|  |  |  |  |
| --- | --- | --- | --- |
|  | AUTUMN**Me In The World**  | SPRING**Being Well**  | SUMMER**Green** |
| **COGNITION** **Maths** | * Number - Little Big Maths/Big Maths
* Geometry & Measurement – [Shape and space](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CMaths-Formal-Subject-specific-SoW%5CMaths-Key-stages-1and2%5CMaths-KS2%5CWord-Files%5CKS2-Shape-and-space%202.doc)
 | * Number - Little Big Maths/Big Maths
* Geometry & Measurement - [Weight and volume](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CMaths-Formal-Subject-specific-SoW%5CMaths-Key-stages-1and2%5CMaths-KS2%5CWord-Files%5CKS2-Measurement-Weight-and-volume-2.doc)
 | * Number - Little Big Maths/Big Maths
* Geometry & Measurement - [Time](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CMaths-Formal-Subject-specific-SoW%5CMaths-Key-stages-1and2%5CMaths-KS2%5CWord-Files%5CKS2-Measurement-Time2.doc)
 |
| **Science** | * Chemistry - [Properties and changes of materials](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CScience-Formal-Subject-specific-SoW%5CScience-Key-Stages-1-2%5CKS2%5CWord-Files%5CScience-KS2-Properties-and-changes-of-materials1.doc)

**Science Award:** Be seen be safe**ECO:** Transport | * Biology - [Animals including humans](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CSUBJECT%20SPECIFIC%5CSubject%20Specific%20Curriculum%5CScience%20Subject%20Specific%20SoW%5CScience-Key-Stages-1-2%5CKS2%5CWord-Files%5CScience-KS2-Animals-including-humans2.doc)

**Science Award:** Animal Adventure**ECO:** Biodiversity | * Physics - [Sound](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CScience-Formal-Subject-specific-SoW%5CScience-Key-Stages-1-2%5CKS2%5CWord-Files%5CScience-KS2-Sound.doc)
* Physics - [Forces](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CScience-Formal-Subject-specific-SoW%5CScience-Key-Stages-1-2%5CKS2%5CWord-Files%5CScience-KS2-Forces1.doc)

**Science Award:** Plant detectives **ECO:** School Grounds |
| [**Computing**](file:///%5C%5CWOOLSTN-VM-01.WOOLSTON.LOCAL%5CSHARES%5CFOXWOOD%5CLIBRARY%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CComputing%20Scheme%20of%20Work.docx) | Information Technology – Introduction to Ipads  | Digital Literacy – Digital Photography*Teach Computing* | Computer Science – Beebots Go Wild  |
| **E-Safety**  | E-Safety: Online Safety Self-Image and IdentityI can recognise that there may be people online who could make me feel sad, embarrassed or upset.If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.E-Safety: Online Safety and BullyingI can use the internet to communicate with people I don’t know well (e.g. email a penpal in another school/country)I can explore how I might use technology to communicate with others I don’t know well.E-Safety: Managing Online InformationI can use the internet to find things out.I can explore the use of a keyboard when using a search engine.I can describe how to get help from a trusted adult if I find content that makes me feel sad, uncomfortable, worried or frightened. |
| **Life Skills** | (Life skills- my thinking and problem solving) Problem solvingwithin The Worldabout us |  |  |
| **Humanities**  | Geography – Where in the world is Barnaby Bear History – The history of my local area, my community  | Geography – Water, water, everywhere History – World War 2 – pupils  | Geography – My home on an island History – Life in Ancient Greece |
| **COMMUNICATION**[**English**](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CEQUALS-English-Guide)[**Early phonics**](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEarly%20phonics%20documents%5CEarly%20Phonics%20skills%20progression%20.doc) | * RWI/ Early phonics
* Explanations (NF)
* Stories with patterned language (F)
* Information (NF)
* Poems from a range of cultures (P)
 | * RWI/ Early Phonics
* Information texts – newspapers, magazines (NF)
* Stories that raise issues and dilemmas (F)
 | * RWI/ Early Phonics
* Predictable structures (P)
* Letters related to conservation (NF)
* Adventure and mystery (F)
 |
| [**My Communication**](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CSEMI%20FORMAL%20CURRICULUM%5CMy-Communication) | * Imperative communication
 | * Following instructions
 | * Non verbal behaviour communications
 |
| [**My Drama**](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CSEMI%20FORMAL%20CURRICULUM%5CMy-Drama) | * Drama related activity
 | * Drama related activity
 | * Early drama – developing make-believe
 |
| [**Music**](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CSEMI%20FORMAL%20CURRICULUM%5CMy-Music) | * My Music- Tutor planned activities from the Equals scheme, combining the inter-related dimensions of music.
 | * My Music- Tutor planned activities from the Equals scheme, combining the inter-related dimensions of music.
 | * My Music- Tutor planned activities from the Equals scheme, combining the inter-related dimensions of music.
 |
| [**My Art**](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CSEMI%20FORMAL%20CURRICULUM%5CMy-Art) | * Digital Media
 | * Painting
 | * Collage
 |
| [**RE**](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CSUBJECT%20SPECIFIC%5CSubject%20Specific%20Curriculum%5CRE%20Subject%20Specific%20SoW) | * Celebrations- how and why are they important? (EQUALS- Unit 1.1.4) SEMI FORMAL
 | * How do Jewish people welcome and say goodbye to the Shabbat? (EQUALS- Unit 1.1.5) SEMI FORMAL
 | * What words are important to me? How and why do some people pray? (EQUALS UNIT 1.2.5) SEMI FORMAL
 |
| **SEMH** | * TWILI1-Respecting differences between people
 | * HL3-Keeping well
 | * SA5- Getting on with others
 |
| **RSE** | **Private and Public*** Where on my body is private
* Private and public places
 | **Knowing my Body*** Body parts
* Gender
* Baby to adult
 | **Knowing Me*** What I can do and what I find hard
* Trust
* Different types of relationships
* Keeping safe online
 |
| **SENSORY/ PHYSICAL** [**Swimming and Water Safety**](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CPE-Formal-Subject-specific-SoW%5CKS1%5CWord%20Docs%5CSwimming-Activities-and-Water-Safety-SplishSplash-key-stage1.doc) **to be worked on during swimming sessions.** | [Dance Prance and Dance](file:///%5C%5CWoolstn-vm-01.woolston.local%5Cshares%5CFOXWOOD%5CLIBRARY%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CPE-Formal-Subject-specific-SoW%5CKS1%5CWord%20Docs%5CDance-Prance-and-Dance-key-stage1.doc) | [Games To Me To You](file:///%5C%5CWoolstn-vm-01.woolston.local%5Cshares%5CFOXWOOD%5CLIBRARY%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CPE-Formal-Subject-specific-SoW%5CKS1%5CWord%20Docs%5CGames-To-Me%20-To-You-key-stage1.doc) | [Gymnastics Zigazag](file:///%5C%5CWoolstn-vm-01.woolston.local%5Cshares%5CFOXWOOD%5CLIBRARY%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CPE-Formal-Subject-specific-SoW%5CKS1%5CWord%20Docs%5CGymnastics-Zigazag-key-stage1.doc) |
| [**My outdoor school**](file:///T%3A%5CLIBRARY%5CNew%20Curriculum%5C2022-23%5CEQUALS%20SCHEMES%20OF%20WORK%5CSEMI%20FORMAL%20CURRICULUM%5CMy-Outdoor-School)  | * To prepare for the outdoor school
* To select suitable clothing and footwear
* To pack items needed
 | * To explore the outdoor school/environment using all my senses
* To experience seasonal and weather changes
* To be confident in touching, smelling, listening and looking
* To know what I can taste safely
* To play games in the outdoor school
 | * To recognise what’s around me
* To know when things are the same and when things are different
* To find a place in My Outdoor School, using a map or pictures
 |