



Term	*Autumn 1	Autumn 2	Spring 1	Spring 2	*Summer 1	Summer 2
Topic Title	<u>Toy Story</u>	<u>Wind, Rain and Shine</u>	<u>Explorers and voyagers</u>	<u>How does your garden grow?</u>	<u>Shipwrecks and Saviours</u>	<u>Staying safe at the seaside</u>
Key Question	How are toys now different to toys in the past?	How does the weather change in Autumn?	How do we know about the world?	How do we know it is Spring?	Why is Grace Darling Famous?	What is life like on an Island?
Duration	7wks	8wks	5wks	6 weeks	6 wks	7 wks
English (Texts that link)	Stanley's Stick - CLPE	Rabbit and Bear - CLPE	Man on the Moon - CLPE	Where the Wild Things Are - CLPE	The Lighthouse Keepers Lunch - CLPE	The Storm Whale - CLPE
Science	<p><u>MATERIALS AND STATES OF MATTER</u> 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. Explore and compare the differences between things that are living, dead and have never been alive <u>Weather and Seasons</u> Observe changes across the four seasons and describe the weather associated with each one. - Autumn/Winter</p>		<p><u>Plants</u> Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a plant. <u>Weather and Seasons</u> Observe changes across the four seasons and describe the weather associated with each one. -Spring</p>		<p><u>Animals including Humans</u> Identify and name a variety of common animals. Distinguish between carnivores, herbivores and omnivores. <u>Weather and Seasons</u> Observe changes across the four seasons and describe the weather associated with each one. Summer</p>	
RE	<p>Babies To learn about our natural world and how to look after it. To know how people make preparations for a new baby.</p>	<p>Christmas To understand how Christians prepare themselves for remembering the birth of Jesus.</p>	<p>Weddings To compare clothes and customs for weddings across a variety of religions.</p>	<p>New Life and Easter Easter - Recognise Spring as a season of growth and new life. Begin to understand that Easter is a significant time for Christians and learn about Palm Sunday.</p>	<p>Bible Stories To know some stories from the old testament. To know how these stories show Christian attitudes of love, care, forgiveness and honesty.</p>	<p>Light To look at the use of light in religion.</p>
History	Changes within living memory – family and local life, changes nationally (Toys through time?)		The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods: Christopher Columbus and Neil Armstrong		Significant historical events, people and places in their own locality. – Grace Darling and the invention of the lighthouse.	
Geography	Identify seasonal and daily weather patterns in the UK.		Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (a seaside town) To recognise landmarks and basic human and physical features. 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				
Art and Design	Collage To respond to the work of Andy Goldsworthy . To respond to the work of Richard Long . To respond to the work of the artist Patrick Heron . To identify hot and cold colours, select, sort and stick to reflect the work of Patrick Heron . To record from the Imagination and explore ideas. To select and sort contrasting materials. To tear, overlap and stick materials. To use ICT to develop ideas.	Textiles To investigate weaving materials and processes. To investigate materials and processes to embellish strips of fabric and use these to produce a weaving. To try out tools and techniques in producing a fabric resist piece of work. To investigate wrapping and knotting techniques and processes. To try out tools and techniques involved in fabric pegging and learn about visual and tactile elements including line, colour and texture.	3D To respond to the work of Andy Goldsworthy and Richard Long and their use of pattern and line. To talk about work and say what they think and feel about it. To explore line using natural objects in the local environment. To investigate the possibilities of working with clay. To use story as a starting point and record from imagination in 3D form. To use different coloured clays to decorate 3D forms. To manipulate clay to produce balls and coils. To explore a range of marks which can be made by pressing found objects into clay. To use clay to make a mould for a plaster cast. To make a clay slab and use different tools to make impressions in the surface.	Drawing To investigate the possibilities of a range of different mark makers Produce marks using different tools and media. (pencils and pastels). Understanding that different marks can be made using a range of tools. Understanding that different surfaces may be used to produce an image. Responding to a story as a starting point for work. Understanding the element of 'texture' and using different tools and media to show this in their work.	Painting To explore the use of thick and thin paint. To respond to story as a starting point for developing painting techniques, including use of colour. To develop painting techniques using different brush strokes. To use visual elements of line, shape and colour in their developing work. To develop an understanding of and make responses to the work of artist Jasper Johns. (zero through nine)	Printmaking To explore direct printmaking with a variety of objects. To investigate the possibilities of direct and overprinting using primary colours. To make, and print with, negative stencils. To use colour, light to dark. To combine printing techniques already learned to produce a layered printed image. To select and develop own work to form a new image. To make a clay slab relief block for printmaking. To print onto a variety of different surfaces. To make a collograph block from a range of materials. To use a collograph block to make rubbings and for printing onto a range of surfaces						
DT	Build a structure and explore how the structure can be made stiffer, stronger and more stable.		To design and make a picture with a moveable mechanism.		To design, make and evaluate a healthy meal.							
	Hey You		Rhythm in the way we walk and Banana rap		In the Groove		Round and Round		Your Imagination		Reflect, rewind and replay.	
	Unit 1.1 Online Safety & Exploring Purple Mash Number of Weeks – 4 Tools Used – Avatar creator Paint Projects Writing Templates 2Count (Pictograms) 2Explore (Music)	Unit 1.2 Grouping & Sorting Weeks – 2 Programs – 2Quiz	Unit 1.3 Pictograms Weeks – 3 Programs – 2Count 2Connect	Unit 1.4 Lego Builders Weeks – 3 Programs – 2Quiz Paint Projects Writing Templates	Unit 1.5 Maze Explorers Weeks – 3 Programs – 2Go	Unit 1.6 Animated Story Books Weeks – 5 Programs – 2Create A Story	Unit 1.7 Coding Weeks – 6 Programs – 2Code	Unit 1.8 Spreadsheets Weeks – 3 Programs – 2Calculate	Unit 1.9 Technology outside school Weeks – 2 Programs – Writing Templates			
	Health and Wellbeing				Relationships				Living in the Wider World			
	<u>Travelling and ball skills</u> <u>Gymnastics</u>		<u>Hula Hoop and skipping</u> <u>Aiming games</u>		<u>Dance</u> <u>Points and patches</u>		<u>Dodging</u> <u>Bat and ball skills</u>		<u>Running</u> <u>Gymnastics</u>		<u>Jumping</u> <u>Athletics</u>	

Music – Charanga Scheme of Work

Computing – Purple Mash Scheme of Work

