



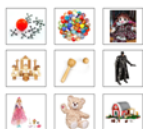















YEAR 1	AUTUMN 1 Mighty Me	AUTUMN 2 Our World	SPRING 1 Wonderful weather	SPRING 2 Toys	SUMMER 1 Explore and Discover	SUMMER 2 Where is Shanghai?
SCIENCE	<p><u>Animals including humans</u></p> <p>Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense</p> 	<p><u>Scientific enquiry</u></p>	<p><u>Everyday Materials (Spring 1)</u></p> <p>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.</p> 		<p><u>Animals including humans</u></p> <p>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)</p>	<p><u>Plants</u></p> <p>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.</p> 
	<p><u>Seasonal changes:</u> observe seasonal changes across the four seasons; observe and describe weather associated with the seasons and how day length varies</p>					
HISTORY	<p><u>How am I making History? (Autumn 1)</u></p> <p>Look at personal chronology and find out about the past within living memory. Examine photographs and ask questions. Begin to look at a simple timeline extending back to before they were born.</p>	<p><u>How have toys changed? (Spring 2)</u></p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. Learn how teddy bears have changed and ‘interview’ an old teddy bear before</p>		<p><u>How have explorers changed the world? (Summer 1)</u></p> 		

	<p>Study changes in the way of life since their grandparents. Compare childhood now and childhood in the past.</p>		<p>Consider what toys may be like in the future.</p> 		<p>Find out about events and people beyond living memory. Think about explorers and what makes them significant. Create a timeline and investigate which parts of the world they explored. Comparing explorers and discuss ways in which these significant people could be remembered.</p>	
<b>GEOGRAPHY</b>	<p><b><u>What is it like here? (Autumn 2)</u></b></p> <p>Locate where they children live an aerial photograph, Recognise features within a local context. Create maps using classroom objects before drawing simple maps of the school grounds. Follow simple routes around the school grounds and carry out an enquiry as to how their playground can be improved.</p> 		<p><b><u>What is the weather like in the UK? (Spring 1)</u></b></p> <p>Look at the countries and cities that make up the UK. Keep a daily weather record. Find out more about hot and cold places in the UK.</p> 		<p><b><u>What is it like in Shanghai? (Summer 2)</u></b></p> <p>Use a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Identify physical features of <b>Shanghai</b> using aerial photographs and maps before identifying human features, through exploring land-use. Compare the human and physical features of Shanghai to features in the local area. Make a simple map using data collected through fieldwork.</p> 	
<b>PHSE</b>	<p><b><u>Me and my Relationships</u></b></p> <p>Name a variety of different feelings and explain how these might make me behave.</p>	<p><b><u>Valuing Difference</u></b></p> <p>Recognise, value and celebrate difference. Say ways in which people are similar as well as different.</p>	<p><b><u>Keeping Safe</u></b></p> <p>Say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p>	<p><b><u>Being My Best</u></b></p> <p>Name a few different ideas of what I can do if I find something difficult.</p>	<p><b><u>Growing and Changing</u></b></p> <p>Identify an adult I can talk to at both home and school if I need help. Tell you some things I can do now</p>	<p><b><u>Rights and Respect</u></b></p> <p>Give some examples of how I look after myself and my environment - at school or at home.</p>

	<p>Think of some different ways of dealing with 'not so good' feelings. Know when I need help and who to go to for help. Tell somebody some different classroom rules.</p>	<p>Say why things sometimes seem unfair, even if they are not.</p> 	<p>Give examples of how I keep myself healthy. Say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p>Say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p> 	<p>that I couldn't do when I was a toddler. Tell you what some of my body parts do. Identify parts of the body that are private.</p>	<p>Say some ways that we look after money. Managing money *Enterprise</p> 
<b>ART</b>	<p><u>Drawing: Make your mark</u></p> <p>Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p> 	<p><u>Painting and mixed media: Colour splash</u></p> <p>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p><u>Sculpture and 3D: Paper play</u></p> <p>Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p> 			

DESIGN TECHNOLOGY	<u>Structures: Constructing a windmill</u> Autumn 2		<u>Textiles: Puppets</u>		<u>Cooking and nutrition: Fruit and vegetables</u>	
	Inspired by the song, 'Mouse in a windmill' design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.    <u>Mechanisms: Christmas DT week</u> Explore slider mechanisms and the movement they output, to design, make and evaluate a moving Christmas card from a range of templates.		Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.  Example theme: Storybook character.  		Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.  	
COMPUTING	<u>Technology around us</u>   Develop their understanding of technology and how it can help us.	<u>Creating media – Digital painting</u>  Use <b>2Paint</b> on <b>Purple Mash</b> to develop their understanding of a range of tools used for digital painting.	<u>Creating media – Digital writing</u>  Use <b>2Write</b> or <b>2Publish</b> on <b>Purple Mash</b> to develop their understanding of the various aspects of using a computer to create and manipulate text.	<u>Data and information – Grouping data</u>  Label, group and search (important aspects of data and information).	<u>Moving a robot</u>   Use <b>BeeBots</b> to explore using individual commands, both with other learners and as part of a computer program.	<u>Introduction to animation</u>  Use <b>Scratch Jr</b> to explore the way a project looks by investigating sprites and backgrounds.
MUSIC	<u>Hey You!</u>  Learn about the differences between	<u>Rhythm in the way we walk.</u>	<u>In The Groove</u>  Learn about different styles of	<u>Round and Round</u>  All the learning is focused around one	<u>Your Imagination</u>  Listen and Appraise the song Your	<u>Reflect, rewind and replay</u>

	<p>pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. Sing, play, improvise and compose with this song. Listen and appraise other Old-School Hip Hop tunes.</p>	<p>All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Listen &amp; appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing</p>	<p>music - Blues, Baroque, Latin, Bhangra, Folk and Funk linked to the song 'In the Groove'</p>	<p>song: Round And Round, a Bossa Nova Latin style. An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Imagination (and other songs about using your imagination). Play instruments, compose new lyrics for the song.</p>	<p>Consolidation unit Revisit songs and musical activities. Look at the 'History of Music' and the beginnings of the Language of Music</p>
<p>R.E.</p>	<p><u>Which books and stories are special?</u></p> <div>  </div> <p>Think about special books and reflect on the meanings or 'morals' in stories, including religious and non-religious tales and fables. Investigate special books and writings for religious believers, in particular the Bible and the Qur'an. Consider why these</p>	<p><u>How do we celebrate special events?</u></p> <p>Think about the ways in which we celebrate special events and how religions mark festival days, e.g. Harvest festival, Eid ul Fitr and Sukkot. Create their own class celebration.</p>	<p><u>What does it mean to belong to a church or a mosque?</u></p> <p>Learn about what it means to belong to a church or mosque. Learn what they might see in a mosque or church building, and what the people do when they go there. Begin to understand that there are differences and similarities between churches and mosques, but that not all churches or</p>	<p><u>How and why do we care for others?</u></p> <p>Learn about what caring means to different pupils and people from different faith backgrounds. Develop skills in reflection and communication and the unit explores themes of self-esteem and empathy.</p> <div>  </div>	<p><u>Who brought messages about God and what did they say?</u></p> <p>Listen to stories from both the Old and New testament. Name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. Listen to and retell stories about the birth of Jesus from the New testament and think about how Christians believe Jesus is special and call him the 'Son of God'. Make links between the Old Testament Stories and the way Christians behave.</p>	

	are special and how they are respected.		mosques are the same. Learn that churches and mosques are special places for the people who go there.			
<b>P.E.</b> 	<b><u>Teacher Led PE: Attack/Defend/Shoot</u></b> <p>Children will practise basic movements, including running, jumping etc, Children will begin to engage in competitive activities. Children will experience opportunities to improve fundamental movement skills.</p> <b><u>PPA P.E.: Dance</u></b> <p>Children will respond to a range of stimuli. Children will explore space, direction, levels and speeds. Children will include different body parts within performances.</p>	<b><u>Teacher Led PE: Hit/Catch/Run (1)</u></b> <p>Children will be able to hit objects with their hand or a bat. Children will learn to track and retrieve a rolling ball. Children will be able to throw and catch a variety of balls and objects.</p>	<b><u>Teacher Led PE: Hit/Catch/Run (2)</u></b> <p>Children will continue to develop sending and receiving skills. Children will begin to learn about the roles of batter /fielder. Children will begin to consider simple tactics.</p> <b><u>PPA PE: Gymnastics</u></b> <p>Children will use and link simple gymnastics actions and shapes. Children will apply basic strength to gymnastic actions. Children will begin to carry apparatus safely.</p>	<b><u>Teacher Led PE: Send/Return (Unit 1)</u></b> <p>Children will be able to send an object with increased confidence. Children will move towards a moving ball to return it. Children will increase their confidence in both sending and returning a variety of balls.</p>	<b><u>Teacher Led PE: Run/Jump/Throw (1)</u></b> <p>Children will begin to link running and jumping movements. Children will learn and refine a range of running styles. Children will develop throwing techniques to throw over longer distances.</p> <b><u>PPA P.E. Dodgeball/Athletics</u></b> <p>Children will apply their fundamental movement skills in game play. Children will participate in simple, fun competitions. Children will learn the basic rules of games.</p>	<b><u>Teacher Led P.E. O.A.A. (Unit 1)</u></b> <p>Children will follow simple instructions and trails. Children will begin to identify and match simple symbols. Children will work collaboratively.</p>