



Duration	7 weeks	7 weeks	6wk 4 days	6 weeks	4 weeks 4 days	6 weeks and 4 days.
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Beegu Narrative Change/Cinderella story Instructions -	Stickman Narrative Journey Tale Non- chronological Report - town/village	Man on the Moon Narrative Explanation text	Lost and Found Narrative Wishing Tale	Dear Greenpeace Non-Chronological Report - plants	Lighthouse Keepers Lunch Narrative - Losing Tale Non-Fiction Recount about visit to lifeboat station
Fiction Toolkit	Characterisation	Setting	Description	Opening	Endings	Dilemma
Question	Why won't anyone help me?	How can I find my way home?	How could you fly to the moon?	Could you row across the ocean back to the UK?	Why should we protect our planet?	How can we help each other stay safe?
Driver/Theme	PSHRE - empathy, relationships Science - Animals inc humans	Geography - Recognising landmarks and physical and human features	Science - Materials,	Geography - Using world maps and globes to study UK & continents	Science - Plants	History - significant events and local people from the past - Grace Darling.
Outcome	Welcome Gift for a new starter.	Oral storytelling, new Stick Man adventure. (Video, role play.)	Exhibition - Make rockets/posters about explorers	Assembly	Poster/campaign for protecting the plant	Fundraising to support the RNLI
Science	<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. - Autumn/Winter		<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.		<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. Summer	



			Explore and compare the differences between things that are living, dead and have never been alive Weather and Seasons Observe changes across the four seasons and describe the weather associated with each one. -Spring			
RE	Christianity- To identify who God is and what happens in church.	Christianity To understand how Christians celebrate Christmas and find out about the place of worship and special objects and symbols.	Jesus Jesus shown through his birth, death and resurrection - Christmas and Easter. [Incarnation and Salvation] Stories about the life and ministry of Jesus - as healer, miracle worker, teacher (e.g. through parables), one who helped and cared for others. Key teaching of Jesus - love God, love your neighbour as yourself.	Leader :Introduction to a local church leader e.g. priest/minister/vicar. Impact of belief Christian values and ways of living based on the teaching of Jesus, "love God and love your neighbour as yourself" e.g. how Christians (as individuals and church communities) show love, care and forgiveness, how they help others and follow the example of Jesus	Buddhism Belief in Buddha as an enlightened teacher (not a God). · Importance of the natural world. · Values of compassion, respect for all living things.	Buddhism Example of the historical Buddha's life - his birth, growing up as Prince Siddhartha, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree. · Introduction to Buddhist teaching - compassion, respect for living things, no stealing or telling lies. · Buddhist stories illustrating these values, e.g. Siddhartha and the Swan, The Monkey King.
History			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		Changes within living memory - family and local life, changes nationally (Toys through time?) (Changes in materials used for everyday things, link to recycling and how we treat our environment. Old toys were made of better materials, now we use too much plastic.)	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.	Understand geographical similarities and differences through studying the human and physical geography of the local area and another area in the United Kingdom Use simple locational and directional language, such as near, far, left, right, forwards and backwards to describe the location of features and routes on a map Use aerial photographs and maps with basic symbols to recognise landmarks of the local area such as schools, shops and parks Use simple fieldwork and observational skills to study the geographical features of their school		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		



		and the local area, identifying the human and physical geography		key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		
Art and Design	<p>National curriculum (across key stage 1) 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.</p> <p>Collage</p> <ul style="list-style-type: none"> • Select, cut and tear paper and card for their collages • Organise and sort materials by colour • Build layers of a range of materials to create an image • Interpret an object through collage • Apply a range of different kinds of media to embellish and add details on their collage and explain what effect this has • To cut, tear and arrange primary and their complementary coloured papers. • To collect, select and record in developing understanding and use of complementary colours. • To develop cutting and sticking skills. 		<p>Drawing</p> <ul style="list-style-type: none"> • 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. • Understanding that different mark makers may be used to create different effects. • Using different marks in response to descriptive language. • Understanding that different marks can represent different moods and movements. • Applying different marks in response to music. • Applying different marks and lines in response to a piece of music and being able to use appropriate vocabulary. • Understanding how to represent texture by using a variety of different marks. 	<p>Printmaking</p> <ul style="list-style-type: none"> • Recognise and explore different marks through printing with different objects. • Repeat a print to make a pattern • Apply drawing skills to print • Create a repeat print • Create an impression in a surface and use this to create print • Find printing opportunities in everyday objects • To tear, and print with positive and negative stencils. • To investigate layering and overlapping colours when printing. • To develop the use of clay slab relief blocks using three colour overprinting process. • To develop clay slab relief printing with tissue inlays to produce unique state prints. • To develop the process of direct printing using found objects, selected colours and surfaces. • To identify similarities and differences in the work of designers. • To apply knowledge and understanding of materials and processes in developing responses. 		
DT	To design, make and evaluate a healthy meal.		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.	
Music	Hey You	Rhythm in the way we walk and Banana rap	In the Groove	Round and Round	Your Imagination	Reflect, rewind and replay.



<p>Computing</p>	<p>Unit 1.1 Online Safety & Exploring Purple Mash Number of Weeks - 4 Tools Used - Avatar creator Paint Projects Writing Templates 2Count (Pictograms) 2Explore (Music)</p> <p>Unit 1.2 Grouping & Sorting Weeks - 2 Programs - 2Quiz</p>	<p>Unit 1.3 Pictograms Weeks - 3 Programs - 2Count 2Connect</p> <p>Unit 1.4 Lego Builders Weeks - 3 Programs - 2Quiz Paint Projects Writing Templates</p>	<p>Unit 1.5 Maze Explorers Weeks - 3 Programs - 2Go</p> <p>Unit 1.8 Spreadsheets Weeks - 3 Programs - 2Calculate</p>	<p>Unit 1.9 Technology outside school Weeks - 2 Programs - Writing Templates</p>	<p>Unit 1.6 Animated Story Books Weeks - 5 Programs - 2Create A Story</p>	<p>Unit 1.7 Coding Weeks - 6 Programs - 2Code</p>
<p>PSHRE</p>	<p><u>Relationships</u> <u>Be Yourself</u></p>	<p><u>Health and Well-being</u> <u>It's my body</u></p>	<p><u>Health and Well-being</u> <u>Aiming High</u></p>	<p><u>Relationships</u> <u>Team</u></p>	<p><u>Living in the Wider World</u> <u>Britain</u></p>	<p><u>Living in the Wider World</u> <u>Money Matters</u></p>
<p>PE</p>	<p><u>Travelling and ball skills</u> <u>Gymnastics</u></p>	<p><u>Hula Hoop and skipping</u> <u>Aiming games</u></p>	<p><u>Dance</u> <u>Points and patches</u></p>	<p><u>Dodging</u> <u>Bat and ball skills</u></p>	<p><u>Running</u> <u>Gymnastics</u></p>	<p><u>Jumping</u> <u>Athletics</u></p>