|  |  |  |  |
| --- | --- | --- | --- |
|  | 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:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\Maths-Formal-Subject-specific-SoW\Maths-Key-stages-1and2\Maths-KS2\Word-Files\KS2-Shape-and-space%202.doc) | * Number - Little Big Maths/Big Maths * Geometry & Measurement - [Weight and volume](file:///T:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\Maths-Formal-Subject-specific-SoW\Maths-Key-stages-1and2\Maths-KS2\Word-Files\KS2-Measurement-Weight-and-volume-2.doc) | * Number - Little Big Maths/Big Maths * Geometry & Measurement - [Time](file:///T:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\Maths-Formal-Subject-specific-SoW\Maths-Key-stages-1and2\Maths-KS2\Word-Files\KS2-Measurement-Time2.doc) |
| **Science** | * Chemistry - [Properties and changes of materials](file:///T:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\Science-Formal-Subject-specific-SoW\Science-Key-Stages-1-2\KS2\Word-Files\Science-KS2-Properties-and-changes-of-materials1.doc)   **Science Award:** Be seen be safe  **ECO:** Transport | * Biology - [Animals including humans](file:///T:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\SUBJECT%20SPECIFIC\Subject%20Specific%20Curriculum\Science%20Subject%20Specific%20SoW\Science-Key-Stages-1-2\KS2\Word-Files\Science-KS2-Animals-including-humans2.doc)   **Science Award:** Animal Adventure  **ECO:** Biodiversity | * Physics - [Sound](file:///T:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\Science-Formal-Subject-specific-SoW\Science-Key-Stages-1-2\KS2\Word-Files\Science-KS2-Sound.doc) * Physics - [Forces](file:///T:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\Science-Formal-Subject-specific-SoW\Science-Key-Stages-1-2\KS2\Word-Files\Science-KS2-Forces1.doc)   **Science Award:** Plant detectives  **ECO:** School Grounds |
| [**Computing**](file:///\\WOOLSTN-VM-01.WOOLSTON.LOCAL\SHARES\FOXWOOD\LIBRARY\LIBRARY\New%20Curriculum\2022-23\Computing%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 Identity  I 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 Bullying  I 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 Information  I 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 solving  within The World  about 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:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\EQUALS-English-Guide)  [**Early phonics**](file:///T:\LIBRARY\New%20Curriculum\2022-23\Early%20phonics%20documents\Early%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:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\SEMI%20FORMAL%20CURRICULUM\My-Communication) | * Imperative communication | * Following instructions | * Non verbal behaviour communications |
| [**My Drama**](file:///T:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\SEMI%20FORMAL%20CURRICULUM\My-Drama) | * Drama related activity | * Drama related activity | * Early drama – developing make-believe |
| [**Music**](file:///T:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\SEMI%20FORMAL%20CURRICULUM\My-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:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\SEMI%20FORMAL%20CURRICULUM\My-Art) | * Digital Media | * Painting | * Collage |
| [**RE**](file:///T:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\SUBJECT%20SPECIFIC\Subject%20Specific%20Curriculum\RE%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:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\PE-Formal-Subject-specific-SoW\KS1\Word%20Docs\Swimming-Activities-and-Water-Safety-SplishSplash-key-stage1.doc) **to be worked on during swimming sessions.** | [Dance Prance and Dance](file:///\\Woolstn-vm-01.woolston.local\shares\FOXWOOD\LIBRARY\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\PE-Formal-Subject-specific-SoW\KS1\Word%20Docs\Dance-Prance-and-Dance-key-stage1.doc) | [Games To Me To You](file:///\\Woolstn-vm-01.woolston.local\shares\FOXWOOD\LIBRARY\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\PE-Formal-Subject-specific-SoW\KS1\Word%20Docs\Games-To-Me%20-To-You-key-stage1.doc) | [Gymnastics Zigazag](file:///\\Woolstn-vm-01.woolston.local\shares\FOXWOOD\LIBRARY\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\PE-Formal-Subject-specific-SoW\KS1\Word%20Docs\Gymnastics-Zigazag-key-stage1.doc) |
| [**My outdoor school**](file:///T:\LIBRARY\New%20Curriculum\2022-23\EQUALS%20SCHEMES%20OF%20WORK\SEMI%20FORMAL%20CURRICULUM\My-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 |