Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Values	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Theme	***Knowing me, knowing you, knowing our world.***		***Space, The Earth and I***		***My Wonderful World***	
Events/visits	Welly walks in local area People who help us		Planetarium visit		Welly walks in local area Garden centre/ Farm	

Science

Working scientifically	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.
Plants	Pupils should be taught to: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.
Animals (including humans)	Pupils should be taught to: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Materials	Pupils should be taught to: distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.
Seasonal change	Pupils should be taught to: observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies

Science topics **Skills covered**	**<u>Autumn Term</u>** **Growing and changing** **Senses** **Food & health** **Animals including humans**	**<u>Spring Term</u>** **Materials** **Seasonal change** **Light and dark, shadows** **electricity**	**<u>Summer Term</u>** **Habitats – forests** **Growing plants & Animals** **Life cycles** **Food chains**
Planning and communication and sources	➢ Identify key features and ask questions about different living things (1/2) and begin to compare living things (Y1) and events (Y2) ➢ Talk about what they see and do and draw simple picture and charts to show their findings (Y1 ➢ Suggest how to find things out and use a range of simple texts to find information (Y2) ➢ Talk about what they observe using simple scientific vocabulary (Y2) ➢ Test ideas that are suggested to them and say what they think will happen (Y1)	➢ Identify key features and ask questions about light and dark? Key features of materials that reflect light etc (1/2) ➢ Talk about what they see and do and draw simple picture and charts to show their findings (Y1 ➢ Suggest how to find things out and use a range of simple texts to find information (Y2) ➢ Talk about what they observe using simple scientific vocabulary. What is dark? (Y2) ➢ Test ideas that are suggested to them and say what they think will happen. What can you see in the dark? (Y1) ➢ Use first hand experiences, and opportunities exploring different materials, to answer simple questions. Why do we use reflective	➢ Identify key features and ask questions about different living things (1/2) and begin to compare living things (Y1) and events (Y2) ➢ Talk about what they see and do and draw simple picture and charts to show their findings (Y1 ➢ Suggest how to find things out and use a range of simple texts to find information (Y2) ➢ Talk about what they observe using simple scientific vocabulary (Y2) ➢ Test ideas that are suggested to them and say what they think will happen (Y1)

Enquiring, testing, obtaining and presenting evidence **Observing and recording** **Considering and evaluating evidence**	➢ Use first hand experiences, and opportunities exploring different materials, to answer simple questions (Y1). Using simple equipment to aid their observations and make these observations relevant to their task (Y2) ➢ Begin to recognise when a test or comparison is unfair (Y2) ➢ Make observations using appropriate senses. Communicate and record these observations orally, in drawings, writing and ICT. (Y1) ➢ Respond to questions asked by the teacher and ask their own questions (Y2) ➢ Suggest how they can collect and record data to answer questions (supported by T) and begin to select equipment from a limited range. (Y2) ➢ Make simple comparisons and groupings of different habitats. ➢ Say what has happened and discuss whether what has happened is what was expected. (Y1) using their own observations (Y2) ➢ Begin to draw simple conclusions and explain what they did and suggest how they could improve this (Y2)	strips on safety clothes? (Y1). Using simple equipment to aid their observations and make these observations relevant to their task (Y2) ➢ Begin to recognise when a test or comparison is unfair (Y2) ➢ Make observations using appropriate senses. Communicate and record these observations orally, in drawings, writing and ICT. (Y1) ➢ Respond to questions asked by the teacher and ask their own questions to find out more (Y2) ➢ Suggest how they can collect and record data to answer questions (supported by T) and begin to select equipment from a limited range. (Y2) ➢ Make simple comparisons and groupings of different materials. Discuss what they are used for and why- what properties make them suitable? ➢ Say what has happened and discuss whether what has happened is what was expected. (Y1) using their own observations (Y2) ➢ Begin to draw simple conclusions and explain what they did and suggest how they could improve this giving reasons supported by what they have found out (Y2)	➢ Use first hand experiences, and opportunities exploring different materials, to answer simple questions (Y1). Using simple equipment to aid their observations and make these observations relevant to their task (Y2) ➢ Begin to recognise when a test or comparison is unfair (Y2) ➢ Make observations using appropriate senses. Communicate and record these observations orally, in drawings, writing and ICT. (Y1) ➢ Respond to questions asked by the teacher and ask their own questions (Y2) ➢ Suggest how they can collect and record data to answer questions (supported by T) and begin to select equipment from a limited range. (Y2) ➢ Make simple comparisons and groupings of different habitats. ➢ Say what has happened and discuss whether what has happened is what was expected. (Y1) using their own observations (Y2) ➢ Begin to draw simple conclusions and explain what they did and suggest how they could improve this (Y2)

Geography

Locational knowledge	Pupils should be taught to: name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place knowledge	Pupils should be taught to: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
Human and physical geography	Pupils should be taught to: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical skills and fieldwork	Pupils should be taught to: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Geography topics **Skills**	**Weather & seasons** **Hot and cold countries/places- equator/ physical features** **Difference and similarities**	**7 continents and 5 oceans** **Great Britain and Russia/USA- towns/cities human/physical features**	**Partney – local area-** **UK/ Europe** **Maps** **Weather**	**World- Africa** **Weather**
Geographical language	➢ Begin to use geographical language to ask questions. (Y1) and think about how it has changed (Y2) Local, abroad, hot, cold, equator, climate etc	➢ Use geographical language to ask questions. (Y1) and think about how it has changed (Y2) Local, abroad, hot, cold, equator, climate, landscape/ moon scape- rocks etc	➢ Use an increasing range of geographical language to ask questions. (Y1) and think about and discuss how it has changed (Y2) Local, abroad, hot, cold, equator, climate, vegetation, plant types etc..	

Enquiry	➢ Ask simple geographical questions. What is it like to live there (Y1) Where is it? What is it like? How is it different? (Y2) ➢ Begin to express own views about place/people/environment (Y1) Give reasons to support own ideas, preferences (Y2) ➢ Start to recognise how places have become the way they are (farms, woods, houses shops- patterns, processes etc) (Y1/2) ➢ Begin to observe and record(eg buildings, streets etc.) (Y1) Show this in different ways (sketches, diagrams, tables etc) (Y2) ➢ Start to communicate what they know in different ways – pictograms, charts, writing etc.	➢ Ask geographical questions. What is it like to live there (Y1) Where is it? What is it like? How is it different? (Y2) ➢ Express own views about place/people/environment (Y1) Give reasons to support own ideas, preferences (Y2) ➢ Recognise how places have become the way they are (farms, woods, houses shops- patterns, processes etc) (Y1/2) Observe and record (eg buildings, streets etc.) (Y1) Show this in different ways (sketches, diagrams, tables etc) (Y2) ➢ Communicate what they know in different ways with growing independence – pictograms, charts, writing etc.	➢ Ask geographical questions. What is it like to live there (Y1) Where is it? What is it like? How is it different? (Y2) ➢ Express own views about place/people/environment (Y1) Give reasons to support own ideas, preferences (Y2) ➢ Recognise how places have become the way they are (farms, woods, houses shops- patterns, processes etc) (Y1/2) ➢ Observe and record(eg buildings, streets etc.) (Y1) Show this in different ways (sketches, diagrams, tables etc) (Y2) ➢ Choose how to communicate what they know think about different ways and choose appropriately with support as needed – pictograms, charts, writing etc.
Fieldwork	➢ Welly walks in local area. Use camera, maps, sketches, diagrams.	➢ Welly walks in local area. Use camera, maps, sketches, diagrams.	➢ Welly walks in local area. Use camera, maps, sketches, diagrams.
Map/atlas work	➢ Explore local area (Y1) compare with hot/cold places (Y2) Use maps plans, globes, books- contents, index to find information (Y2) ➢ Make simple maps, plans of local school (Y1) local area (Y2)	➢ Explore local area (Y1) compare with Russia/USA (Y2) Use maps plans, globes, books- contents, index to find information (Y2) ➢ Make simple maps, plans of oceans and continents. Where did the early space explorers live?	➢ Explore local area (Y1) compare with hot/cold places (Y2) Use maps plans, globes, books- contents, index to find information (Y2) ➢ Look at simple maps, plans of local area (Y1) and contrasting area (Y2 ➢ Continue to use maps, atlas to find out about continents and oceans- where do different foods/fruits etc grow. Use Handa's Surprise.

EYFS ELG Physical Development. Moving and Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing

History

Pupils should be taught about:
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
significant historical events, people and places in their own locality.

History	**People who helped us in the past Florence Nightingale, Mary Seacole Crimean War**	**Neil Armstrong/ Yuri Gugarin Moon Landing**	**Space exploration, space race**	**Local history- Partney & surrounding area Joseph Banks**
Chronology	➢ Sequence events, objects from homes past and present in chronological order (Y1) ➢ Sequence artefacts and events (that are closer together) in sequence (Y2) ➢ Sequence photos from different periods in their lives (Y2) ➢ Describe memories of key events in their lives.	➢ Sequence events, objects from homes past and present in chronological order (Y1) ➢ Sequence artefacts and events (that are closer together) in sequence (Y2) ➢ Sequence photos from different periods in their lives (Y2) ➢ Describe memories of key events in their lives.		➢ Sequence events, objects from homes past and present in chronological order (Y1) ➢ Sequence artefacts and events (that are closer together) in sequence (Y2) ➢ Sequence photos from different periods in their lives (Y2)

			➢ Describe memories of key events in their lives.
Range and depth of historical knowledge	➢ Start to describe similarities and differences in artefacts from homes past and present including toys (Y1/2) ➢ Find out about people and events from other times- Samuel Pepys- Great fire of London) (Y2) ➢ Use drama to explore the past (Y1) develop empathy and understanding about how/why people lived in the past. (Y2)	➢ Start to describe similarities and differences in animals past and present including dinosaurs (Y1/2) ➢ Find out about people and events from other times- Mary Anning) (Y2) ➢ Use drama to explore the past (Y1) develop empathy and understanding about how/why people/animals lived in the past. (Y2)	➢ Describe similarities and differences in artefacts from homes past and present including toys (Y1/2) ➢ Find out about people and events from other times- pirates/Grace Darling (Y2) ➢ Use drama to explore the past (Y1) develop empathy and understanding about how/why people lived in the past. (Y2)
Interpretations of History	➢ Begin to identify different ways to represent the past (photos, stories, adults, film etc) (Y1/2) ➢ Compare pictures etc past and present and discuss (Y2)	➢ Begin to identify different ways to represent the past (photos, stories, adults, film etc) (Y1/2) ➢ Compare pictures etc past and present and discuss (Y2)	➢ Begin to identify different ways to represent the past (photos, stories, adults, film etc) (Y1/2) ➢ Compare pictures etc past and present and discuss (Y2)
Historical Enquiry	➢ Sort artefacts in to 'now' and 'then' (Y1) sequence artefacts and put in time order and use time lines. (Y2) ➢ Use a range of sources to find out about the past. Ask and answer questions about them (Y1) and discuss their effectiveness (Y2)	➢ Sort artefacts in to 'now' and 'then' (Y1) sequence artefacts and put in time order and use time lines. (Y2) ➢ Use a range of sources to find out about the past. Ask and answer questions about them (Y1) and discuss their effectiveness (Y2)	➢ Sort artefacts in to 'now' and 'then' (Y1) sequence artefacts and put in time order and use time lines. (Y2) ➢ Use a growing range of sources to find out about the past. Ask and answer questions about them (Y1) and discuss their effectiveness (Y2)
Organisation and communication	➢ Look at objects/artefacts and put into time order with support.. (y1) ➢ Use labels and diagrams and simple recounts to show what they have found out. (Y1) add information (Y2)	➢ Talk about the sequence of objects in a timeline. Discuss oldest. Newest etc. ➢ Use labels and diagrams and simple recounts to show what they have found out. With increasing independence (Y1) use books etc to find out and add information (Y2)	➢ Talk about the sequence of objects in a timeline. Discuss oldest. Newest etc. (Lighthouses/ships) ➢ Use labels and diagrams and simple recounts to show what they have found out. with increasing independence (Y1) use books etc to find out and add information (Y2)

EYFS ELG -Understanding of the world: People and communities - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Computing

Pupils should be taught to:

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

create and debug simple programs

use logical reasoning to predict the behaviour of simple programs

use technology purposefully to create, organise, store, manipulate and retrieve digital content

recognise common uses of information technology beyond school

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Design and Technology

Design	Pupils should be taught to: design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Make	Pupils should be taught to: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics				
Evaluate	Pupils should be taught to: explore and evaluate a range of existing products evaluate their ideas and products against design criteria				
Technical Knowledge	Pupils should be taught to: build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.				
Cooking	Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from *Baking alternates weeks (EYFS every week) linked to topics and building skills over the year.*				
DT	**Clay** **Junk models** **Collage**	**Junk models**	**Papier mache**	**Puppets** **Junk rockets**	**Collage** **Models** **Applique- sewing techniques**
Developing, planning and communicating ideas	➢ Begin to draw on their own experience to help to generate ideas and research on given criteria. (Y1) Generate ideas based on own and others experiences (Y2) ➢ Begin to understand how products are developed. What they are for, how they work, materials used (Y1/2) Identify the purpose of an object (Y2) ➢ Start to suggest ideas and talk about what they are going to do (Y1) Identify a purpose for their design (Y2) ➢ Start to think about how they can identify a target group for their design and make a design based on a given design criteria (Y1)/2) ➢ Begin to develop their ideas through talk and drawings. Make simple templates and mock ups of their design with support. (Y1/2) ➢ Discuss their work as it progresses (Y1/2)	➢ Begin to draw on their own experience and past learning to help to generate ideas and research on given criteria. (Y1) Generate ideas based on own and others experiences (Y2) ➢ Continue to develop understanding of how products are developed. What they are for, how they work, materials used (Y1/2) Identify the purpose of an object, give reasons for ideas (Y2) ➢ Suggest ideas and talk about what they are going to do and why (Y1) Identify a purpose for their design and discuss their choices (Y2) ➢ Start to think about how they can identify a target group for their design and make a design based on a given design criteria (Y1)/2) ➢ Begin to develop their ideas through talk and drawings. Make simple templates and mock ups of their design with support. (Y1/2) ➢ Discuss what is going well or what they might need to change in their design (y1/2) how they can modify it to make it work if the design isn't working			➢ Draw on their own experience to help to generate ideas and research on given criteria. (Y1) Generate ideas based on own and others experiences (Y2) ➢ Talk about how products are developed. What they are for, how they work, materials used (Y1/2) Identify the purpose of an object and give reasons (Y2) ➢ Suggest ideas and talk about what they are going to do and how they are going to do it (Y1) Identify a purpose for their design and why they think it will work- materials used etc. (Y2) ➢ Think about how they can identify a target group for their design and make a design based on a given design criteria (Y1)/2) ➢ Develop their ideas through talk and drawings. Make templates and mock ups of their design with increasing independence (Y1/2) ➢ Plan their design carefully (Y2)
Working with tools and equipment and components to make quality products	➢ Begin to create and design using simple and appropriate techniques (Y1) selecting tools and materials and using some correct vocabulary to describe them (Y2) ➢ Begin to build simple structures and talk about how they could be made stronger. (Y1) And more stable (Y2) ➢ Explore mechanisms, levers and pulleys in everyday toys and objects. ➢ With support, measure and cut out a range of materials. Using scissors safely (Y1). ➢ Learn how to use a range of hand tools safely (Y2) ➢ Start to assemble, join and combine materials and components together in a variety of ways (Y1/2) ➢ Start to use simple finishing techniques to improve the appearance of their product (Y1/2)	➢ Create and design using simple and appropriate techniques (Y1) selecting tools and materials and using growing vocabulary to describe them (Y2) ➢ Build simple structures and talk about how they could be made stronger. (Y1) And more stable (Y2) ➢ With increasing independence- measure and cut out a range of materials. Using scissors safely and accurately (Y1). ➢ Learn how to use a range of hand tools safely and accurately (Y2) ➢ Assemble, join and combine materials and components together in a variety of ways (Y1) with increasing accuracy (Y2) ➢ Use simple finishing techniques to improve the appearance of their product (Y1) based on own ideas (Y2)			➢ Create and design using simple and appropriate techniques (Y1) selecting tools and materials and using growing vocabulary to describe them (Y2) ➢ Build simple structures and talk about how they could be made stronger. (Y1) And more stable (Y2) ➢ With increasing independence- measure and cut out a range of materials. Using scissors safely and accurately (Y1). ➢ Learn how to use a range of hand tools safely and accurately (Y2) ➢ Assemble, join and combine materials and components together in a variety of ways (Y1) with increasing accuracy (Y2) ➢ Use simple finishing techniques to improve the appearance of their product (Y1) based on own ideas (Y2)
Evaluating processes and products	➢ Start to evaluate their product (house) (Y1) against their design criteria (Y2)				

	➢ Look at existing products and discuss how they work (Y1) discuss what they like/dislike (Y2) ➢ Start to evaluate their products (Y1) ➢ Start to talk about their ideas and designs (Y2)	➢ Start to evaluate their product (rocket) by talking about how it works in relation to purpose (Y1) against their design criteria, stating how it might need to be altered to make it better (Y2) ➢ Discuss existing products and talk about how they are suitable for purpose (Y1) Discussing preferences and giving reasons for likes and dislikes (Y2) ➢ Evaluate their products as they are developed look at strengths and changes that they might make (Y1) ➢ Talk about the best/worst thing about their design- giving reasons (Y2)	➢ Evaluate their product (boat/lighthouse), saying what went well, what could be improved to make it better for purpose, changing things and modifying as they go along (Y1) adapting and modifying as they work and discussing/ recording changes (Y2) ➢ Discuss existing products and talk about how they are suitable for purpose (Y1) Giving reasons and ideas that might improve them (Y2) ➢ Evaluate their products more critically, looking at how they can be improved (Y1) ➢ Confidently and critically discuss their designs and give constructive feedback to peers about their ideas and products (Y2)
Food and Nutrition	➢ Start to understand that all food comes from plants/animals (Y1/2) ➢ Explore how we get food (grow/farm/process etc) (Y1) ➢ Start to sort food into groups (Y1) ➢ Talk about healthy/unhealthy foods (Y1) ➢ Start to prepare simple dishes- thinking about hygiene. (Y1/2) Link to how food was prepared in the past- similarities and differences	➢ Understand that all food comes from plants/animals (Y1/2) (link dinosaurs carnivore/herbivore et) ➢ Talk about how we get food (grow/farm/process etc) (Y1) ➢ Start to learn about the 5 food groups (Y1) ➢ Start to think about 5 a day- fruit and veg (Y1) Discuss (Y2) ➢ Learn how to use techniques- chopping/grating/peeling etc (Y1/2)	➢ Talk about where all food comes from (plants/animals) (Y1) discuss (Y2) ➢ Know how we get food (grow/farm/process etc) (Y1) ➢ Sort food into the 5 food groups (Y1) ➢ Name different fruit/veg and sort (Y1) know everyone should eat 5 a day and why (Y2)- EAT WELL PLATE. ➢ Prepare a growing range of dishes carefully- wit/out heat- talk about how/why we do things a certain way (Y1/2) Talk about why sailors who did not get 5 a day suffered disease.

EYFS ELG – Physical development: Health and self-care -Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

P.E

PE

.Swimming and water safety

Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns		In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
Dance Ball skills, using small apparatus Gymnastics	Gymnastics- balance, control and coordination Large apparatus Dance	Athletics Team games Ball and racquet skills Swimming (Y2)

Art and Design

Pupils should be taught:
to use a range of materials creatively to design and make products
to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Art & Design	**Portraits** **Printing** **Painting – colour mixing**	**Still life, observational drawing** **Arcimboldo**	**Pencils, charcoal,** **Light and shade** **Painting**	**Pastels** **Observational drawing** **Klee** **Sciele**
Painting/pencils/pastels/chalk	➢ Tools and techniques, free painting, powder paints. Different size brushes etc. ➢ Colours- primary, secondary (Y2) colour mixing, shades and tones ➢ Mixing colours to paint artefacts- exploring (Y1) achieving desired result (Y2)	➢ Types of paints- what is best for task? ➢ Exploring pencils- light/dark/shade- sketching		➢ Create texture to paint by adding sand etc ➢ Use tools to create different effects ➢ Using pastels and chalks to add effect
Printing	➢ Hard and soft materials for printing- looking at effects- painting food- fruit/vegetables and people	➢ Using texture and rubbings to create backgrounds for space pictures etc.		➢ Over printing motifs onto country/garden scene scene- Link Handa etc
Textiles	➢ Match and sort fabrics ➢ Pull, twist, plait etc	➢ Cut out shapes using scissors ➢ Apply shapes, buttons etc by gluing (Y1) stitching (Y2) ➢ Collage, choosing appropriate fabric- colour/texture. Working alone and as groups to work at different scales.		➢ Make cords, plaits, fabric collage plants/flowers ➢ Weaving- using different materials inside and outside- make sea/sand scenes for flowers/fruit- Link Handa
Collage	➢ Choose materials for a purpose- colour or texture- sort and discuss.(Y1) Give reasons for choices (Y2)	➢ Space collage, rocket pictures, planets in papier mache.		
3D	➢ Recycled models (Y2- follow designs)			➢ Model using skills learned so far- choosing own materials and giving reasons for choices.
Digital	➢ Create designs and pictures using art /graphics packages	➢ Create designs and pictures using art /graphics packages building on skills so far		➢ Create designs and pictures using art /graphics packages, building on skills so far. Thinking about lines, shapes and colour.

EYFS Expressive art and design - **Being Imaginative**: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Exploring media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

PSHE& Citizenship	Heathy diet, Hygiene, Keeping fit, Exercise		Working with others- link space race. Similarities and differences		Local people- Joseph Banks- contributing to society- education etc	
RE	Y1/2 God - What do Christians believe God is like? EYFS- Myself (unit 1)	Y1/2 Creation- Who do Christians believe made the world? EYFS- Special People to me (unit 3/4)	EYFS – unit 11 Our Special books Y1/2- God- Islam	EYFS- Salvation – why doe Christians put a cross in the Easter Garden Y1/2- Community – Islam	EYFS- Creation (Unit F1) Y1/2 Places of Worship inc- Christianity	EYFS – UNIT 7 Our Beautiful World

EYFS ELG: Personal social and emotional development- Making relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children
Self confidence and self awareness -Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
Managing feelings and behaviour -Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Music

Pupils should be taught to:
use their voices expressively and creatively by singing songs and speaking chants and rhymes
play tuned and untuned instruments musically
listen with concentration and understanding to a range of high-quality live and recorded music
experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music	EYFS: Moving Patterns/ Harvest songs /Enormous turnip	EYFS: special people Yr1/2: Long and Short of It Christmas songs and Christmas play	EYFS – Chinese New Year/Working World Yr1/2: Going Places – High and Low Yr1/2: Taking Off – exploring pitch	EYFS – Growth and Change – Loud and Quiet Yr1/2: What's the score?	EYFS – Our senses Yr1/2: Rain Rain Go away!

English	
English/topic Text ideas -	SEE TEXTS COVERED
English –SPAG	**Year 1**
Word Structure	Regular **plural noun suffixes** *–s* or *–es* (e.g. *dog, dogs; wish, wishes*) **Suffixes** that can be added to **verbs** (e.g. *helping, helped, helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** (negation, *e.g. unkind*, or undoing, *e.g. untie the boat*)
Sentence structure	How **words** can combine to make **sentences** Joining **words** and joining **sentences** using *and*
Text Structure	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*
Vocabulary	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
English SPAG	**Year 2**
Word Structure	Formation of **nouns** using **suffixes** such as *–ness, –er* and by compounding e.g. whiteboard, superman. Formation of **adjectives** using **suffixes** such as *–ful, –less* (A fuller list of suffixes can be found in the Year 2 spelling appendix.) Use of the **suffixes** *–er and –est* in **adjectives** and the use of *–ly* to turn adjectives into **adverbs**
Sentence structure	**Subordination** (using *when, if, that, because*) and **co-ordination** (using *or, and, but*) Expanded **noun phrases** for description and specification (e.g. *the blue butterfly, plain flour, the man in the moon*) **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text structure	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of verbs in the **present** and **past** tense to mark actions in progress (e.g. *she is drumming, he was shouting*)
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** **Commas** to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. *the girl's name*)
Vocabulary	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
EYFS	**Phonics, Magic lines, Shared stories, CFFM, HFW/ topic vocab** **ELG Reading:** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. **ELG Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular **common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.**

	ELG Communication and Language: Listening and attention -Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. **Understanding -**Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events **Speaking -**Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Mathematics year 1

Number

Number and place value

Pupils should be taught to:
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
given a number, identify one more and one less
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
read and write numbers from 1 to 20 in numerals and words.

Addition and subtraction

Pupils should be taught to:
read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
represent and use number bonds and related subtraction facts within 20
add and subtract one-digit and two-digit numbers to 20, including zero
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as

7 = ☐ – 9.

Multiplication and division

Pupils should be taught to:
- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

Pupils should be taught to:
recognise, find and name a half as one of two equal parts of an object, shape or quantity
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

Pupils should be taught to:
compare, describe and solve practical problems for:
lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
mass/weight [for example, heavy/light, heavier than, lighter than]
capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
time [for example, quicker, slower, earlier, later]
measure and begin to record the following:
lengths and heights
mass/weight
capacity and volume
time (hours, minutes, seconds)
recognise and know the value of different denominations of coins and notes
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
recognise and use language relating to dates, including days of the week, weeks, months and years
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry

Properties of shapes

Pupils should be taught to:
recognise and name common 2-D and 3-D shapes, including:
2-D shapes [for example, rectangles (including squares), circles and triangles]
3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Position and direction

Pupils should be taught to:
- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Mathematics year 2

Number

Number and place value

Addition and subtraction

Multiplication and division

Fractions

Measurement

Pupils should be taught to:
choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
compare and order lengths, mass, volume/capacity and record the results using G, q and =

Geometry

Properties of shapes

Position and direction

Statistics

Pupils should be taught to: *count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward *recognise the place value of each digit in a two-digit number (tens, ones) *identify, represent and estimate numbers using different representations, including the number line *compare and order numbers from 0 up to 100; use q, G and = signs *read and write numbers to at least 100 in numerals and in words *use place value and number facts to solve problems.	Pupils should be taught to: solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens, two two-digit numbers, adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Pupils should be taught to: *recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers *calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs *show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot *solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	. Pupils should be taught to: *Recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity *write simple fractions for example, of 6 = 3 and recognise the equivalence of and .	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day.	Pupils should be taught to: identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.	Pupils should be taught to: *order and arrange combinations of mathematical objects in patterns and sequences *use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	Pupils should be taught to: - interpret and construct simple pictograms, tally charts, block diagrams and simple tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data.
EYFS- ELG Number- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. **ELG -SSM-** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.							

Texts covered- may alter according to needs and responses of children.									
Year A **Longer novels- Tom Fletcher, Julia Donaldson, Michael Morpurgo**	**Fiction** **Traditional tales** **Plays**	**Non-Fiction** **Information texts**	**Non- Fiction** **Instructions** *Link Computing*	**Fiction** **Stories from other cultures/ Fantasy stories**	**Fiction** **Stories with familiar settings & Stories by the same Author**	**Poetry** **Rhymes**	**Non- Fiction** **Diary writing/ Letter writing**	**Non- Fiction** **Labels, lists & captions** **Dictionary work**	**Non-Fiction** **Recounts**
Autumn 1 **Harvest, Food and growing**	***Enormous Turnip*** ***Little Red Riding Hood +DVD version*** + others	Types of food- Farming- harvest	Baking/recipes Healthy food- how to make…	**Supertato** **Superhero stories**	***Oliver's Vegetables etc*** ***The Tiger Who Came to Tea*** ***George save the world by Lunchtime***	Nursery rhymes Senses poems		Food - alphabet harvest	Weekend News
Autumn 2 **Food and Health- People Who Help Us**		Florence Nightingale & Mary Seacole People who help us.		***Handa's Surprise/Hen***	***The Tin Forest*** ***Uno's Garden*** ***Farmer Duck*** ***Postman Pat*** ***Owl Babies***	Food pattern and rhyme	***Jolly Postman*** Christmas letters	People who help us.	Retelling traditional tales
Spring 1 **Space** **Our world**		Space facts	Baking – recipes How to build a rocket.	***But Martin! Aliens in Underpants***		5 little men in a flying saucer	Alien Letters-	Planets etc Solar system, labelling rockets Fact files	Holiday/Weekend News
Spring 2 **Space**	Traditional Stories from Africa / other cultures	Neil Armstrong Yuri Gagarin		***Q-pootle Baboon on the Moon-*** *Visual Literacy.* ***The world came to my place today- Where we are- Oliver Jeffers***		Space poems		Looking at the world- oceans – continents-	Retelling Neil Armstrong story
Summer 1 **Plants and animals, minibeast & Lifecycles** **Our World- Africa/ Partney**	***Jack and the Beanstalk***		Growing plants- How to plant a… Africa – facts	***Otherwise –*** *Vis Lit* ***Meerkat Mail*** ***Anansi the Spider*** ***Lion Hunt*** Handa's Hen Handa's Surprise	***Jasper's Beanstalk.*** ***Where the Wild Things are.*** ***Bear Hunt*** ***The very Hungry Caterpillar/*** ***The very clever spider/***	***10 seeds 10 ladybirds***	Bean diary Africa- Postcards from Africa	Looking at the world- oceans – continents- Labelling captions- lists- plants/ minibeast. Lifecycles- frogs, butterflies.	Joseph Banks

					The mixed up Chameleon – Eric Carle				
Summer 2 **Plants and animals, Habitats** **Our World- Africa/ Partney**	Jack and the Beanstalk /play	Growing plants			***Smartest Giant in Town Tabby McTat Gruffalo & What the Ladybird Heard-*** Julia Donaldson	Senses poems ***Brown Bear Dear Zoo***			Trip/Visit recount

Autumn Term- CONTEXT TITLE: Knowing Me, Knowing You, Knowing Our World.

Year: R/1/2 Ourselves, Food, Growing

Learning Context	Key Questions	Learning Skills	Learning Outcome, Challenge and Assessment
ALL ABOUT ME What makes us special and how are we similar/ different to others? TEXT eg: Fiction: The Terrible Greedy Fossifoo I am Special Selfish Crocodile The Tiger Who Came to Tea Owl Babies, Harry and the dinsaurs go to school, Shirley Hughes texts – Dogger and other & others Non fiction: Senses I am Special People like me 3 weeks	**Knowledge and understanding** What is a shadow? Light/dark- shade. What are our senses and why do we need them? What are the parts of our body called? What is my daily routine? Are all families the same? **Communication, language and literacy** How should we treat other people? How should we treat our belongings? Facts about me, likes and dislikes? Who lives in my house? Who is in my family? (different family structures) What books will help us learn about our senses? What strategies can we use to help retell a story? Phonics/ Spelling/ Grammar – my family labels and **Creative development- ART** What do we know about colour? How do we make colours? What special features make you, What mediums can we use to create a self portrait? What do we look like as a silhouette? **PHSCE** / RE links What groups do I belong to? What do we have in common? What is different about us? What family routines, traditions and special occasions do children have? What do we need to make our class a safe, fair and good place to learn? Why is it important to share? **ICT** Beebots & Espresso coding	• Sustain concentration • Use language and actions to explore and convey situations, characters and emotions. • Sequence events and recount them in appropriate detail • Put their ideas into sentences • Sc That animals, including humans, move, feed, grow, use their senses and reproduce • Sc To recognize and compare the main external parts of the bodies of humans and other animals. • Sc Recognise similarities and differences between themselves and others, and to treat others with sensitivity. • Art Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space. • PSHE To recognize, name and deal with their feelings in a positive way. • PSHE To agree to follow rules for their group and classroom, and understand how rules help them. • PSHE That they belong to various groups and communities such as family and school. • ICT To use text, tables, images and sound to develop their ideas.	Individual passports (about me) Senses chart Self-portrait/ family drawings with paint/pastels/pen Silhouette with black paint Annotated diagram explaining shadows. Compare/contrast of chn in class Computer generated family tree Feelings chart

	Who is in my family tree? Can I use text boxes and arrows to create a family tree? IWB **ROLE PLAY** – Home What skills do we need in order to look after my home? **MATHS**: Number and Place value- White Rose Time- days/weeks/months/year. Morning/evening/night O'clock/half past		
FOOD FOR THOUGHT Healthy Eating Harvest TEXTs: The Very Hungry Caterpillar Oliver's Vegetables etc Handa's Surprise etc The giant Jam Sandwich The disgusting Sandwich The Great Sandwich Swap Oliver's fruit salad and vegetables Non-fiction: Instructional Texts Sandwiches & Snacks Harvest Songs 2 /3 weeks George save the world by lunch time The Tin forest Uno's Garden	**Communication, language and literacy** What tricks does the author use to write this wonderful book? Phonics/ Spelling / Punctuation Nouns/verbs/Adjectives/Adverbs How do the pictures add to the writing? What language would you use to write the final page? Past/present tense. Do we know the days of the week? Months? Seasons?- Harvest. Alphabetical order- fruit/Veg. letter names/sounds What are your favourite foods and are they a healthy choice? Shopping lists, menus and bean diary. **Physical development** How will we use our bodies to show each number of fruit? How can exercise help us to stay healthy? Welly walkers explore local environment. Handwashing. Picking apples from the school tree using tools to make apple crumble. **Creative development** How can we use drama techniques to explore the text? Freeze frames. Add the speech/write captions under each picture What materials could we use to create a collage of each fruit?- Archimboldo What does the fruit look like inside? Vegetable printing – patterns – make into calendars. Harvest songs. **Knowledge and understanding** Why do we need to eat healthy food? Why is it good for our bodies? Is all food the same? Differences and similarities. What are the different types of food? Fruit Kebabs. Pizza faces. Exotic fruit salad. Identify foods by smell and taste. **Role Play** Home/ Supermarket: Which foods are the healthy choices? How can we sort foods into their different groups? **MATHS**: data handling fav foods/food types. 2s/5s/10s. Fractions- food. Symmetry- butterflies/food. Repeating patterns. Money- use coins to count in 2s,5s/10s	• Sustain concentration • Use language and actions to explore and convey situations, characters and emotions. • Hear, identify, segment and blend phonemes in words. • Sound and name letters of alphabet • Draw on their background knowledge and understanding of the content. • Use the organizational features of non-fiction texts, including captions, illustration, contents, index and chapters, to find information. • Sequence events and recount them in appropriate detail • Put their ideas into sentences • Speak clearly and audibly • Sc That animals, including humans, move, feed, grow, use their senses and reproduce. • Art Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space. • Vegetable prints of repeating patterns • PSHE To share their opinions on things that matter to them and explain their views • PSHE How to make simple choices that improve their health and well being. • ICT To use text, tables, images and sound to develop their ideas. • DT Follow safe procedures for food and hygiene.	Sequence of the story of the Hungry Caterpillar/ Oliver's Vegetables Instructional booklet on how to make a sandwich. Or how to grow a bean Word bank of descriptive words to describe fruit Fruit collage- Archimboldo Food pyramid Healthy snack party- Healthy plate, pack up Harvest Festival Looking after the environment- Recycle- reduce, reuse, repair,
ALL GROWN UP Growing and changing	Knowledge and understanding Why do we grow old? How do we grow? What's inside our bodies?	• Sustain concentration • Use language and actions to explore and convey situations, characters and emotions.	Lifecycle chart Food chain

TEXT: fiction Ugly Duckling Hungry Caterpillar Mog and the VET Giraffes Can't Dance Titch's plant Funnybones Non-fiction: Growing, Lifecycles People who Help Us. Songs and rhymes about bodies/ animals Animal Boogie 3/4 weeks	What is a lifecycle? What is a food chain? How do our bodies work? Why do we get sick? Who helps us when we are sick? Animals- pets/wild/zoo/ocean etc- sort animals. How are they adapted to their surroundings? CLL and Literacy Questions for baby and toddler visit, what are the differences? Time line, how have I changed? Why are we afraid? What things are we afraid of? How do author's use rhyming words in text? Initial sounds. CVC words. Using phonics to spell and order- alphabetically. Draw around each other and label body parts PSHE What are feelings? When do we feel good/bad/happy/sad? How can we tell how someone is feeling? What are appropriate ways to deal with our feelings? How should we treat other people? ICT - Espresso/ IWB/ Tablets What does it look like inside our bodies? How can we see inside our body?- X-rays What do they show? Role Play Doctor's surgery: Why do we go to the doctor? What happens at the doctors? Who looks after pets when they are ill?- Vet. ART- Paint pictures of pets. DT- Make pet carriers- junk modelling- links to shape/ size Music- Songs about animals/bodies. Using bodies to make sounds? Using instruments to represent animals MATHS: Place value, number. Space, shape and Measure- time, weight, height, length, comparisons. Data handling, eye/hair colour.	• Hear, identify, segment and blend phonemes in words. • Sound and name letters of alphabet • Draw on their background knowledge and understanding of the content. • Sequence events and recount them in appropriate detail Put their ideas into sentences Name common animals/ habitats. Look at variation • Sc That animals, including humans, move, feed, grow, use their senses and reproduce. • ICT To use text, tables, images and sound to develop their ideas. • Art Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space. • DT- design and modify. Making for a purpose. • PSHE -To recognise what they like and dislike, what is fair and unfair, and what is right and wrong. • PSHE- To share their opinions on things that matter to them and explain their views	Anecdote of life so far/lifeline Skeleton model Pet Carrier ICT body diagram
MY COMMUNITY People who help us Homes TEXT: Someone Bigger Emergency Jolly Postman Letters from Around the World Noah's Ark Non-fiction: People who help us series	**Communication, language and literacy** How do we use books to help us find where we are going? What books will tell us about people who help us? Can you perform to an audience? Start Christmas Play rehearsals- casting- auditions. **Knowledge and understanding** Who helps us in our community? What does a policeman/fireman/paramedic do? Who works at the supermarket? Who works at the zoo? What is their job? Are homes the same all over the world? How do we use maps? What route do you come to school?	• Sustain concentration • Use language and actions to explore and convey situations, characters and emotions. • Hear, identify, segment and blend phonemes in words. • Sound and name letters of alphabet • Draw on their background knowledge and understanding of the content. • Sequence events and recount them in appropriate detail • Put their ideas into sentences • PSHE Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. • ICT To use text, tables, images and sound to develop their ideas.	Big Writing: Day in the life of a … (fireman etc.) Dream house ICT Making an axle DT Letter writing Planning a route to school/drawing a map

Atlas **Christmas Play:** a little Bird told me- Christmas Story 3 weeks Possible visit- police/ Fireman/ Nurse/ Paramedic/ postman/ dental nurse Florence Nightingale/ Mary Seacole	What route did the Wise Men take? Did they have maps? Who looked after baby Jesus? **ICT/DT Espresso** Design your dream house. What would your dream house have? Where was Jesus born? What was it like? **Role Play** What places do we visit where people help us? Create a doctor's surgery/dentist/hospital/vet etc. Change to Bethlehem for the last two weeks **Creative development** DT Design a fire truck/police car/ambulance. Christmas cards, printing skills? Music- Songs and accompaniment- Christmas play. **PSHCE** What do you dream of doing? Link to Going for goals – SEAL. What are your goals for the future? Who do you want to be? MATHS: Number, counting animals- doubles, halves, odd and even numbers- house numbers. Noah's Ark- count in 2s	• ICT To try things out and explore what happens in imaginary situations. • D&T Generate their ideas by drawing on their own and other people's experiences • D&T Develop ideas by shaping materials and putting together components • D&T Communicate their ideas by using a variety of methods, including drawing and making models. • D&T Select tools, techniques and materials for making their product from a range suggested by the teacher • DT Assemble, join and combine materials and components • D&T Use simple finishing techniques to improve the appearance of their product, using a range of equipment • D&T talk about their ideas, saying what they like and dislike • D&T identify what they could have done differently or how they could improve their work in the future.	
ANIMALS ALL AROUND US TEXT: Africa Calling Dear Zoo Jolly Christmas Postman The Bear Under the Stairs Non-fiction: Information books about animals 2 weeks	**Communication, language and literacy** How will you tell the class about your animal? Can you remember three facts about your animal? Where is your animal from? At the end of this research can you sort facts into true or false? Fact file- Info text. Writing letters. How do you write a letter? Can you write a letter to Santa? The Zoo? **Knowledge and understanding** What facts can you find out about your animal? What do you know to be true about your animal already? (Sort true and false statements) **Geography:** Locating continents and Oceans- Placing animals where they come from. Journeys- letters journey. **ICT** Watch film clips about your chosen animal? How can we present our facts? **Creative development** DT create a paper mache / clay model of your animal Art Large scale paintings of chosen creature. DT Mince pies and Christmas cake	• Sustain concentration • Use language and actions to explore and convey situations, characters and emotions. • Hear, identify, segment and blend phonemes in words. • Sound and name letters of alphabet • Draw on their background knowledge and understanding of the content. • Sequence events and recount them in appropriate detail • Put their ideas into sentences • PSHE Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. • ICT To use text, tables, images and sound to develop their ideas.	Animal fact file Letter to Santa/ Zoo Animal poems ICT – Paper mache animal Class fact file

	PSHCE Do you think animals should be kept in zoos? Why/why not? What about farms? **MATHS**: Fractions, data handling- favourite animals Space shape and measure. Pattern- animal skin.		

Fabulous finish: Christmas Play in Church

CONTEXT TITLE: Space, The Earth and I

Year: R/1/2

Stunning Start: planetarium-Day outside: sketching pictures, playing games etc.

Learning Context	Key Questions	Learning Skills	Learning Outcome, Challenge and Assessment
OUR EARTH What is the Earth? TEXT: Fiction: The Earth and I Non fiction: Labels 2 weeks	**Knowledge and understanding** What is the Earth? Why is it important to look after the Earth? What will happen if we don't look after the Earth? What is pollution? How can we help save the Earth? What does the Earth look like? What lives on Earth? What is the difference between living and non-living? What are plants and animals? How are animals and plants different? How are they the same? In what ways could we sort animals and plants? What are the different parts of a plant? How do we label it? How do animals move? **Communication, language and literacy** What is the message in this book? In what ways has the author used colour to convey feelings? What words has the author used to describe feelings? How has the illustrator used colour to represent changes in the environment? **Creative development** How can we use colour to paint a picture of the Earth? **PHSCE** What can I do to protect the environment? How can I be responsible?	• Sustain concentration • Use language and actions to explore and convey situations, characters and emotions. • Hear, identify, segment and blend phonemes in words. • Sound and name letters of alphabet • Draw on their background knowledge and understanding of the content. • Sequence events and recount them in appropriate detail • Put their ideas into sentences • To relate life processes to animals and plants found in the local environment • To recognise and compare the main external parts of the bodies of humans and other animals • Sc To recognise and name the leaf, flower, stem and root of flowering plants • Sc Recognise similarities and differences between themselves and others, and to treat others with sensitivity. • Sc Group living things according to observable similarities and differences • Sc Find out about the different kinds of plants and animals in the local environment • PSHE To listen to other people, and play and work cooperatively. • PSHE Take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]	Earth Drawing Ink Picture Comparing plants and animals sheet Labelling a plant sheet Bar graph – how animals move

	ROLE PLAY – Jungle. What is it like in a rainforest/forest?		
SPACE PLANETS Beegu, Baboon on the Moon Space Planets Neil Armstrong Space Race	Stories with familiar settings/ poems/ fantasy stories/ visual literacy. *Baboon on the moon, Thad gets to the moon, The way back home, Beegu, Whatever next, Lifted (Pixar short films)/ space poems* I*nstructions* -how to make a rocket Exploring instruments and symbols. (Space theme) Listening to space sound effects Uses instruments to create own space sounds Sounds to accompany space images – compose space music Listen to extracts from The Planets (Holst) Neil Armstrong – First man on the moon First woman and the first dog on the moon Space missions to other planets Solar system Draw a space map and plot routes. Globe oceans and continents. Going for goals Linked to the Neil Armstrong Dreams – how can we make them come true	Calculating, measuring and understanding shape Securing number facts, relationships and calculating •	Design and build a rocket. Printing a rocket picture using finger paint Alien collage Pencil light/shade B/H graded pencils/charcoal Chalk pastel 'space window' Creating a universe in a jar Space pictures Routes – Controlling a Floor Robot (2D) Internet research on planets Creating pictures of space using a graphics package. 2simple/2animate – create animation of rocket taking off.
GOING, GOING, GONE Looking after plants and animals TEXT: Uno's Garden The Lorax- DVD Non-fiction: Labels/ Captions 4 weeks	**Communication, language and literacy** What is sustainability? What will happen to the animals if we cut down trees? What ways can we help save the Earth? What happened to the animals in this book? Why did the author use pretend creatures? What do you notice about the numbers in this book? How can we use captions to annotate our map? What words has the author used that tell you the characters were more interested in money? **Creative development** How can we use drama techniques to explore the text? Freeze frames How can we use collage materials to make a map of our school? **Knowledge and understanding** Where do I live? How do I get to school? What is our local area like?	• Sustain concentration • Use language and actions to explore and convey situations, characters and emotions. • Hear, identify, segment and blend phonemes in words. • Sound and name letters of alphabet • Draw on their background knowledge and understanding of the content. • Sequence events and recount them in appropriate detail • Put their ideas into sentences • ICT Gather information from a variety of sources [for example, people, books, databases, CD-ROMs, videos and TV] • ICT To use text, tables, images and sound to develop their ideas. • ICT How to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds]	Labelled object Postcard with address Map of route to school Changes in the local area Map of local area (with captions) Leisure activities pictogram Creature design The Lorax storyboard

	What changes are happening in our local area? What jobs are there in the local area? What do people do for fun in our local area? **Role Play** How could we save the Truffula trees? How do you grow a plant? **ICT** How do we use words to describe objects? What information can we find out about an object? How do you label an object? **PHSCE** What does being responsible mean? What is privacy? Why do people need privacy?	• Geog Observe and record [for example, identify buildings in the street and complete a chart] • Geog Express their own views about people, places and environments [for example, about litter in the school] • Geog Communicate in different ways [for example, in pictures, speech, writing]. • Geog Use geographical vocabulary [for example, hill, river, motorway, near, far, north, south] • Geog Make maps and plans [for example, a pictorial map of a place in a story] . • Geog Identify and describe what places are like [for example, in terms of landscape, jobs, weather] • Geog Identify and describe where places are [for example, position on a map, whether they are on a river] • Geog Recognise changes in the environment [for example, traffic pollution in a street] • Geog PSHE To share their opinions on things that matter to them and explain their views. • Geog PSHE To realise that people and other living things have needs, and that they have responsibilities to meet them • Art Investigate the possibilities of a range of materials and processes	
MAKING IT GROW How do trees and plants grow? TEXT: Camille and the Sunflowers Non-fiction: Captions 2 weeks	**Knowledge and understanding** How do plants grow? What do plants need to grow? Can a plant grow without water? Can a plant grow without light? What are the parts of a plant? How do we care for a plant? What is the lifecycle of a sunflower? What are the parts of a flower? **CLL** How does the author use colour to convey meaning? What words can we use to explain things? Who was Vincent van Gogh? How does this book tell his story? **PSHE** Why is it important to accept others? **Creative development** How can we use textiles to create a sunflower scene? How can we use watercolours and fabrics together? What fabric joining techniques could we use? In what ways could we embellish our textile collages? **ICT**	• Sustain concentration • Use language and actions to explore and convey situations, characters and emotions. • Hear, identify, segment and blend phonemes in words. • Sound and name letters of alphabet • Draw on their background knowledge and understanding of the content. • Sequence events and recount them in appropriate detail • Put their ideas into sentences • Sc Explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements • Sc To relate life processes to animals and plants found in the local environment • Sc To recognise that plants need light and water to grow • Sc That seeds grow into flowering plants • Sc Find out about the different kinds of plants and animals in the local environment • Sc Care for the environment • PSHE What improves and harms their local, natural and built environments and about some of the ways people look after them • ART Record from first-hand observation, experience and imagination, and explore ideas • ART Investigate the possibilities of a range of materials and processes	Growing bean plant investigation Does a plant need water investigation Sunflower lifecycle Sunflower textiles

	How can we use Kid Pix to create a sunflower scene?	• ART Try out tools and techniques and apply these to materials and processes, including drawing • ART Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space	
THE THREE R'S What is reduce, reuse, recycle? TEXT: Michael Recycle Non-fiction: Captions/Explanation 1 week	Knowledge and understanding What does biodegradable mean? What products are biodegradable? What does reduce, reuse, recycle mean? Why is it important to reduce, reuse, recycle? How can we help reduce, reuse, recycle? CLL Why did the people in the town not recycle? What things can you see in the pictures that could have been recycled? How did the characters feel about their town at the beginning, in the middle, and at the end of the story? PSHE What does biodegradable mean? What products are biodegradable? How can we help look after our environment?	• Sustain concentration • Use language and actions to explore and convey situations, characters and emotions. • Hear, identify, segment and blend phonemes in words. • Sound and name letters of alphabet • Draw on their background knowledge and understanding of the content. • Sequence events and recount them in appropriate detail • Put their ideas into sentences • PSHE What improves and harms their local, natural and built environments and about some of the ways people look after them	Sorting biodegradable products Identifying ways to reduce, reuse, recycle Comparison drawings of a town that recycles
Fabulous Finish – Space projects			

Summer Term **CONTEXT TITLE: What a wonderful world!**

Year: R/1/2

Stunning start: Farm Games/growing Beans.

Learning Context	**Key Questions**	**Learning Skills**	**Learning Outcome, Challenge and Assessment**
EYFS - WHO WAS OLD MACDONALD? What is a farm? What would you find on a farm? TEXT: Fiction: Muddled-Up Farm (Mike Dumbleton) Non-fiction: Descriptions	**Knowledge and understanding** What is movement? How do we move things? How can we observe and describe different ways of moving? How does pushing and pulling affect they way things move? What is similar/different to the way objects move? How can moving objects hurt us? What other things can make objects move? What causes movement? How do pushes and pulls change the shape of objects? How do pushes and pulls speed up or slow down objects? How can we make objects move faster or slower? How can we measure how fast an object can move? How can we show our results using a block graph? **Communication, language and literacy** What is a farm? Are they all the same? What is similar/different about farms? What animals would you find on a farm? What sounds do farm animals make? What is onomatopoeia?	• Use language and actions to explore and convey situations, characters and emotions • Create and sustain roles individually and when working with others • Link sound and letter patterns, exploring rhyme, alliteration and other sound patterns • Draw on their background knowledge and understanding of the content. • Use their knowledge of sequence and story language when they are retelling stories and predicting events • Identify patterns of rhythm, rhyme and sounds in poems and their effects • Respond imaginatively in different ways to what they read [for example, using the characters from a story in drama, writing poems based on ones they read, showing their understanding through art or music]. • Use adventurous and wide-ranging vocabulary • Use a clear structure to organise their writing • Use the texts they read as models for their own writing.	Match the correct animals sounds to animal Labelling a farm picture Recording of Muddled-Up Farm Create own Muddled-Up Farm story book Farm animal descriptions Animals who help display/fact files Pushes/pulls experiment – block graph

1001 Things to Spot on the Farm (Gillian Doherty) 3 weeks Otherwise- Anders Artig- Chameleons- same/different – hatching- visual Lit Meerkat Mail and Meerkats NF	How can we use labels to show what we can see on a farm? **Creative development** How can we describe farm animals? What are their colours? Features? How can we use plasticine to create farm animals? How can we use our voices to create animal noises/sounds? **Physical development** How can we our bodies to perform 'Old Macdonald had a farm' How can we use our bodies to show pushing and pulling? **PHSCE** How do animals help us on the farm? Why is Mitali behaving badly? Why is it important to think about the reasons why things are going wrong? Do grown ups always know better than children? Why might children understand Mitali better? Does it feel better when we get noticed for the things we do right or the things we do wrong? How do our school rules help us get things right? Role Play What animals live on a farm? What does a farm look like?	• Sc To find out about, and describe the movement of, familiar things [for example, cars going faster, slowing down, changing direction] • Sc That both pushes and pulls are examples of forces • Sc To recognise that when things speed up, slow down or change direction, there is a cause [for example, a push or a pull].specific uses on the basis of their simple properties. • PSHE To think about themselves, learn from their experiences and recognise what they are good at • PSHE To recognise choices they can make, and recognise the difference between right and wrong • PSHE To agree and follow rules for their group and classroom, and understand how rules help them • PSHE To recognise how their behaviour affects other people	
FARM FOOD Growing Beans- Bean Diary What food comes from farms? What food comes from farm animals? TEXT: Fiction: Picnic Farm (Christine Morton) Non-fiction: Explanations- lifecycles- frogs and caterpillars The bad- tempered ladybird- maths link- time The Very Hungry caterpillar, The mixed up chameleon Let's Visit a Fish/Dairy/Beef/ Sheep/Cereal Farm Animals in Africa- Info texts 3 weeks	**Knowledge and understanding** Where is our school? Where is our school in relation to other places? What is the area around Pak Chong like? What are the main physical/human features? What are the main land uses? How can land use be recorded? What jobs do people do? Where do they work? How do they get there? What changes have taken place in our area? How does this affect our local environment? What foods come from farms or farm animals? How are **Communication, language and literacy** What food products come from a farm? How does food get to our shops? What is the difference between living/non-living things? What is the different between plants and animals? Where does food come from? How can we use labels/captions/explanations to describe how food is made? How do the photos in this book help us to understand? **Creative development** What songs can we sing about farms/picnics? How can we use art to show what a farm is like? **Physical development** How can we use our bodies when singing songs about farms? **PHSCE** How do family and friends care for each other? What was life like on farms? How are farms in Egypt different to farms in Thailand? Why do you think the brothers cared for each other so much? Why did the brothers give without telling each other? Do you have any examples of times when you have given, and it has 'come back to you'? Role Play	• Focus on the main point(s) • Include relevant detail • Create and sustain roles individually and when working with others • Draw on their background knowledge and understanding of the content. • Identify and describe characters, events and settings in fiction • Learn, recite and act out stories and poems • Use adventurous and wide-ranging vocabulary • Sequence events and recount them in appropriate detail • Put their ideas into sentences • Use a clear structure to organise their writing • Use the texts they read as models for their own writing. • Geog Ask geographical questions [for example, 'What is it like to live in this place?'] • Geog Observe and record [for example, identify buildings in the street and complete a chart] • Geog Use geographical vocabulary [for example, hill, river, motorway, near, far, north, south] • Geog Use fieldwork skills [for example, recording information on a school plan or local area map] • Geog Use globes, maps and plans at a range of scales [for example, following a route on a map] • Geog Make maps and plans [for example, a pictorial map of a place in a story] . • Geog Identify and describe what places are like [for example, in terms of landscape, jobs, weather] • Geog Identify and describe where places are [for example, position on a map, whether they are on a river] • Geog Recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street] • Geog Recognise how places compare with other places • Geog Recognise changes in physical and human features [for example, heavy rain flooding fields]. • Geog Recognise changes in the environment [for example, traffic pollution in a street] • Art Record from first-hand observation, experience and imagination, and explore ideas	From farm to table explanations Food process charts Sorting where food comes from Picnic list Farm painting Describing farms Finding farms on a map local area- walks around the village.

	What is it like to live on a farm? What food/drinks come from a farm? How are they made? Where do we buy them from?	• Art Ask and answer questions about the starting points for their work, and develop their ideas. • Art Try out tools and techniques and apply these to materials and processes, including drawing • Art Review what they and others have done and say what they think and feel about it • Art Visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space • PSHE To know that they belong to various groups and communities, such as family and school PSHE To know that family and friends should care for each other	
MY FARM/ ENVIRONMENT- LOCAL AND AFRICA CONTRAST **GROWING BEANS- JACK AND THE BEAN STALK** What would my farm be like? TEXT: Fiction: Belinda (Pamela Allen) What the Ladybird Heard- The Scarecrow's Wedding- Julia Donaldson focus Non-fiction: Captions, labels, NF pages- animals/plants Selection of non fiction farm books 3 weeks	Communication, language and literacy Who are the characters in your story? What do they look like? What do their voices sound like? What is the setting? What does your farm look like? What do your senses tell you about the farm? What will be the problem in your story? How is the problem resolved? How can we use our puppets to tell our story? How can we use connectives to make our writing more interesting? ICT How can we use ICT to create our farm stories? What different tools will we need to know about and use? How can we use the backspace key to correct our work? How do we use the space bar and the shift key when typing? How do we use the enter key for line breaks? Physical development How can we set up our own sheep dog obstacle course? How can we record who can complete the course the fastest? Creative development What are puppets and how are they made? How has the puppet been put together? What type of fabric has been used? What has been added? Who might the puppet have been made for? How well has it been made? How can we use templates to make a puppet? What stitching/stapling/gluing techniques will we need to use? Which is better? What makes a good puppet? PSHE How do animals help each other in the animal world? How can we encourage people and make them feel better? How can we communicate with each other without using words?	• Take turns in speaking • Relate their contributions to what has gone on before • Use language and actions to explore and convey situations, characters and emotions • Create and sustain roles individually and when working with others • Identify and describe characters, events and settings in fiction • Respond imaginatively in different ways to what they read • Plan and review their writing, discussing the quality of what is written • Write extended texts, with support • To use capital letters, full stops, question marks and to begin to use commas. • DT Generate ideas by drawing on their own and other people's experiences • DT Develop ideas by shaping materials and putting together components • DT Select tools, techniques and materials for making their product from a range suggested by the teacher • DT Measure, mark out, cut and shape a range of materials • DT Assemble, join and combine materials and components • DT Use simple finishing techniques to improve the appearance of their product, using a range of equipment • DT How mechanisms can be used in different ways [for example, wheels and axles, joints that allow movement]. • ICT Enter and store information in a variety of forms • ICT Retrieve information that has been stored • ICT To use text, tables, images and sound to develop their ideas • ICT To try things out and explore what happens in real and imaginary situations • PSHE To listen to other people, and play and work co-operatively • PSHE To develop relationships through work and play, e.g. by sharing equipment with other pupils in a group task)	ICT Farm stories Farm puppets ICT farm food list

Food and Growing – science-minibeast/habitats/plants			
Fabulous finish: Farm Visit			