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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Termly Topics** | **Down on the Farm** | **All About Me** | **People Who Help Us** | **Paws, Claws and Whiskers** | **All Change** | **African Safari** |
| Children's Interests | ChickensPigs/Peppa PigTractors  | Me!My family & my homeBabies | Police  | Pets  | Growing plants | Elephants and giraffes |
| Key Questions/ Focus of the Topic | **Science/**Where does our food come from? What happens on a farm? | **Science/**Who am I?Who is in my family? | Who helps us?   | What pets do we have?How do we take care of our pets?The World/Science | Which animals lay eggs?What changes happen in Spring?The World/Using Media & MaterialsArt/Science | Where is Africa and what is it like there?What animals live in Africa?The World/Using Media & Materials/ GeographyArt/Music |
| Resources, visits and visitors |
| Hook/wow/visits | Lower Hurst Farm day trip | Mother or Father & baby/toddler to visit | Visitors e.g. fire fighter, police, nurse | Meet my pet day | Incubate hen or duck eggs in the classroom (living eggs) | African drumming workshopYWP day trip to see African animals |
| Roleplay | Farm shop | Baby clinicDoctor’s surgery | Post office | Vet | Garden centre | Zoo gift shop |
| Purpose/conclusion | Create a big book for the book area all about farms.  | Plan and have a party to celebrate our birthdays.Themed fancy dress- what would I like to be when I’m older?  | To ‘solve’ a crime (who stole the cheese) based on the story the Great Cheese Robbery. Create a News Report.  | To take care of a class pet and take responsibility for looking after them.  | To grow our own flowers.  | Create an animal themed display.  |
| Texts | The 3 Billy Goats GruffThe TrollFarmer DuckA Squash and a SqueezeThe Scarecrow’s WeddingRosie’s WalkThe Little Red HenOliver’s Fruit SaladOliver’s VegetablesOliver’s MilkshakeWhat the Ladybird HeardPeter Rabbit | Funny BonesLucy’s PictureSomething SpecialBaby BrainsThe Gingerbread ManBiscuit Bear | The Jolly PostmanEmergency!MogBurglar BillThe Great Cheese Robbery  | The Great Pet SaleHow to look after pets non-fiction booksMog and the VETThat Pesky RatHermelin the Detective Mouse | Chicken LickenJack and the Beanstalk & alternative versions e.g. Jack & the Baked Beanstalk, Jim & the BeanstalkThe Ugly DucklingThe Cow that Laid an EggEgg Drop | Tinga Tinga tales.Stories by Mwenye Hadithi e.g. Greedy Zebra, Cross Crocodile, Running RhinoHanda’s SurpriseMeerkat Mail |
| Modern British Values, Respect and Community Links |
| Modern British Values – taught primarily through stories | Democracy / having a voice (choosing class rules, electing school council reps; Farmer Duck.)Rule of Law- explore individual & shared responsibility using The Little Red Hen (all having responsibility to help with the work to gain the right to share in the reward) | Individual liberty- there's only one you. Elmer stories by David McKee (celebrating individualism / respecting difference) You Choose by Nick Sharratt & Pippa Goodhart.Mutual respect & tolerance for diversity-The Family Book by Todd Parr (celebrates all the different kinds of families); Cleversticks by Bernard Ashley | Democracy- people who help us in our country | Standing up for ourselves | Mutual respect & tolerance for diversity- The Ugly Duckling | To respect the environment and our surroundings.To show respect towards others.  |
| Core Subject Teaching  |
| English | Character descriptions (troll) Telling traditional talesWriting lists- e.g. jobs for Farmer Duck. Diary entries | Poetry- my favourite poemPassports Facts about me.  | Newspaper report or wanted poster (Burglar Bill/Hermelin)Facts about people who help usInstructions- how to brush your teeth | Pet fact filesInstructions for looking after a pet. | Chicken diaryBean diaryMake little books about SpringInstructions (how to grow a beanstalk)Ugly Duckling lost poster | African animal what am I riddlesStory setting descriptionsWrite own animal story set in AfricaRecount of our trip to the zooPostcards from Africa |
| Mathematics | Rec: Count objects, actions and sounds.Subitise.Compare numbersContinue, copy and create repeating patterns.Compare length, weight and capacity.Y1: Number/Place Value. Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals.Given a number, identify one more and one less (within 10) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 10 in numerals and words.Y1: Addition & Subtraction.Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 10. Add and subtract numbers to 10, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.Y2: Number/Place Value.Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use and = signs.Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems.Y2: Addition and SubtractionSolve problems with addition and subtraction by: using concrete objects and pictorial representations, applying their increasing knowledge of mental and written methods, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones and tens, two two-digit numbers, three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | Rec: Link the number symbol (numeral) with its cardinal number value.Understand the ‘one more than/one less than’ relationship between consecutive numbers.Select, rotate and manipulate shapes to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.Y1: Addition & Subtraction.Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 10. Add and subtract numbers to 10, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.Geometry – properties of shapeRecognise and name common 2-D and 3-D shapes.Number/Place Value. Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 20 in numerals.Given a number, identify one more and one less (within 20) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words.Y2: Addition and SubtractionSolve problems with addition and subtraction by: using concrete objects and pictorial representations, applying their increasing knowledge of mental and written methods, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones and tens, two two-digit numbers, three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.Y2: MeasurementRecognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money and solve practical problems involving money.Y2: Multiplication and DivisionRecall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division. | Rec: Subitise.Compare numbers.Explore the composition of numbers to 10.Automatically recall number bonds for numbers 0–5 and some to 10.Link the number symbol (numeral) with its cardinal number value.Compare weight and capacity.Y1: Addition & Subtraction.Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20.Add and subtract numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.Y1: Number/Place Value. Count to 50, forwards and backwards, beginning with 0 or 1, or from any given number. Given a number, identify one more and one less (within 50) Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 50 in numerals.Y2: Multiplication and DivisionRecall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division.Y2: Statistics Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity and total and compare categorical data.Geometry – Properties of Shapes Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line and the number of edges, vertices and faces.Identify 2-D shapes on the surface of 3-D shapes and compare and sort common 2-D and 3-D shapes and everyday objects. | Rec: Explore the composition of numbers to 10.Automatically recall number bonds for numbers 0–5 and some to 10.Compare length/heightCompare numbers.Select, rotate and manipulate shapes to develop spatial reasoning skills.Continue, copy and create repeating patterns.Y1: MeasurementCompare, describe and solve practical problems for: lengths and heights. mass/weight, capacity and volume.Measure and begin to record the following: lengths and heights, mass/weight, capacity and volumeY2: FractionsRecognise, find, name and write fractions of a length, shape, set of objects or quantity. Write simple fractions and recognise the equivalence.Y2: MeasurementChoose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)Compare and order lengths/ heights. | Rec: Count beyond ten.Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)Select, rotate and manipulate shapes to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.Explore the composition of numbers to 10.Automatically recall number bonds for numbers 0–5 and some to 10.Y1: Multiplication and divisionSolve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.Y1: FractionsRecognise, find and name a half as one of two equal parts and a quarter as one of four equal parts of an object, shape or quantity.Geometry – position and direction. Describe position, direction and movement, including whole, half, quarter and three quarter turns.Y2: Geometry – Position and Direction Order and arrange combinations of mathematical objects in patterns and sequences.Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).Y2: MeasurementCompare and sequence intervals of time including the number of minutes in an hour and hours in a day. | Rec: Consolidating key skills.Y1: Number and place valueCount to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Y1: MeasurementRecognise and know the value of coins and notes. Sequence events in chronological order. Recognise and use language relating to dates. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.Y2: MeasurementChoose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml.Compare and order mass, volume/capacity. |
| Science | Living Things (Y2 PoS) Simple food chains related to farm animals. (e.g. grass, cow, human)Animals (Y1 PoS) Identify/name farm animals- young & adult. | Animals (Y1 PoS) Humans- body parts & senses.Animals (Y2 PoS) Humans- stages of growth (baby to elderly)  | Animals (Y2 PoS) Humans- health, exercise & food. | Animals (Y1 PoS) Identify/name a variety of common animals. Describe & compare the structure of a variety of common animals including pets.  | Seasonal changes (Y1 PoS) SpringPlants (Y2 PoS) Grow beanstalks.Animals (Y2 PoS) Life cycles (hen) Basic needs of animals.  | Animals (Y1 PoS) Identify/name a variety of common animals.Living Things & their Habitats (Y2 PoS) (Animal habitats in Africa.) |
| Computing | AlgorithmsDe-bugging | Using technology purposefully. | On-line safetyUses of technology outside school. | Using technology purposefully. | Using technology purposefully. | On-line safetyAlgorithms & de-bugging |
| Non-core Subjects |
| R.E(Derbyshire Syllabus) | **Key Question: 1.4 What can we learn from sacred books?*** Recognise that sacred texts contain stories which are special to many people and should be treated with respect.
* Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.
* Ask and suggest answers to questions arising from stories Jesus told and from another religion.
* Talk about issues of good and bad, right and wrong arising from the stories.
 | **Key Question: 1.6 How and why do we celebrate special and sacred times?*** Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.
* Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.
* Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.
* Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.
 |  | **Key Question: 1.3 Who is Jewish and what do they believe?*** Talk about how the mezuzah in the home reminds Jewish people about God.
* Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.
* Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.
* Ask some questions about believing in God and offer some ideas of their own.
 | **Key Question: 1.1 Who is a Christian and what do they believe?*** Talk about some simple ideas about Christian beliefs about God and Jesus.
* Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.
* Talk about issues of good and bad, right and wrong arising from the stories.
* Ask some questions about believing in God and offer some ideas of their own.
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| Music | Singing-The 3 Billy Goats Gruff story & songInstruments | Rhythm and beat | Notation  | Improvisation  | Listening & appreciating – Vivaldi The Four SeasonsSinging- There Once Was an Ugly Duckling | Combining musical elements  |
| Geography / History | GeographyGeographical skills- look at aerial photos & plans; identify human/physical landmarks; devise own simple map; use symbols & a key. (3 Billy Goats or Rosie’s Walk) | GeographyGeographical skills- use simple fieldwork & observational skills to study the geography of our school and ground and key human/physical features of the surrounding environment. | HistoryEvent beyond living memory- Great Fire of London.Lives of significant individuals alive at different times- Mary Seacole & Edith Cavell. |   | HistoryChanges within living memory- what was school like for children long ago?  | GeographyPlace knowledge- comparison study England and Kenya (or other African country) |
| Art and Design/D & T | DT**Structures – Free Standing Structures**- Generating ideas based on existing products- Using a design criterion- Sketching and modelling ideas- Describing uses and users- Cutting, joining and shaping materials- Differences in materials- Making materials stronger- Evaluating  | Art & Design**Drawing – Picasso Portraits** - Generating ideas- Learning about great artists (Pablo Picasso, Keemo)- Experimenting with drawing tools and surfaces- Developing control of line and shape to create forms using drawing tools - Controlling pressure to create light and dark- Describing emotions- Shading techniques | DT**Mechanisms – Sliders and Levers**- Generating ideas based on existing products- Using a design criterion- Sketching and modelling ideas- Describing uses and users- Cutting, joining and shaping materials- Exploring how sliders and levers work- Evaluating | Art & Design**3D Design – Animal Windchimes** - Generating ideas - Experimenting with clay tools - Plan and make something - Natural and man- made materials - Applying decorative techniques to clay- Shaping clay- Replicating patterns and textures  | DT**Food and Nutrition – Preparing Fruit and Vegetables** - Generating ideas based on existing products- Use a design criterion- Sketch ideas- Describe uses and users- Evaluating - Working safely and hygienically- Cutting, peeling and grating- Talking about food using our senses- Healthy diets and where foods come from | Art & Design**Painting – Tingatinga**- Generating ideas- Learning about great artists (Edward Saidi Tingatinga) - Experimenting with painting tools and surfaces- Developing control of line and shape using painting tools- Types of paint and their properties- Mixing secondary colours- Measuring paint- Creating light and dark - Replicating patterns- Warm and cold colours |
| PSHE(PSHE Matters) | **Exploring Emotions (2)**R1 – Recognising a range of feelings in ourselves and other people.R1 – Recognising how others show feelings and how to respond.R2 – Recognising that their behaviour can affect others. H1 – Communicating feelings to others.H4 – Developing simple strategies for managing feelings.H4 – Using words to describe a range of feelings. | **Being Me (7)**L4 – Recognise they belong to different groups and communities such as families and school.L8 – Explore ways in which they are all unique. L9 – Identifying ways an which we are the same as all other people; what we have in common with everyone else.R7 – Offer constructive report to others.R9 – Identify what makes them special. | **Bullying Matters (6)**R2 – Recognising their behaviour can affect others.R6 – Listening to others and working cooperatively.R11 – Identifying that people’s bodies can be hurt.R12 – Recognise when people are being unkind to them or others, who tell and what to say.R13 – Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.R14 – Identifying strategies to resist teasing/ bullying if experienced or witnessed. | **Difference and Diversity (8)**L4 – Understand that they belong to different groups.L8 – Identifying ways in which they are unique.R5- Sharing opinions on things that matter using discussions.R8 – Identifying and respecting the differences and similarities between people. | **Growing Up (5)**H8 – The process of growing from young to old.H9 – Exploring growing and changing and becoming independent.H10 – The correct names for the main parts of the body (including external genitalia),H13 – Identifying people who they can ask for help and think about how they might do that.H15, R3 – Identify ways of keeping safe and knowing that they do not keep secrets.H16 – About privacy in different contexts.H16 – About respecting the needs of ourselves and other people.R8 – Identifying similarities and difference.R10 – What physical content is acceptable.L8 – That everybody is unique. | **Being Healthy (3)**H1 – Exploring what a healthy lifestyle means. H1 - Identify the benefits of a healthy lifestyle.H2 – Identify ways of feeling healthy. H2 – Recognising what they like and dislike.H2 – Recognising that choices can have good and not so good consequences. H3 – Setting simple goals. H6 – Recognising the importance of personal hygiene.H7 – Developing simple skills to help prevent diseases spreading. |
| P.E | Exploring different ways of moving with confidence, balance and co-ordination.  | Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.  | Children participate in team games, developing simple tactics for attacking and defending |
| Homework Opportunities |
| **Homework** | * Make a milkshake
* Make a cress head
* Research and find out what jobs people used to do on farms and why?
* Wheat grows on farms. Have a look in your cupboards can you find any foods that are made from wheat?
 | * Create a family tree
* Create yourself as a gingerbread person!
 | * Create an item which someone ‘who helps us’ could use.
* Write a Thankyou letter for someone who has helped you 
 | * An instruction leaflet for looking after a pet.
* If you could have any pet what would it be?
 | * Create a weather diary- record what the weather is like.
* Can you eat different parts of a plant? e.g. carrots (roots), lettuce (leaves) etc.
* Create your own artwork using natural materials.
 | * Design your own Zoo map using symbols
* Create an animal poem- choose an animal which starts with the same letter as your name e.g. Zak Zebra.
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