|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| TOPIC | **Me, Myself and I** | **Magical Moments** | **To Infinity and Beyond** | **The Land of Make believe**  | **Kings and Queens** | **On Land and Under the Sea** |
| School Events | Transition from Reception | Black History MonthNativity | E-Safety Week | Book Week |  | Phonics ScreeningSports Day |
| The Big Idea | We are very lucky in this class because we are all healthy. What things make us healthy?We are going to find out because we want to do everything we can to stay healthy. | Toys come in many shapes and sizes. But all are designed for us to have fun with, to learn new skills and to exercise our bodies and our imagination. | If there was no light, there would be no life on our planet. Light helps plants to grow, it warms the planet, and it allows us to see all the wonders around us. |  | Holidays are special days when we take a rest from school and work. Our holidays in the past were very different from holidays today. Now that travel to all parts of the world and even space is possible, who knows where we will go for our holidays in the future? |
| British Values* DEMOCRACY
* THE RULE OF LAW
* INDIVIDUAL LIBERTY AND MUTUAL RESPECT
* TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS
 | **VALUES:*** TOLERANCE
* RESPECT

**Big Questions:**How are we the same? How are we different? Where are we from? What are our different beliefs?**Activity:** Class map of different home countries and different faiths**VALUES:*** DEMOCRACY

**Big Questions:**How can we all get along at school? **Activity:** Class create a CLASS CHARTER | **VALUES:*** THE RULE OF LAW
* INDIVIDUAL LIBERTY AND MUTUAL RESPECT

**Big Questions:**Why do we make laws / school rules? What would it be like without them?**Activity:** Read story about stealing. Talk about toys. How would you feel if someone stole your toy? |  | **VALUES:*** INDIVIDUAL LIBERTY AND MUTUAL RESPECT

**Big Questions:**How can we work together to protect the environment?**Activity:** Link to science unit on animals or geography work on climate.  | **VALUES:*** TOLERANCE
* RESPECT
* INDIVIDUAL LIBERTY AND MUTUAL RESPECT

**Big Questions:**How is tourism affecting the environment?How should we behave if we visit another country or place?How can we show respect for other cultures and the environment in other places? Does everyone have the freedom to travel?**Activity:** Look at environmental issues in tourist destinations e.g. litter at mount Everest.  |
| P4C L.O./ Questions | **What can make change easier?** | **What if there were no toys?** | **What if there were living things on the moon?** |  | **What if the world was one big country?** |
| Entry point | Baby Photos – Guess the baby. Physical activity –– talk about how they feel after exercise. | Wrap up classroom like a present | Class blackoutCan they find objects in the darkness? |  |  | Travel agency role play areaPostcards from holidays. |
| Exit point/Outcome | Demonstrate how to wash hands – to Y3 or 4Perform a show for the parents and other classes in the school – The Fit Kids Show! | Children exhibit the toys they have made in a museum for parents | Hold your own ‘light and dark’ festival. |  |  |  |
| Trips | Highbury Fields Nature Garden Doctor Visit | LSO Barbican |  | V&A Museum of Childhood |  | Freightliner’s City Farm |
| Role Play | Doctors’ surgerySmall World – House | Small world – Toy Shop and CastlesWitches Cave | Dark room with different types of torches in it. | Pirate ship | Castle | Travel AgentsHoliday ShopSouvenir Shop |
| Literacy Units | * **Narrative**
 | * **Narrative**
* **Instructions**
* **Traditional tales**
 | * **Narrative**
* **Instructions**
 | * **Non-fiction – Recount**
* **Narrative**
* **Poetry**
 | * **Non-fiction - Recount**
* **Information Text**
 | * **Narrative**
* **Extended Narrative**
 |
| Power of Reading texts | **Beegu –** 3 Weeks**Grace and Family –** 3 Weeks | **The Nutcracker** – 4 Weeks**Instructions** (linked to toys) – 1 weeks**The Jolly Christmas Postman – 2** Weeks | **The Dark** – 3 Weeks**Man in the Moon** – 3 weeks | **Kenning Poems** – 1 week**The Puffin Book of Fantastic First Poems** – 3 Weeks  | * **Giraffes can’t dance**
* **I want my Hat back**
 | * **Rainbow Fish**
 |
| Maths - Weekly strands (Abacus) | 1. Number and place value (NPV); Mental addition and subtraction (MAS)
2. Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)
3. Mental addition and subtraction (MAS)
4. Geometry: properties of shapes (GPS); Geometry: position and direction (GPD); Statistics (STA)
5. Number and place value (NPV)
 | 1. Number and place value (NPV)
2. Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)
3. Geometry: position and direction (GPD); Measurement (MEA)
4. Mental addition and subtraction (MAS); Mental multiplication and division (MMD)
5. Number and place value (NPV); Measurement (MEA)
 | 1. Number and place value (NPV); Mental addition and subtraction (MAS)
2. Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA); Mental multiplication and division (MMD)
3. Mental addition and subtraction (MAS)
4. Geometry: properties of shapes (GPS); Statistics (STA); Measurement (MEA)
5. Number and place value (NPV); Mental multiplication and division (MMD)
 | 1. Number and place value (NPV); Mental multiplication and division (MMD); Fractions, ratio and proportion (FRP)
2. Mental addition and subtraction (MAS); Mental multiplication and division (MMD); Problem solving, reasoning and algebra (PRA)
3. Measurement (MEA)
4. Mental addition and subtraction (MAS)
5. Number and place value (NPV); Mental addition and subtraction (MAS)
 | 1. Number and place value (NPV); Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)
2. Mental addition and subtraction (MAS)
3. Mental addition and subtraction (MAS)
4. Measurement (MEA); Statistics (STA)
5. Number and place value (NPV); Mental multiplication and division (MMD); Fractions, ratio and proportion (FRP); Measurement (MEA)
 | 1. Number and place value (NPV)
2. Number and place value (NPV); Mental multiplication and division (MMD); Problem solving, reasoning and algebra (PRA); Fractions, ratio and proportion (FRP)
3. Measurement (MEA); Statistics (STA); Geometry: properties of shapes (GPS); Geometry: position and direction (GPD)
4. Mental addition and subtraction (MAS)
5. Number and place value (NPV); Mental addition and subtraction (MAS); Mental multiplication and division (MMD)
 |
| Science | Can we ask simple questions and know they can be answered in different ways? Can we observe closely using equipment? Can we carry out simple tests? Can we identify and classify? Can we use what we have noticed and our ideas to suggest answers to questions? Can we collect and record data to help answer our questions |
| Ongoing Science/Geography work– * **Seasonal Changes:**

What is the difference between the seasons?Can we observe changes across the four seasonsCan we observe and describe weather associated with the seasons and how the day length varies |
| * **Animals, inc. humans:**

**Support*** I can name some parts of my body.
* I can name my five senses.

**Expectations*** I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**Challenge** I can name and describe the job of some of the organs inside my body. | * **Everyday Materials:**

**Support*** I can name some materials in my local environment.
* I can describe the properties of one or two different materials.

**Expectations*** I can distinguish between an object and the material from which it is made
* I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
* I can describe the simple physical properties of a variety of everyday materials.
* I can compare and group together a variety of everyday materials on the basis of their simple physical properties.

**Challenge*** I can explain why certain materials are used for particular jobs.

I can compare the strength of different structures. | * Light and Dark
* Seasonal light and dark changes
 | * **Plants:**

**Expected** * I can identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.
* I can describe the basic structure of a variety of common plants including roots, stem, leaves and flowers.

**Challenge*** I can identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.
* I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
* I can investigate the way in which water is transported within plants.
* I can explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
 | * **Seasons:**

**Support*** I can name different types of weather.
* I can link types of weather to seasons.

**Expectations*** I can observe changes across the four seasons
* I can observe and describe weather associated with the seasons and how day length varies.

**Challenge*** I can compare seasons in different parts of the world.
* I can describe the relationship between the length of daytime and the season.
 | * **Animals, inc. humans:**

**Support*** I can give at least one example of a fish, bird, reptile, amphibian and mammal.
* I can use the words carnivore, herbivore and omnivore correctly.
* I can make observations of fish, amphibians, reptiles, birds and mammals

**Expectations*** I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
* I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.
* I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

**Challenge*** I can identify and describe the habitats in which different animals live.
 |
| Ongoing History Objectives | **Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.** **They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.** **They should use a wide vocabulary of everyday historical terms.** **They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.** **They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.** **In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.** |
| History Content | **What was our local area like a long time ago?*** **Changes in our lives**
* **Changes in the local area**
 | **How are our toys different from those in the past?****Toys – Past/present** **Why do we celebrate Black History Month?*** **Focus on an individual**
 | **Who was Neil Armstrong?*** **Moon Exploration**
 |  |  |
| HistoryObjectives | Pupils should be taught about: significant historical events, people and places in their own locality. | Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Pupils should be taught about: events beyond living memory that are significant nationally or globally 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  |  | Pupils should be taught about: significant historical events, people and places in their own locality.changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |
| Geography Content | **Where do we come from?****What does our local area look like?****Focus on: Local Geography**Human andphysical features of local area, climate and weather**Location:** locate and name countries of the UK**Fieldwork opportunities:**Weather study –playground weather station**Map Skills:*** naming countries , oceans and continents of the world
* 4 compass points
* Digimap and google maps to explore local area digitally, create maps of walk to school and playground with symbols and key

**Resources**: *RGS-*What is my local Area like? [**http://www.rgs.org/NR/rdonlyres/9CFFC26C-0B09-4C09-BE43-406A7B237C2F/0/Primaryfieldworksettlementandlanduse.pdf**](http://www.rgs.org/NR/rdonlyres/9CFFC26C-0B09-4C09-BE43-406A7B237C2F/0/Primaryfieldworksettlementandlanduse.pdf)Weather<http://www.rgs.org/NR/rdonlyres/57666501-BCB1-4BB4-872E-3735253CA543/0/Primaryfieldworkweather.pdf> | **What do children from different countries play with?****What does the Earth look like from above?****Focus on: Climate zones, biomes** Identify hot and cold areas of the world (poles, equators)**Fieldwork opportunities:** * draw the changing position of the sun in the playground
* weather station in the playground to find out about microclimates

**Map Skills:*** naming countries , oceans and continents of the world
* 4 compass points, directional language (beebots)

**Resources**: RGS- Weather<http://www.rgs.org/NR/rdonlyres/57666501-BCB1-4BB4-872E-3735253CA543/0/Primaryfieldworkweather.pdf> | **Where do people go on holiday?****Focus on: Global Geography-UK and non-EU comparison****Map Skills:** 4 compass points, * Locate continents, oceans and countries of the world
* locate and name countries and seas of the UK

**Resources:** RGS- Weather<http://www.rgs.org/NR/rdonlyres/57666501-BCB1-4BB4-872E-3735253CA543/0/Primaryfieldworkweather.pdf> |
| Geography Objectives | **Geographical skills and fieldwork** * **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 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**
 |  | **Geographical skills and fieldwork** * **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**
 | **Geographical skills and fieldwork** * **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**

**Human and physical geography*** **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**
* **identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles**
 | **Human and physical geography** * **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**
* **use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop**

**Locational knowledge** * **name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas**
 |
| RE DAYTo be confirmed |  | * Religious festivals
 |  |  |  |  |
| Art and Design Objectives | **Pupils should be taught:** * **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.**
 | **Pupils should be taught:** * **to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**
 | **Pupils should be taught:** * **to use a range of materials creatively to design and make products**
 | **Pupils should be taught:** * **to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination**
 | **Pupils should be taught:** * **to use a range of materials creatively to design and make products**
 |
| Art/DT FocusWith Barry  | **How are You*** **Drawing and Painting**
* **Colour mixing**
* **Self-portraits using mixed media. Paul Klee**
* **DT pop up books**
* **Making simple skeletons-drawing /cutting**
 | **Let’s Celebrate*** **Textiles/**
* **Weaving**
* **The culture of weaving Mask making –celebrations**
* **Body painting**
* **Weddings in Art-refer IPC task 4**
 | **The Magic Toymaker*** **Drawing and painting**
* **Cave paintings**
* **Design and make a puppet**
 | **Seeing the light*** **Collage**
* **Drawing and Painting**
* **Eric Carle**
 | **Hooray lets go on holiday*** **Printmaking**
* **Georgia O’Keefe**
 | **Hooray lets go on holiday** * **Digital Media**
* **Holiday paintings**
* **Collage postcards from photos**
* **David Hockney-creating digital images**
 |
| DT Objectives | Cooking * use the basic principles of a healthy and varied diet to prepare dishes
* understand where food comes from.
 | **Design** * **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** * **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** * **explore and evaluate a range of existing products**
* **evaluate their ideas and products against design criteria**

**Technical knowledge** * **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.** | n/a | n/a |
| DT - ContentIn class | **Make vegetable soup (Stone soup - guided reading)** | Levers and Sliders - Cards |  |  |  |  |
| Music Objectives | **OURSELVES (3 weeks)****Musical focus: Exploring sounds****Subject Link: English****Theme music:** * **Children explore ways of using their voices expressively.**
* **Children develop skills of singing while performing actions and create an expressive story.**
 | **NUMBER (3 weeks)****Musical focus: Beat****Subject link: Mathematics****Theme music: Music for the Royal Fireworks by Handel (Baroque),** * **Children develop a sense of steady beat through using movement, body percussion and instruments.**
 | **OUR SCHOOL (3 weeks)****Musical Focus: Exploring sounds****Subject focus: Geography****Theme music: Theme music from Toy Story by Randy Newman (film), Toy Symphony by Haydn (Classical)*** **Children explore sounds found in their environment.**
* **Children investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography**
 | **ANIMALS (3 weeks)****Musical focus: Pitch****Subject Link: P.E.****Related music: Carnival of the Animals by Saint-Saens (Romantic)*** **Children develop an understanding of pitch through using movement, voices and instruments.**
* **Children identify contrasts of high and low pitches and create animal chant sounds and sequences.**
 | **SEASONS (3 weeks)****Musical focus: Pitch****Subject link: Science****Theme music: The Four Seasons by Vivaldi (Baroque****Children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.** | **WATER (3 weeks)****Musical Focus: Pitch****Subject link: Art****Theme music: Water Music by Handel (Baroque)** * **Children use voices, movement and instruments to explore changes of pitch.**
* **Children develop a performance with different vocal pitch shapes and tuned percussion.**
 |
| **OUR BODIES (3 weeks)****Musical Focus: Beat****Subject Link: Science****Theme music:** * **Children respond with their bodies to steady beat and rhythm in music.**
* **Children experience combining rhythm patterns with steady beat, using body percussion.**
 | **NATIVITY** **Children will learn songs for their nativity, focusing on singing clearly with good breathing and annunciation.** | **MACHINES (3 weeks)****Musical focus: Beat****Subject link: PSHE****Theme music: The Steel Step Suite, Op. 41bis: IV. The Factory, Prokofiev (20th Century)*** **Children explore beat through movement, body percussion and instruments.**
* **Children combine steady beat with word rhythms and explore changes in tempo.**
 | **STORYTIME (3 weeks)****Musical focus: Exploring sounds****Subject Link: English****Theme music: The Planets by Holst (20th Century)*** **Children learn hot music can be used to tell a story.**
* **Children identify contrasts of fast and slow, loud and quiet, leading to a performance.**
 | **WEATHER (3 weeks)****Musical focus: Exploring sounds****Subject Link: Geography****Theme music: Chopin - Prelude Op. 28, No. 15 'Raindrop', (Romantic)*** **Children use voices, movement and instruments to explore different ways that music can be used to describe the weather.**
 | **TRAVEL (3 weeks)****Musical focus: Performance****Subject link: P.E.****Theme music:** * **Children develop their performance skills.**
* **Children learn songs about travel and transport from around the world.**
 |
| Music - suggested activities | **Discuss what music we like and express opinions.** | **Rehearsing for the Pantomime** | **Create music for Traction Man** | **Compose own Light and Dark Music****Planets by Holst****Space Odyssey** | **Create soundscapes about the sea** |  |
| PE | **Pupils should** * **Should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.**
 | **Pupils should** * **They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.**
 | **Pupils should** * **perform dances using simple movement patterns.**
 | **Pupils should** * **participate in team games, developing simple tactics for attacking and defending**
 | **Pupils should** **They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.** |
| PE - FocusWith Karl | **Movement Games**(Multi-Skills)Outdoor | **Athletics**(Running/Jumping/Throwing)Outdoor | **Gymnastics**Travelling/Transfer of body weightIndoor | **Gymnastics**ApparatusIndoor | **Invasion Games**(Basketball)Outdoor | **Net/Wall Games**Multi SportsOutdoor |
| PE - Focuswith Class Teacher | Indoor: Developing fundamentals (Agility Balance Coordination) | Indoor: Dance Weather and seasons | Indoor | Indoor | Indoor | Indoor |
| Computing | **Data**2graph(eye colour) Digital Media*Self-Portraits*(2publish text)E-Safety*Name, save and retrieve work* | **Digital Media**JIT animateFireworks picturesCommunication & CollaborationE-Safety*Keep it Private* | **Programming**(unit 2-online)+2DIY games BeebotsE-safety week*Going Places Safely* | **Programming**JIT blog Project\*Whole class Photostory (Zoo trip)\*Light & Dark Music- audio networkE-Safety | **Communication & Collaboration**Online research-Moon (espresso) Busythings- Create music about the moonDigimap(London)E-Safety*ABC Search* | **Multimedia and word processing**2Create a superstoryE-Safety |
| PHSE | **Looking after myself** Pupils learn: 1. About personal safety and who they can talk to for help 2. About germs and the importance of personal hygiene 3. About people who help us to stay healthy and well (e.g.: dentists, doctors, nurses)  | **Fun, food and fitness: fun times** Pupils learn: 1. About special foods and drinks that are associated with different cultures, customs and celebrations. 2. How different active playground games make them feel and to make choices about which they enjoy.  | **Citizenship: Roles and responsibilities at home and school** Pupils learn: 1. About people that are special to them and what they do. 2. About the roles of different people in the school. 3. About things they are responsible for at home and school | **Financial capability: money** Pupils learn: 1. Where money comes from and the importance of keeping money safe 2. To make simple choices about how they spend their money 3. About saving money | **Mental health: good feelings / not so good feelings** Pupils learn: 1. About times when people feel joyful / happy 2. About losing something special and how it feels 3. How people feel when someone or something special dies and what can help them to feel better | **Drug, alcohol and tobacco education: What goes into and onto bodies**? Pupils learn: 1. About what can go into bodies and how it can make people feel 2. About what can onto bodies and how it can make people feel |
| Spanish | Fiona to teach |  |  |  |  |  |