



SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
SCIENCE	<b>Chemistry</b> Everyday Materials	<b>Biology</b> Animals incl Humans	<b>Biology</b> Animals incl Humans	<b>Biology</b> Plants	<b>Biology</b> Plants	<b>Biology</b> Human Body
ICT	Online Safety and Exploring Purple Mash and Grouping and Sorting +	Pictograms and Lego Builders	Maze Explorers and Animated Story Books	Coding	Spreadsheets	Technology outside of school
TOPIC – HISTORY OR GEOGRAPHY	<b>History – Toys</b> Favourite toys- how do they work? History of toys Visit to toy museum	<b>Geography – Family Album (UK countries and capital cities)</b> <ul style="list-style-type: none"><li>To name, locate and identify 4 countries of the UK</li><li>Identify characteristics</li><li>Name the capital cities of the 4 countries.</li></ul>	<b>History- Changes within Living Memory</b> <ul style="list-style-type: none"><li>Has childhood always been the same?</li><li>Was Grandad's bedroom like mine?</li><li>What was Granny's school like?</li><li>What toys did my grandparents play with?</li><li>How did grandparents spend their pocket money?</li><li>What did grandparents watch on television?</li></ul>	<b>Geography – Our Classroom, our school.</b> <ul style="list-style-type: none"><li>Our classroom, layout, plans, side and aerial views.</li><li>Our school building</li><li>Routes around school</li><li>School grounds</li><li>Use compass points</li><li>Human and physical features</li></ul>	<b>History - The First Aeroplane Flight</b> Events beyond living memory <ul style="list-style-type: none"><li>Children will ask and answer basic questions about the first flight and its effects.</li><li>How aeroplanes work</li><li>Wright Brothers</li><li><b>Events in flight history</b></li></ul>	<b>Geography - Hot and Cold places of the Earth</b> <ul style="list-style-type: none"><li>Hot places</li><li>Cold places</li><li>Maps and globes</li><li>Senses</li></ul>
ART and DESIGN	<b>Textiles</b> Explore cutting, joining and sticking fabric. To add colour or pattern to fabric by printing. Thread a needle Understand the process of weaving	<b>Collage</b> <ul style="list-style-type: none"><li>Sort by colour- hot and cold</li><li>Tear, cut, overlap</li><li>Lines, shapes</li><li>Andy Goldsworthy, Richard Long</li></ul>	<b>Drawing – Gustav Klimt</b> <ul style="list-style-type: none"><li>Introduce tone, shape and line</li><li>Uniform patterns</li><li>School Building through a lense.</li><li>Seasons Leaf Patterns?</li></ul>	<b>Printing</b> <ul style="list-style-type: none"><li>Soft/hard materials- discuss, compare, contrast- lines, shapes, textures</li></ul>	<b>Sculpture History (first flight)</b> <ul style="list-style-type: none"><li>WEC Plane Sculpture Darwen</li><li>Metal foil and wire sculptures/pipecleaners.</li><li>Add to shape sculpture- sticking, junk materials (e.g. vehicles)</li></ul>	<b>Colour Mixing</b> <ul style="list-style-type: none"><li>Develop skills to control mark making tools</li><li>Mix primary colours (+ white: tint; + black: tone)</li></ul>
DESIGN TECHNOLOGY		Moving Pictures – Mechanisms (levers and linkages)		<b>Baskets – Focus – Strong and stable Structures.</b>		<b>Eat more Fruit and Vegetables- Focus – Food/ seasonality/ nutrition.</b>
RE	<b>Unit 1.1 Harvest</b> Raise awareness that we harvest food all around the world and that we usually have plenty but others do not.  To discuss what our response as Christians should be to the need of others.  <b>JUDAISM – Sukkot</b> How do Jews celebrate the harvest?	<b>Unit 1.2 God and Creation</b> Give children the opportunity to develop their perceptions and understanding of God.  Provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world. <b>Unit 1.3 Christmas: Why do we give and receive gifts?</b> Deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God.  Discuss the thoughts and feelings associated with giving and receiving gifts.	<b>Unit 1.4 Jesus was special</b> Enjoy exploring these Bible stories that reveal Jesus' power and divine nature.  Talk about how and why Jesus was special.	<b>Unit 1.5 Easter: Celebrating New life and New Beginnings</b> Give children an opportunity to reflect upon the miracles of nature and new life during springtime.  For pupils to hear and be able to retell the Easter Story.  To make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.	<b>Unit 1.9 My World, Jesus' World</b> Help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago. <b>Unit: 1.8 Joseph</b> Explore one of the most well-known epic stories of the Old Testament.  Help pupils to talk about the actions and feelings of the characters and relate them to their own experiences.  Consider what we can learn from this story.  Learn more about the nature and characteristics of God.	<b>Unit 1.7 Baptism</b> Deepen children's understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies.  <b>ISLAM</b> How do people of other faiths welcome new babies?
MUSIC	<b>Instruments, Movement</b> <ul style="list-style-type: none"><li>Moving to music according to different toys e.g. puppets, Jack in a box</li><li>Choosing untuned percussion to</li></ul>	<b>Singing songs and using the voice expressively, pulse and rhythm</b> <ul style="list-style-type: none"><li>Using voice in different ways</li><li>Singing and chanting and performing for others</li></ul>	<b>Composition, Notation, Evaluation, Memory</b> <ul style="list-style-type: none"><li>Performing simple rhythms and songs by copying;</li><li>Creative composition - making</li></ul>	<b>Instruments, Listening to music, Performance</b> <ul style="list-style-type: none"><li>Making sounds on different musical instruments and creatively using water sounds</li></ul>	<b>Moving to Music, Performance, Pulse and Rhythm, Composition</b> <ul style="list-style-type: none"><li>Movement to music</li><li>Singing and playing high and low (square wheels song- use of</li></ul>	<b>Listening, Composition and Notation</b> <ul style="list-style-type: none"><li>Singing songs and speaking chants and rhymes</li><li>Taking part in a group performance</li></ul>

	represent different toys e.g. wooden instruments for soldiers marching	<ul style="list-style-type: none"> <li>Recognising high/low and long/short</li> <li>Listening to music: Pitch</li> </ul>	<p>sounds on different musical instruments and how these sounds represent ideas.</p> <ul style="list-style-type: none"> <li>Map a journey around the local area and then compose musically- choosing sounds to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Sounds in the environment</li> <li>Performing to others</li> <li>Listening to music: Duration</li> </ul>	<p>shape drums)</p> <ul style="list-style-type: none"> <li>Choosing sounds using voice to represent ideas e.g. aeroplane, motorbike sounds</li> <li>Composing using movement interpretation (grid: 2 syllable words)</li> </ul>	<ul style="list-style-type: none"> <li>Choosing sounds to represent ideas</li> <li>Listening to music: Dynamics</li> </ul>
PE	<b>Fundamental Movement Skills</b> Baseline	<b>Athletics</b> Honey Pot	<b>Gymnastics</b> Making Shapes	<b>Games</b> Catching	<b>Games</b> Kicking	<b>Athletics</b> Run, Jump, Throw Book
LIFE EDUCATION	<p><b>How do we decide how to behave?</b> Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt</p> <p><b>SCIENCE</b></p>	<p><b>What can we do with money?</b> Where money comes from; spending; saving; keeping money safe</p>	<p><b>How do we keep safe?</b> Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help</p> <p><b>SCIENCE</b></p>	<p><b>How do we feel?</b> Different kinds of feelings; strategies to manage feelings; change and loss</p> <p><b>RE</b></p>	<p><b>What makes us special?</b> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities.</p> <p><b>SCIENCE</b></p>	