making Sandwiches.
<b>Computing</b>		<b>Computing:</b> Digital Painting		<b>Computing:</b> Creating animation in programmes		<b>Computing:</b> Building sequence
	<b>E-Safety – Maning online information</b>	<b>E-Safety – Health well-being and lifestyle</b>	<b>E-Safety – Privacy and security</b>	<b>E-Safety – Copyright and ownership</b>	<b>E-Safety – Privacy and security</b>	<b>E-Safety – Copyright and ownership</b>
<b>Music</b>	<b>Music:</b> Keeping the pulse (Theme: My Favourite Things)	<b>Music:</b> Tempo (Theme: Snail and Mouse)	<b>Music:</b> Pitch (Theme: Superheroes)	<b>Music:</b> Instrument (Theme: Musical Storytelling)	<b>Music:</b> (Theme: On this Island)	<b>Music:</b> Pitch (Theme: Musical Me)

 Allscott Meads	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle B	Local Area- We are Here	How we Used to Live	Fairy Tales and Castle Comotions	Fairy Tales and Castle Characters	Wiggle, Crawl and Scurry	Happy Habitats
<p style="text-align: center;">Reading</p>	 Wrekin Journal/ Ironbridge Ogre  The Giraffe the Pelly and Me- Roald Dahl/ The Ironbridge Ogre.	 Dogger- Shirley Hughes  Traditional Tales: Hansel and Gretel/ Magic Porridge Pot	 Princess Smarty Pants- Babette Cole  Cinderella/ Rumplestiltskin/ The Great Fairytale Disaster! David Conway	 The Knight who said No! Lucy Rowland  Shhh! Sally Grindle/ Rapunzal- Bethan Woolvin/ Beauty and the Beast- Mara Alperin	 The Amazing Life Cycle of Butterflies- Kay Barnham  My Butterfly Bouquet- Nicola Davies/ the munching Crunching Caterpillar- Sheridan Cain / The Very Hungry Caterpillar	 The Enormous Crocodile- Roald Dahl  Lost and Found- Oliver Jeffers/ Poles Apart- Jeanne Willis/ Alan's Big Scary Teeth- Jarvis/ The Selfish Crocodile- Faustin Charles
<p style="text-align: center;">Writing</p>	<b>Writing:</b> Recounts of local routes taken. Persuasive- promotional writing based on Allscott/ Wellington/ Telford.		<b>Writing:</b> Story- Retell Traditional Fairy Tales- Cinderella. Invitations. Imaginative recounts. Diary entry- At the ball. Letter of complaint- Behaviour at the ball.		<b>Writing:</b> Information- Life cycle of a butterfly. Imaginative recount- My Life as a Bug to Butterfly. Transformation poetry. Adventure Story- Great Crocodile Escape! Linked text- The Enormous Crocodile.	

	<p>Imaginative recounts- Adventure story telling, e.g. 'On the Way on the Home'/ 'Magic Bed'</p> <p>Imaginative recount- Science- Interview with a bath bomb.</p> <p>Instructional- Persuasive food review.</p>	<p>Persuasive- Vehicles for Villains. Adventure Story- Shh! You are about to enter...</p> <p>Information- Warwick Castle.</p> <p>Explanation- Avoid death, Killing Zone.</p>	<p>Information Fact files- Worlds Deadliest Predators. Animal adaptation to environment/ climate.</p>
<p>Mathematics</p>	<p><b>Mathematics- Y1:</b></p> <ul style="list-style-type: none"> <li>- Number and place value- Counting, ordering and number sense</li> <li>- Addition and subtraction: The operations of + and - Measurement of time and money</li> </ul> <p><b>Mathematics- Y2:</b></p> <ul style="list-style-type: none"> <li>- Counting, reading and writing 2-digit numbers, place value.</li> <li>- Comparing, ordering two-digit numbers and knowing their place value</li> <li>- Addition and subtraction: concrete, visual and number facts.</li> <li>- Multiplication and division: repeated addition equal groups of</li> <li>- Multiplication and division: repeated addition and subtraction, arrays</li> <li>- Finding fractions of quantities, shapes and sets of objects</li> <li>- Properties of shape</li> <li>- Position, movement and motion</li> <li>- Length, mass, capacity in Measurement.</li> <li>- Time</li> <li>- Construction of charts and tables for statistics</li> </ul>	<p><b>Mathematics- Y1:</b></p> <ul style="list-style-type: none"> <li>- Counting - reading and writing number patterns</li> <li>- Mental strategies for addition</li> <li>- Multiplication and Division with money</li> <li>- Fractions: equal parts, relative to the whole</li> <li>- Position and direction</li> <li>- Measuring using measuring equipment</li> </ul> <p><b>Mathematics- Y2:</b></p> <ul style="list-style-type: none"> <li>- Estimating, counting and comparing quantities</li> <li>- Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies</li> <li>- Using partitioning and counting on strategies</li> <li>- Multiplication and division: repeated addition, arrays, grouping and using times tables facts</li> <li>- Finding fractions of quantities, shapes and sets of objects, equivalence</li> <li>- Properties of shape, symmetry</li> <li>- Position and direction</li> <li>- Measurement: Time and Money</li> <li>- In Statistics: solving problems that involve collecting data in tallies, tables and pictograms</li> </ul>	<p><b>Mathematic- Y1:</b></p> <ul style="list-style-type: none"> <li>- Place Value: multiples of twos, fives and tens</li> <li>- Addition and Subtraction: trios and equality</li> <li>- Multiplication and Division with Arrays</li> <li>- Fractions discrete and continuous wholes</li> <li>- Names of shapes, position and movement</li> <li>- Using standard units of measurement</li> <li>- Time</li> </ul> <p><b>Mathematics- Y2:</b></p> <ul style="list-style-type: none"> <li>- Number and place value: partitioning and rearranging</li> <li>- Using times tables facts and inverse</li> <li>- Problem solving</li> <li>- Finding fractions of quantities, shapes and sets of objects</li> <li>- Properties of shape.</li> <li>- Compare and sort using properties.</li> <li>- Position and direction, right angles</li> <li>- Time and money</li> <li>- Length, mass, capacity linked to fractions</li> <li>- Solving problems by asking and answering simple questions.</li> </ul>
<p>Outdoor Learning</p>	<p><b>Visits/ Visitors:</b></p> <p>Outdoor Learning</p> <p>Allscott walk/ Sunny Croft/ Wrekin Visit/ Park and Ironbridge visit</p>	<p><b>Visits/ Visitors:</b></p> <p>Outdoor Learning</p> <p>Warwick Castle Visit</p>	<p><b>Visits/ Visitors:</b></p> <p>Outdoor Learning</p> <p>Safari Park/ Twycross Zoo Visit</p>

Science	<p><b>Science: The Human Body</b></p> <p>Children know the names of basic body parts like head, arms, legs, and torso. They understand that their body helps them move, eat, and feel using their senses.</p>	<p><b>Science: Materials</b></p> <p>Children know the names of common materials like wood, plastic, metal, and fabric. They understand simple properties of these materials, such as hard, soft, rough, or smooth.</p>	<p><b>Science: Animals' need for survival</b></p> <p>Children know that animals need food, water, air, and shelter to survive. They understand that different animals have different needs depending on where they live and how they grow.</p>	<p><b>Science: Plants - bulbs and seeds</b> <b>Eco- Growing and cooking</b></p> <p>Children know how plants grow from seeds and bulbs and the conditions they need to thrive, like water, light, and soil. They understand the life cycle of a plant and how it changes through the seasons.</p>	<p><b>Science – Living things at their habitats</b></p> <p>Children know that living things live in different habitats that suit their needs for food, shelter, and survival. They understand how animals and plants depend on their habitats and how changes can affect them.</p>	<p><b>Science: Growing Eco – Wildlife</b></p> <p>Children know that living things, including plants and animals, grow and change over time. They understand the basic stages of growth and what living things need to grow healthily.</p>
	<p>Children know where food comes from and how some plants can be grown at home or in a garden. They understand the importance of healthy eating and how growing their own food helps the environment.</p>	<p>Children know about different types of wildlife and the habitats they live in. They understand how to care for and protect wildlife to help maintain a healthy environment.</p>				
History		<p><b>History:</b> Understand changes in living memory and know the difference between the past and the present. Focus on Allscott 's</p>		<p><b>History:</b> Discuss significant changes beyond living memory- nationally or globally.</p>	<p><b>History:</b> Know difference between the past and the present and different ways the past is recorded and represented.</p>	

		<p>rural community and farming.</p> <p>Black History focus- Floella Benjamin/ Malorie Blackman</p>		<p>Research significant historical places in their own locality- Warwick Castle Visit.</p> <p>Research significant historical figures from the past-Link to William the Conqueror.</p>	<p>Begin to independently identify similarities, differences, changes, and connections within a specific time. Make comparisons between own lives and the past. Order events/ objects- Toys</p>	
<p>Geography</p>	<p><b>Geography:</b> Immediate/ Local Area- Geographical vocab, mapping and symbols, fieldwork, and observational skills. Mapping of Allscott, identifying local geographical features.</p>	<p><b>Geography:</b> Extend mapping to Wellington, opportunities for improvement and sequencing of routes and local features.</p> <p>Use 4 compass directions and simple vocab.</p>	<p><b>Geography:</b> Use fieldwork, observational skills to study area, compass points. I know and use directional language to describe when something is left right, near or far. Where to build your castle?</p> <p>Recognise landmarks and basic human and physical features. Devise a simple map- symbols in a key.</p> <p>Identify UK on a map/ globe. Name, locate and identify characteristics of its 4 countries and capital cities.</p>			<p><b>Geography:</b> Use basic geographical vocabulary- refer to key human and physical features. Forrest School Link. Environmental problem- Garden Birds and their nests- endangered habitats</p> <p>Locate hot areas of the world in relation to the Equator and North/ South Poles. Penguin habitat. Southern Hemisphere- hot climate focus. Crocodile habitat- African crocodiles.</p>

PE - Indoors	<b>PE Indoors:</b> Gymnastics	<b>PE Indoors:</b> Target games- Golf	<b>PE Indoor:</b> Dance	<b>PE Indoor:</b> Target games- Dodgeball	<b>PE Indoor:</b> Athletics: track	<b>PE Indoor:</b> Invasion games- Basketball
PE - Outdoors	<b>PE Outdoor:</b> Ball skills and Invasion Games	<b>PE Outdoor:</b> Sending and receiving and Ball skills	<b>PE Outdoor:</b> Gymnastics	<b>PE Outdoor:</b> Target games and Team building	<b>PE Outdoor:</b> Striking and fielding	<b>PE Outdoor:</b> Athletics
PSHE	<b>PSHE:</b> Positive friendships	<b>PSHE:</b> Healthy bodies	<b>PSHE:</b> All about money	<b>PSHE:</b> Online safety and communities	<b>PSHE:</b> Staying safe	<b>PSHE:</b> Respectful relationships
Religious Education	<b>RE: Christianity</b> Enquiry Question: Is it possible to be kind to everyone all of the time?	<b>RE: Christianity</b> Enquiry Question: Why do Christians believe God gave Jesus to the world?	<b>RE: Islam</b> Enquiry Question: Does praying at regular intervals help a Muslim in his/her everyday life?	<b>RE: Christianity</b> Enquiry Question: How important is it to Christians that Jesus came back to life after His crucifixion?	<b>RE: Islam</b> Enquiry Question: Does going to a mosque give Muslims a sense of belonging?	<b>RE: Islam</b> Enquiry Question: Does completing Hajj make a person a better Muslim?
Art	<b>Art:</b> Painting- David Hockney- Every Picture...			<b>Art:</b> Drawing Castles		<b>Art:</b> Animal Painting- Pete Cromer
Design Technology		<b>DT:</b> Textiles- Xmas pouches.	<b>DT:</b> Mechanisms and Construction- Make a water wheel.		<b>DT:</b> Food- Balanced Diet- Fruit Salad/ Smoothie	
Computing	<b>Computing:</b> Information technology of the world	<b>Computing:</b> Digital writing	<b>Computing:</b> Using IT to organise and present data	<b>Computing:</b> Digital and non-digital devices		<b>Computing:</b> Presenting information
	<b>E-Safety – Self-image and identity</b>	<b>E-Safety – Online relationships</b>	<b>E-Safety – Online reputation and online bullying</b>	<b>E-Safety – Managing online information</b>	<b>E-Safety – Online relationships</b>	<b>E-Safety – Online reputation and online bullying</b>
Music	<b>Music:</b> Dynamics (Theme: Seaside)	<b>Music:</b> Sound Patterns (Theme: Fairytales)	<b>Music:</b> Call and Response (Theme: Animals)	<b>Music:</b> Musical symbols (Theme: Under the Sea)	<b>Music:</b> Contrasting dynamics (Theme: Space)	<b>Music:</b> Structure (Theme: Muths and Legends)