



Key Stage:	KS 1&2	Class Teachers:	All
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Unit	Treasure	Up and Away	Patterns	Houses and Homes	Plants, Flowers and Food	Sand and Water
PLG links	Adaptability & Co-operation	Thoughtfulness & Respect	Investigate	Morality	Enquiry	Resilience
NC Science link	Uses of everyday materials	Uses of everyday materials	Forces	Sound Light	Animals including humans Living things and their habitats	Plants Living things and their habitats
English (include core texts)	<p>Non-Fiction:</p> <ul style="list-style-type: none"> Information text, Instructions <p>Narrative:</p> <ul style="list-style-type: none"> Stories about fantasy worlds Character/setting description 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> Labels, lists, Captions Report (<i>a simple non chronological report with a series of sentences to describe aspects of a subject i.e; Christmas</i>) Letters <p>Narrative:</p> <ul style="list-style-type: none"> Traditional and fairy tales Stories form other 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> Information text Write labels and sentences for exhibition/display of particular author Report; a simple non-chronological report with a series of sentences to describe particular aspects of a single member 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> Explanation text (draw pictures to illustrate a simple process and prepare several sentences to support explanation linked to IPC geographic understanding) Persuasive text (linked to IPC to buy particular 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> Instructions Labels, lists, captions, Diary linked to Science, Instructions to linked to science/D.T <p>Narrative:</p> <ul style="list-style-type: none"> Traditional stories Character/setting description <p>Poetry:</p> <ul style="list-style-type: none"> Structure - calligrams based on single words 	<p>Non-Fiction:</p> <p>Contemporary fiction – stories reflecting children’s own experiences</p> <ul style="list-style-type: none"> Recounts (<i>Write simple first person recounts based on personal experience, using adverbs to aid sequencing</i>) Fact writing Instructions <p>Narrative:</p> <ul style="list-style-type: none"> Character/setting description <p>Poetry:</p> <ul style="list-style-type: none"> Structure -

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		<p>cultures (Rama and Sita: Diwali)</p> <p>Poetry:</p> <ul style="list-style-type: none"> • Poetry on a theme • Recite familiar poem by heart • Christmas songs • Nativity/school performance recitals 	<p>of a group</p> <p>Narrative:</p> <ul style="list-style-type: none"> • Different stories by the same author • Extended stories/significant authors <p>Poetry:</p> <ul style="list-style-type: none"> • Vocabulary building; read, write and perform free verses • Structure-rhyming couplets 	<p>homes/businesses)</p> <ul style="list-style-type: none"> • Letters (to addresses linking an address to a physical place/being) <p>Narrative:</p> <ul style="list-style-type: none"> • Stories about fantasy worlds • Stories with familiar settings • Stories from other cultures <p>Poetry:</p> <ul style="list-style-type: none"> • Using the senses • Pattern and Rhyme 		<p>calligrams based on shape poems</p>
Maths	<p>Number & the Number System</p> <p>Money</p>	<p>Position and Direction</p> <p>Addition and Subtraction</p>	<p>Sequences, Multiplication, Division</p> <p>Addition and Subtraction</p>	<p>Shape</p> <p>Place Value</p>	<p>Length, Height, Time</p>	<p>Weight, Capacity</p> <p>Place Value</p>
RE /P.H.S.E	<ul style="list-style-type: none"> • International Literacy Day (Sept 8th) • Roald Dahl Day (Sept 13th) • Talk like a 	<ul style="list-style-type: none"> • National Schools Fire Safety Week (Oct 9th – Oct 15th) • Black History Month 	<ul style="list-style-type: none"> • Martin Luther King Day (Jan 16th) • Chinese New Year (Jan 28th) • NSPCC Number Day 	<ul style="list-style-type: none"> • World Autism Awareness Day (Apr 2nd) • Palm Sunday (Apr 9th) • Easter 	<ul style="list-style-type: none"> • Holocaust Remembrance Day (Apr 23rd) • VE Day (May 8th) • Ramadan (May 27th-Jun 	<ul style="list-style-type: none"> • Eid Ul Fitr (Jun 25th) • Mandela day (Jul 18th) • Transition

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	<p>Pirate day (Sept 19th)</p> <ul style="list-style-type: none"> • Jeans for Genes day (Sept 23rd) • MacMillan Coffee Morning (Sept 29th) 	<ul style="list-style-type: none"> • Sukkot (Oct 4th-Oct 11th) • National Poetry Day (Oct 6th) • World Homeless Day (Oct 10th) • Diwali (Oct 30th) • Guy Fawkes (Nov 5th) • Remembrance Day (Nov 11th) • Anti- Bullying Week (Nov 14th –Nov 18th) • Children in Need (Nov 18th) • Road Safety Week (Nov 21st-Nov 27th) • Disability History Month (Dec) • International Day of Persons with Disabilities (Dec 3rd) • Christmas Jumper Day(Dec 13th) • Hanukah (Dec 24th – Jan 1st) 	<p>(Feb 3rd)</p> <ul style="list-style-type: none"> • Valentine’s Day • Shrove Tuesday/Pancake Day (Feb 28th) • Lent (March 1st) • World Book Day (Mar 2nd) • International Women’s Day (Mar 8th) • St Patricks Day (Mar 17th) • Down’s Syndrome Awareness Week (Mar 20th -Mar 26th) • Mother’s Day (Mar 26th) 	<p>(Good Friday: Apr 14th)</p> <ul style="list-style-type: none"> • Queen’s Birthday (Apr 21st) 	<p>25th)</p> <ul style="list-style-type: none"> • Father’s Day (Jun 18th) 	
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		<ul style="list-style-type: none"> • Christmas 				
C.C.C	<p><u>Be Healthy</u></p> <ol style="list-style-type: none"> 1. Self-Awareness, 2. Managing Feelings 3. Social Skills 4. Developing Good Relationships and Respecting the Differences Between People <ul style="list-style-type: none"> • Exploring 'Zones of Regulations' • Exploring 'Superflex' to challenge my inflexible thinking • Exploring problem solving and considering: what if I... • Differentiating between my wants and my needs 	<p><u>Be Healthy</u></p> <ol style="list-style-type: none"> 1. Self-Awareness, 2. Managing Feelings 3. Social Skills 4. Developing Good Relationships and Respecting the Differences Between People <ul style="list-style-type: none"> • Exploring 'Zones of Regulations' • Exploring 'Superflex' to challenge my inflexible thinking • Exploring problem solving and considering: what if I... • Differentiating between my wants and my needs 	<p><u>Stay Safe</u></p> <ol style="list-style-type: none"> 1. Communication and Social skills 2. Understanding the Nature and Consequences of Teasing and Bullying, how to respond to them and how to ask for help <ul style="list-style-type: none"> • Establishing a routine • Building relationships • Navigating routes around school/familiarity with surroundings • Establishing a 'voice' • Knowing that my needs will be met • Keeping safe in school and on trips • Having stability and security, exploring what this looks like 	<p><u>Enjoy & Achieve</u></p> <ol style="list-style-type: none"> 1. Social and Emotional Learning (self-awareness, managing feelings, developing empathy, improving social skill, motivation) 2. Critical enquiry and reflection 3. Communication skills <ul style="list-style-type: none"> • Achieve personal and social development • Enjoy lessons/develop a positive disposition to school/learning • Achieve to their potential • Use alternatives to written 	<p><u>Make a Positive Contribution</u></p> <ol style="list-style-type: none"> 1. Self-Awareness 2. Empathy 3. Social Skills 4. Participation Skills 5. Making Informed Decisions <ul style="list-style-type: none"> • Understand issues of differences and diversity through studying other environments and cultures • Understand about, and support, the local community • Involve themselves in extra-curricular activities • Participate in school and class decisions about learning and school life 	

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	<ul style="list-style-type: none"> • Work towards independent living • Actively enquire about differing environments • Keep mentally and emotionally healthy 	<ul style="list-style-type: none"> • Work towards independent living • Actively enquire about differing environments • Keep mentally and emotionally healthy 	<p>(establishing ourselves as part of a group/being valued/cared for)</p> <ul style="list-style-type: none"> • To know about their place in the family, school and in the wider community 	<p>recording where appropriate</p>	
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Key to some of the abbreviations

IPC – International Primary Curriculum

PLG – Personal Learning Goal

NC – National Curriculum

RE – Religious Education

PHSE – Personal Health and Social Education

SEAL – Social, Emotional Aspects of Learning

C.C.C – Citizenship, Community and Celebrations