Y3 to Y5 Journey to Formal Curriculum: Annual Plan (Cycle 2)

Southgate School Discovering Potential

	Discovering Potential		20.101.11				16.0	1						
	My	My Problem Solving	My World	My Imagination	Using	My Health	Myself &	My						
	Communication				Technology		Others	Independence						
1	Topic: Let's have fu	n at school												
	Key Texts: Once upo	on an ordinary day	The Dot	Would you ra	ther I	Dear Teacher								
	Oh the places you'll	l go	You Choose	Beautiful oop	s I	Norman McHennessy: The	e Boy Who Was A	lways Late						
	My teacher is a mor	nster	Tiddler	First week at	cow school John Pa	atrick								
	Social skills and friendships Phonics Stories linked to making friends / being in a new class Communication: P4C Caring & Colaborative Develop an understanding of reciprocal interactions and begins to respond appropriately, by developing relatiohsips in new class. Reading: To recognise and derive meaning from a range of	Operations: To understand counting, early addition and subtraction within and beyond 10 at a concrete level and the associated language. Moving concrete into diagrams and pictorial representations of calculations. Pupils begin to read, write and understand abstract calculations across all 4 operations up to 20. Begin to look at Calculation Policy Stages 1-2. Functional Maths: To understand maths in everyday life and solve problems in practical	Science: materials & their uses Geography: Maps of our classroom or school; season - autumn History: Explore personal life changes (moving to new class; getting older in our class)	Art: Experiment & explore with pattern and texture Child initiated play & play with purpose Music / dance: singing familiar songs & learning new ones, including 'Sing & Sign'; Dance eg Go Noodle Making us of props in role-play.	Mouse skills and digital art eg 2Simple, Online Safety and appropriate behaviour on line. Online safety messages & rules.	PE: Managing personal & others safety / risk; challenging self to have a go; exploring familiar equipment with confidence e.g. soft play Changing clothing – changing for PE; personal hygiene - toileting Healthy eating & lifestyle: joining in nurture breakfast Food tech:	Social skills: Understanding their own and others feelings (ZOR); following routines; making choices. Festivals: Actively participate in a community and communicate choices. Halloween, Harvest Identity, making	Independence: Access & use school resources, with support. Organise self throughout the new academic year's school day, with support. Personal Needs: Begin to develop independence with personal care routines.						
	print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support. Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support.	situations. Begin to understand data, time and money in everyday life through play and personal experiences. Shape, space and measure: Concrete understanding of common shapes, measures, direction and time. Relating concepts and language to play, everyday life and experiences.											- explore how ingredients change when cooked; - Fine Motor Control: mixing, rolling, cutting, shaping; - sensory: changes in texture; taste & smell Increasing independence in personal hygiene	own choices. Relationships – different types of relationships, features of positive relationships

	My Communication	My Problem Solving	My World	My Imagination	Using Technology	My Health	Myself & Others	My Independence
2	Topic: Look up to th	•		1	,	,		
	Key Texts: Man on t	the moon The Darkest	Dark Skies ab	oove my eyes Journ	ey through space	The International	space station	
	Goodnight Spacema	an A Place for P	luto Oh No A	Astro Marv	ellous moon map		etter to Santa	
	-		Science: Gravity (brief – noticing that astronauts can float in space), planets, stars, space travel Geography: Solar system History: Moon landings, history of space missions, Rockets, historical astronauts Art: Using a range of multi-sensory materials to create art e.g. poster paint, watercolours; choice of mark-makers eg brushes, fingers. Exploring colour and shade Drama/Music: Exploring a range of instruments, perform simple chants and comment on sounds e.g. nocturnal animals themed. Body percussion.	Computing: Follow simple instructions to access online resources; organise & retrieve work.		•	Independence: Access & use school resources, with increasing independence. Organise self throughout the new academic year's school day, with increasing independence. Personal Needs: Continue to develop independence with personal care routines.	
	from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support. Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support.	money in everyday life through play and personal experiences. Shape, space and measure: Concrete understanding of common shapes, measures, direction and time. Relating concepts and language to play, everyday life and experiences.				mixing, rolling, cutting, shaping; stretching, spreading, kneading - sensory: changes in texture; taste & smell & trying new foods	saying no, consent and respect (including discrimination)	Personal Safety: Continue to develop an understanding of danger in the classroom & apply strategies with increasing independence.

	My	My Problem Solving	My World	My Imagination	Using	My Health	Myself &	My
_					rechnology		Otners	Independence
3	Communication Topic: Terrific Toys Key Texts: Kip	per's Toybox' by Mick Inke Magical Toybox' by Melat Like Jasper' by Nick Butt Operations: To understand counting, early addition and subtraction within and beyond 10 at a concrete level and the associated language. Moving concrete into diagrams and pictorial representations of calculations. Pupils begin to read, write and understand abstract calculations across all 4 operations up to 20. Begin to look at Calculation Policy Stages 1-2. Functional Maths: To understand maths in	kpen anie Joyce	The Toys' Party' by Ro In the Past: Toys' by I Traction Man is Here' DT: Make models that move, understanding how things work and using simple tools e.g. making 3D models & sculpture; evaluation of product. Drama & music: Tuned instruments, copying and remembering rhythms and patterns	Technology Oderick Hunt Oereen Taylor	PE: Negotiate space and speed, developing an awareness of safety and increasing independence, e.g. gymnastics; exploring balance. Healthy eating & lifestyle: -Understand benefits of exercise; links tiredness and sleep -develop an understanding of factors	Festivals: Show respect for their own cultures and those of others e.g. Chinese New Year Physical and mental wellbeing – Importance of personal hygiene, balanced diet, exercise,	Access & use less familiar school resources, with support. Organise self throughout the school day, with increasing independence. Personal Needs: Continue to develop independence with personal
	To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support. Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with support.	everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences. Shape, space and measure: Concrete understanding of common shapes, measures, direction and time. Relating concepts and language to play, everyday life and experiences.		e.g. traditional instruments.		that can impact their mental health. Food tech: - explore how ingredients change when cooked; - Fine Motor Control: creaming, whisking, pouring - sensory: changes in texture; taste & smell; colour – using food dye	medicines etc. Exploring and managing emotions.	care routines. Personal Safety: Develop an understanding of danger in the wider school & grounds, & explore strategies to keep safe, with support.

	My	My Problem Solving	My World	My Imagination	Using Technology	My Health	Myself &	My	
	Communication	my rroblem borning	iny wona	iviy iiiugiiiutioii	Comb recimology	iviy ileaitii	Others	Independence	
4	Topic: Planet Protect	ctors					Others	тасрепаснее	
•	Key Texts: Michael Recycle – Ellie Bethal Dinosaurs and all that rubbish- Michael Foreman Peter's place – Sally Grindley								
	-	•			nichael Foreilian	-	•	and	
	Lots – Marc Martin Blueback – Tim Winton The mess that we made Michelle Lord								
	Usborne - Peep inside how a recycling truck works Lara Bryan The Adventures of a Plastic Bottle Alison Inches								
	Phonics Information & story	Operations: To understand counting,	Science: Recycling,	Art:	COMPUTING:	PE:	Festivals:	Access & use less	
	books linked to topic	early addition and	plastic, litter,	Mark making with a	Disney coding &	Co-operate and work	spring / Easter	familiar school	
	books mixed to topic	subtraction within and	weather, climate	range of tools; know	programming.	with others,		resources, with	
	Communication:	beyond 10 at a concrete	change, plants –	the work of some	Beebots.	understanding need	Religious	increasing	
	P4C Critical	level and the associated	grow your own.	artists or craft makers		for turn taking,	differences	independence.	
	Develop an	language. Moving concrete	Caramanhan	or designers.		sharing and team	with the	0	
	understanding of	into diagrams and pictorial	Geography:	Fine Motor Control:		work e.g. team	clothing we	Organise self	
	reciprocal interactions	representations of	Where does our	roll, press, twist,		games.	wear on our	throughout the	
	and begins to respond	calculations. Pupils begin to read, write and understand	rubbish go? Rivers	squeeze, push, etc.		Haaliba aatina 0	bodies.	school day, with	
	appropriately, linked to issues	abstract calculations across	and seas. Green			Healthy eating &	CDE tamina	independence, &	
	10 133003	all 4 operations up to 20.	energy, fossil fuels	Drama & music:		lifestyle: Find out where food	SRE topics –	manage	
	Reading:	Begin to look at Calculation	History				naming of	unexpected	
	To recognise and	Policy Stages 1-2.	History: Waste disposal,	Percussion instruments		comes from e.g. fruit & veg; builds a	body parts and changes to	changes, with	
	derive meaning from a		industry	and rhythm e.g. making		toolbox of resources	body	support.	
	range of print, signs	Functional Maths:	comparisons and	instruments/music		to support mental	associated	Personal Needs:	
	and symbols,	To understand maths in	energy use i.e solar	from things collected		health and wellbeing	with puberty.	Be independent	
	processing key ideas	everyday life and solve problems in practical	panels, factories,	from our environment.		e.g. mindfulness	with puberty.	with personal	
	from these with	situations. Begin to	coal mining	Using recycled		e.g. minurumess	Identity -	care routines.	
	support. Develops an understanding of the	understand data, time and	Coarmining	materials to create		Food tech:	Being part of	care routilles.	
	process of reading and	money in everyday life		props.		- Fine Motor	different	Personal Safety:	
	the retrieval of	through play and personal		ргорз.		Control: peeling,	groups/comm	Continue to	
	information through	experiences.				cutting	unities.	develop an	
	texts, with support.					- sensory:		understanding of	
		Shape, space and measure: Concrete understanding of				differences in		danger in the	
	Writing:	common shapes, measures,				texture; taste &		wider school &	
	To communicate and	direction and time. Relating				smell, including		grounds, &	
	share thoughts and ideas in written form,	concepts and language to				sweet versus sour		practise	
	beginning to use	play, everyday life and						strategies to keep	
	simple grammar and	experiences.						safe, with	
	spelling rules with							increasing	
	support.							independence.	

	My	My Problem Solving	My World	My Imagination	Using	My Health	Myself &	My
	Communication	IVIY FIODICIII SOIVIIIg	iviy vvoria	iviy iiilagiilatioii	Technology	iviy Health	Others	Independence
5	Topic: Where I am f	irom?			recillology		Others	independence
	•	on Market street - Ma	tt da la Dana & Cl	arictian Pohincon	Lila and the co	cret of rain - David Conw	vav 8. Juda Dali	,
	•	hen - Nnedi Okorafor	tt de la Fella & Ci	IIIStiaii Nobilisoii	Lots - Mark Ma		vay & Jude Daiy	1
	Dim sum for every					in to Kapiti Plain - Verna	i Aardema	
	_	go to school: A book at	oout children aroi	und the world - Edith				
	The Proudest Blue	Ibtihaj Muhammad			Where 3 ocean	is meet Rajani LaRocca		
	The Fabulous Lost	& Found and the little I	Bulgarian mouse	Mark Pallis	Next Stop: The	Caribbean Ginger McDo	onnell	
	Unbelievable Pictu	ires and Facts About Pa	kistan Olivia Gree	enwood	The Big Book o	f the UK Imogen Russel	Williams	
	To buy for next tin	ne: Coming to England l	by Floella Benjam	in				
	Phonics	Operations:	Geography:	Art:	Develop an	PE:	Staying safe,	Access & use
	Atlases; information	To understand counting,	Different country	Explore the use of	awareness of an	Comment on own and	e.g. road	familiar &
	books about our locality & UK	early addition and subtraction within and	comparisons to	line and colour e.g.	online identity.	others' performance e.g.	safety, first	unfamiliar school
	locality & OK	beyond 10 at a concrete	Britain	Observational		dance / gymnastics	aid.	resources, with
	Communication:	level and the associated		drawing			D: 1	care & a high level
	Develop an	language. Moving concrete	History: How	Durance Aut 0 manais		Healthy eating &	Right and	of independence.
	understanding of	into diagrams and pictorial	places have changed, mills.	Drama, Art & music: Know a range of		lifestyle:	wrong – rules and laws.	Organise self
	reciprocal interactions and begins to respond	representations of calculations. Pupils begin to	Grandparent	artists and		Recognise simple strategies to manage	allu laws.	throughout the
	appropriately.	read, write and understand	comparisons.	performers linked to		their emotions and	Job roles, e.g.	school day, with
	, , , , , , , ,	abstract calculations across		pupils' heritages.		wellbeing; healthy &	who helps us	independence, &
	Reading:	all 4 operations up to 20.	Science: weather	Improvisation.		unhealthy relationships.	in the	manage
	To recognise and	Begin to look at Calculation	animals – where			,	community.	unexpected
	derive meaning from a	Policy Stages 1-2.	they live around			Food tech:		changes, with
	range of print, signs and symbols,	Functional Maths:	the world.			- explore how		increasing
	processing key ideas	To understand maths in				ingredients change when		independence.
	from these with	everyday life and solve				cooked;		
	support. Develops an	problems in practical				- Fine Motor Control:		Personal Needs:
	understanding of the	situations. Begin to understand data, time and				mixing, rolling, cutting,		Be independent
	process of reading and the retrieval of	money in everyday life				shaping; stretching, spreading, kneading		with personal care routines.
	information through	through play and personal				- sensory: changes in		Toutines.
	texts, with support.	experiences.				texture; taste & smell &		Personal Safety
		Chara successful massacrine.				trying new foods		Develop an
	Writing:	Shape, space and measure: Concrete understanding of				, 0		understanding of
1	To communicate and share thoughts and	common shapes, measures,						danger beyond
	ideas in written form,	direction and time. Relating						school, & practise
	beginning to use	concepts and language to						strategies to keep
1	simple grammar and	play, everyday life and						safe, with support.
	spelling rules with	experiences.						
	support.							

My	My Problem Solving	My World	My Imagination	Using	My Health	Myself &	Му
Communication				Technology		Others	Independence
T Topic: Flippers and	Fins						
Key Texts: Where th	e sea meets the shore Ka	ite Messner	The Sea Saw Tom Pe	rcival	Sharing a Shell - Julia 🛭	Oonaldson	
A House For a Her	mit Crab - Eric Carle	Mister	Seahorse - Eric Carle	9			
Barry The fish With	h Fingers - Sue Hendra	A Hole	in The Bottom of th	e Sea - Jessica Law	<i>l</i>		
Smiley Shark - Rut	h Galloway	Bright :	Stanley - Matt Bucki	ngham			
The Rainbow Fish	- Marcus Pfister						
Phonics Communication: Develop an understanding of reciprocal interactions and begins to respond appropriately. Reading: To recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. Develops an understanding of the process of reading and the retrieval of information through texts, with support. Writing: To communicate and share thoughts and ideas in written form, beginning to use simple grammar and spelling rules with	Operations: To understand counting, early addition and subtraction within and beyond 10 at a concrete level and the associated language. Moving concrete into diagrams and pictorial representations of calculations. Pupils begin to read, write and understand abstract calculations across all 4 operations up to 20. Begin to look at Calculation Policy Stages 1-2. Functional Maths: To understand maths in everyday life and solve problems in practical situations. Begin to understand data, time and money in everyday life through play and personal experiences. Shape, space and measure: Concrete understanding of common shapes, measures, direction and time. Relating concepts and language to	Science: Creatures, floating and sinking, environment, plastic, mammals and fish Geography: Oceans and continents History: Creatures that are extinct	DT: Design, make and evaluate simple products e.g. choosing materials for a purpose Art: Oil pastel paintings, collage, materials. Drama & Music: Lyrics and recording performance e.g. summer themed.	COMPUTING: Begin to use search engines and websites to find information. More everyday technologies, eg phones, game consoles, barcodes & shopping, Smart TVs, home electronics such as fridges, microwaves.	PE: Use and apply a variety of skills to more structured activity e.g. team games Healthy eating & lifestyle: Increasing independence Food tech: Following instructions, experimenting with ingredients & trying something new e.g. 'fun' recipes.	Social skills: Preparing for the holidays & preparing for change. Online safety: what the internet is, positives and negatives, keeping safe, online communication and bullying.	Access & use school resources, with independence. Organise self throughout the school day, & manage unexpected changes, with independence. Personal Needs: Be independent with personal care routines. Personal Safety Continue to develop an understanding of danger beyond school, & practise strategies to keep safe, with increasing independence.
beginning to use simple grammar and	Concrete understanding of common shapes, measures, direction and time. Relating						safe incre