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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Termly Topics | **Bright Lights, Big City** | **Party Time!** | **Up, Up and Away** | **Grand Designs** | **Magic and Mystery** | **Oh, I Do Like to be Beside the Seaside!** |
| **Link to Child Interest** | Paddington Bear | Parties!  Birthdays  Christmas | Paper aeroplanes  Balloons | My home | Castles  Unicorns and dragons  Harry Potter | The seaside |
| **Curriculum Focus/ Key Questions** | **Geography/DT**  Where is London? What might we see in London? How does a city compare with a village? | **R.E/Art & Design/Music**  When do people have parties? What are they celebrating? What is the same and different about festivals and celebrations? | **History/DT**  Look to the sky… what can you see? What was air transport like in the past? How could we make a moving toy aeroplane? | **Art & Design/ Computing**  What is an architect? Can I be an architect? What jobs does an architect do? | **English/History**  What fairy tales do we know? Who lived in castles long ago? | **Science/History**  Where is the seaside? What might I see/ find/ hear at the beach? What might we find in a rockpool? What were seaside holidays like long ago? |
| **Hook/wow/visits** | London Transport Museum Virtual Workshop (landmarks) | Magician visit & class party | Airport or airfield day trip  Owls visit | Architect Day | Castle day trip e.g. Bolsover or Conisbrough Castle | Seaside day trip e.g. Cleethorpes or Whitby  Roleplay fish and chip shop |
| **Purpose/conclusion** | Royal Party including Royal Display & Royal Games. | Musical performance linked to one or more festivals e.g. Diwali/ Christmas. | To create our own class book including key facts and information. | 3D display featuring our grand designs. | To create our own magical story books (word processed) | Seaside class museum containing historical sources. |
| **Quality Texts** | Paddington’s Post  What the Ladybird Heard on Holiday  The Queen’s Hat  The Queen and Mr Brown stories  Katie in London | Pumpkin Soup  The Leaf Thief  The Viking who liked Icing  Supertato- Carnival Catastro-pea  Monster Christmas  The Christmas Pine  The Hanukkah Bear  Rama and Sita- the story of Diwali  Alfie’s Birthday Party  Alfie’s Christmas  Cinderella | The Blue Balloon  A Balloon for Grandad  Mole and the Baby Bird  The Firebird  Toys in Space  Owl Babies  Owl Non-Fiction  Usbourne Pop-Up Birds  On the tall, tall cliff | Iggy Peck Architect  In Every House on Every Street  The Three Little Pigs  The House that Once was  The House that Jack Built  A New Home for a Pirate  The House in the Night | The Dragon Machine  Twelve Dancing Princesses  George and the Dragon  The Paper Bag Princess  The Tough Princess  The Princess and the Pea  The Frog Prince  The Magician’s Map  The Magic Paintbrush  The Magic Potions shop | When I Was Little Like You  Winnie at the Seaside  The Lighthouse Keepers Lunch  Melrose and Croc by the Sea |
| **Core Subject Teaching** | | | | | | |
| **English**  **Rec ELG’s: Fine Motor Skills/Comprehension/ Reading & Writing** | Letter writing (linked to Paddington)  Instructions (marmalade recipe) | Party invitations.  Poetry. | Balloon descriptions.  Non -fiction (e.g. owls or air transport)  Create a quiz (questions & question marks) e.g. birds or space. | Descriptive home adverts for an Estate Agent.  Explore the traditional tale- 3 Little Pigs.  Write own version of the story. (Y2 plan story) | Explore a traditional tale- The Princess and the Pea or The Frog Prince.  Wanted poster- character description (princess)  Recount (castle trip) | Seaside holiday postcards- setting description.  Museum signs and labels.  Poetry. |
| **Maths**  **Rec ELG: Number/ Numerical Patterns** | Rec: Count objects, actions and sounds.  Subitise.  Compare numbers  Continue, 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 Subtraction  Solve 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 shape  Recognise 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 Subtraction  Solve 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: Measurement  Recognise 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 Division  Recall 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 Division  Recall 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/height  Compare numbers.  Select, rotate and manipulate shapes to develop spatial reasoning skills.  Continue, copy and create repeating patterns.  Y1: Measurement  Compare, 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 volume  Y2: Fractions  Recognise, find, name and write fractions of a length, shape, set of objects or quantity.  Write simple fractions and recognise the equivalence.  Y2: Measurement  Choose 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 division  Solve 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: Fractions  Recognise, 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: Measurement  Compare 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 value  Count 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: Measurement  Recognise 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: Measurement  Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml.  Compare and order mass, volume/capacity. |
| **Science**  **Rec ELG: The Natural World** | Rec: Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  **Everday materials** (Y1 PoS)  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. | Rec: Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them.  **Seasonal changes** (Y1 PoS)  Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies  **Plants** (Y1 PoS)  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. | Rec: Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  **Uses of everyday materials** (Y2 PoS)  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  **Animals** (Y1 PoS)  Identify and name a variety of common birds  **Living things** (Y2 PoS) Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (e.g. Barn Owl) | Rec: Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  **Uses of everyday materials** (Y2 PoS)  Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | Rec: Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  **Plants** (Y1 & Y2 PoS) Identify and describe the basic structure of a variety of common flowering plants, including trees.  Observe and describe how seeds and bulbs grow into mature plants  **Animals** (Y2 PoS)  Notice that animals, including humans, have offspring which grow into adults (observe life cycle of a frog) | Rec: Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  **Animals** (Y1 PoS)  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (seaside creatures)  **Living things and their habitats** (Y2 PoS) Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  Identify and name a variety of plants and animals in their habitats, including microhabitats  (rock pool habitat) |
| **Computing** | Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs | Use technology purposefully to create, organise, store, manipulate and retrieve digital content.  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
| **Non-Core Subjects** | | | | | | |
| **R.E**  **(Derbyshire Syllabus)**  **Rec ELG: People, Culture & Communities.** |  | Rec: Recognise that people have different beliefs and celebrate special times in different ways.  Understand that some places are special to members of their community.  **Y1/2: Key Question: 1.5 What makes some places sacred?**  Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.  Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.  Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.  Ask good questions during a school visit about what happens in a church, synagogue or mosque.  Festivals/Celebrations: Christmas (Christian), Diwali (Hindu/Sikh), Hanukkah (Jewish),  St. Andrew’s Day | Rec: Recognise that people have different beliefs and celebrate special times in different ways.  Understand that some places are special to members of their community.  **Y1/2: Key Question: 1.2 Who is a Muslim and what do they believe?**  Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.  Re-tell a story about the life of the Prophet Muhammad.  Recognise some objects used by Muslims and suggest why they are important.  Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.  Where do they worship? | Rec: Recognise that people have different beliefs and celebrate special times in different ways.  Understand that some places are special to members of their community.  **Y1/2: Key Question: 1.8 How should we care for others and the world, and why does it matter?**  Re-tell Bible stories and stories from another faith about caring for others and the world.  Identify ways that some people make a response to God by caring for others and the world.  Talk about issues of good and bad, right and wrong arising from the stories.  Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more.  Use creative ways to express their own ideas about the creation story and what it says about what God is like.  Lent and Easter and their significance for Christians. | Rec: Recognise that people have different beliefs and celebrate special times in different ways.  Understand that some places are special to members of their community.  **Y1/2: 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.  What features would I see in a church? |  |
| **Music**  **Rec ELG: Being Imaginative & Expressive** | Rec: Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups.  Y1/2: Use voices expressively and creatively by singing songs & speaking chants & rhymes | Rec: Watch and talk about dance and performance art, expressing their feelings and responses.  Explore and engage in music making and dance, performing solo or in groups.  Y1/2: Listen with concentration and understanding to a range of high-quality music. | Y1/2: Play tuned and untuned instruments musically.  (recorder) | Rec: Listen attentively, move to and talk about music, expressing their feelings and responses.  Y1/2: Use voices expressively and creatively by singing songs & speaking chants & rhymes.  Listen with concentration and understanding to a range of high-quality music. | Y1/2: Play tuned and untuned instruments musically.  Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Y1/2: Use voices expressively and creatively by singing songs & speaking chants & rhymes.  Listen with concentration and understanding to a range of high-quality music. |
| **Geography & History**  **Rec ELG’s: People, Culture & Communities. Past and Present.** | Rec: Draw information from a simple map.  **Y1/2: Geography**  Locational knowledge- Name & locate the four countries in the UK & their capital cities & surrounding seas.  Human & physical geography- Use geographical vocab to refer to key physical & human features. (London)  Geographical skills & fieldwork- Use aerial photos & plans to recognise landmarks and basic human & physical features; devise a simple map using symbols & a key. (London) | Rec: Recognise some similarities and differences between life in this country and life in other countries.  **Y1/2: Geography**  Locational knowledge- Name & locate & identify characteristics the four countries in the UK. | Rec: Compare and contrast characters from stories, including figures from the past.  **Y1/2: History**  Lives of significant individuals in the past. (e.g. the Wright Brothers)  Event beyond living memory (first flight) | Rec: Draw information from a simple map.  **Y1/2: Geography**  Geographical skills- Devise a simple map using symbols & a key.  Use simple compass directions & locational & directional language to describe the location of features & routes on a map. (E.g. A map for the 3 little pigs and describe their route.) | **Y1/2: History**  Significant historical events, places and people in their locality (Bolsover or Conisborough Castle) | Rec: Comment on images of familiar situations in the past.  **Y1/2: History**  Changes within living memory (seaside holidays) |
| **Art and Design/ Design & Technology**  **Rec ELG: Creating with Materials** | Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.  **Y1/2: Art & Design**  **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 | Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.  **Y1/2: DT**  **3D Design – Diva Lamps or Christmas Decorations**  - Generating ideas  - Evaluating existing pieces  - Experimenting with clay tools  - Control of line and shape – Plan and make something – Natural and Manmade materials  - Applying decorative techniques  - Replicating patterns and textures | Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.  **Y1/2: DT**  **Mechanisms – Wheels and Axles**  - Generating ideas based on existing products  - Use a design criterion  - Sketch and model ideas  - Describe uses and users  - Joining materials, cutting and shaping,  - Evaluating  - Exploring wheels and axles | Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.  **Y1/2: Art & Design**  **Drawing and Printing – Wallpaper Design**  - Generating ideas  - Learning about great designers (Laura Ashley, William Morris, Yinka Ilori)  - Experimenting with printing tools and surfaces  - Control of line and shape to create forms  - Creating texture  - Shading nearly  - Colour theory  - Printing techniques  - Replicating and create patterns | Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.  **Y1/2: DT**  **Textiles – Templates and Joining Techniques**  - Generating ideas based on existing products  - Use a design criterion  - Sketch and model ideas  - Describe uses and users  - Joining materials, cutting and shaping, - Evaluating  - Measuring and joining textiles  - Choosing textiles based on their properties  - Creating 3D textile structures from 2D shapes | Rec: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.  **Y1/2: Art & Design**  **Drawing and Painting – Seaside Landscapes**  - Generating ideas  - Learning about great artists (Janet Bell, Rebecca Lardner, Monet, Seurat)  - Experimenting with painting tools and surfaces  - Types of paint and their properties  - Control of line and shape  - Creating textures  - Creating light and dark  - Shading neatly  - Using collage to select and cut colours, textures and images to suit purposes  - Colour wheel  - Warm and cold colours |
| **PSHE**  (PSHE Matters)  **Rec ELG’s for PSE Development** | **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. | **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. | **Being Responsible (9)**  L1 – Identify how they can contribute to the life of the classroom and school.  L2 – Construct and explore the importance of rules.  L3 – Explore and understand that everyone has rights and responsibilities.  L5 – Identify what improves and harms their environments.  R4 – Recognise what is fair/unfair, right/wrong, kind/unkind. | **Being Safe (10)**  H11 – Identifying household products are hazards if not used properly.  H12 – Explore rules for and ways of keeping safe in a range of situations.  H13 – Knowing who to go to if they are worried.  H14, H15 – Recognising that they share a responsibility for keeping themselves and others safe.  H16 – Exploring what is ‘privacy’; their right to keep things private and the importance of respecting others’ privacy,  L2 – Understanding why rules are important in keeping us safe.  L10 – Identifying people who work in the community and how to ask for help. | **Relationships (11)**  R2 – Recognising our behaviour can affect others.  R4 – Recognising what is fair and unfair, kind and unkind, what is right and wrong.  R6 – Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation),  R7 – Offering constructive support and feedback to others.  R9 – Identifying their special people (family, friends, carers) and how they should care for each other. | **Money Matters (12)**  L6 – Recognising what money looks like.  L6 – Identifying how money is obtained.  L6 – Understanding the ways money can be used.  L7 – Understanding how to keep money safe and what influences choices. |
| **P.E**  **Rec ELG: Gross Motor Skills** | Fundamentals of Movement. | Fundamentals of Movement, teamwork and developing co-ordination and control. | Team games developing co-ordination and control. | Working in a team, using different equipment with increasing control. | Developing skills in team games and sports. | Team games, co-ordination and control with and without equipment. |
| **Homework Opportunities** | | | | | | |
| **Homework** | * Draw a picture of a village, town or city which you have visited. What was the name of this village? City? Town? What did you do there? Write a sentence and draw a picture. | * The Viking who liked Icing text- Can you create your own treat which you like to eat.      * Can you write the instructions on how you made it?! | * Parachute challenge! Can you make a parachute to transport an egg safely to the ground without breaking it? Which materials make the best parachute? You could experiment with a sandwich bag, a carrier bag and then a dustbin bag. We would love to see a photographs! | * Draw a picture of your house from the outside and label what different features you can see e.g. windows door.   (observational drawings) | * Create a storytelling box using different items e.g. dragon, magic wand. What could be inside your box?   Tell a story using these character/props. What is the setting of your story? | * Have you been to the seaside? Draw a picture to show where you have been and write a sentence. Also, show on a map where you visited. |
|  | * The London Eye, The River Thames are some of the famous landmarks which you would see in London. Can your create your own landmark and think of a name? You could create an interesting Bridge? Tower? Draw your landmark or take photographs of your creation. | * Leaf Thief text- Signs of Autumn- Take photographs or draw pictures to show signs of Autumn.   e.g a photograph of you in a pile of leaves etc. Be creative!   * Create artwork inspired by an element of Autumn e.g. A pumpkin head, a leaf animal etc. | * Create your own paper aeroplane and decorate measure how far it can travel in centimetres and metres! | * Watch the video   **Proud to be an architect on BBC**.  Design your own building. Plan your idea and then create it. | * Create your own mythical creature with moving parts. * Plan your design and then create your design. | * Build a 3D model of a lighthouse. * Find out more about lighthouses- why are they important? What is a lighthouse? |
|  | * Create a snack for Paddington Bear. What snack could you make for him? What are the steps to make this? Could you write instructions on how to make your snack? | * Create your own board game inspired by Autumn.   Could you collect conkers if you land on certain numbers?  Could your board game be made of leaves?! | * Create your own windmill. How does a windmill work? Research how they work. | * Paul Klee has created some fascinating mosaic style artwork including:   Castle and Sun.   * Can you create a mosaic of your own house? | * Read Room on the Broom.   The Witch travels by Broomstick. If you could invent your own way to travel what would it be?  Draw a picture or create a 3D model! | * Make a seaside in a jar. * You could collect real items/objects which you found on a beach/at the seaside. |
|  | * Have a look at where the United Kingdom is on Google maps.   What town do we live in? Can you find Chesterfield? Look for England then Chesterfield. How many places have you been to in the United Kingdom? Can you write the names of these places? Which city is the closest to Chesterfield? | * What parties/celebrations have you been to? Draw a picture or include a photograph to share with the class. Write a sentence to tell us about this party/celebration? | * Go to the local library and find out some information about planes, kites, hot air balloons, bubbles– make a simple information book. | * Create your own 3D house. * What features will you add to your house? | * Create your own character mask. Who are you? What is your name? Where do you live? | * In the Dead Sea you can float. Why? * Take part in the following experiment creating your own ‘salt’ water.   See the source image |
|  | * Create a city or town collage- e.g. Sheffield, Chesterfield, London. Can you add labels to your collage?   **See Example:** |  | * Which birds can you spot in your garden or in your local area? Can you create a painting or collage of your favourite? | * This is called ‘The Shoe House’ in the Netherlands! Research books or the Internet to find 1 unique house which exists somewhere in the world. Draw a picture and locate on map where this house is.   The 13 Most Unique Houses in the World | * Create your own magical prop- how is it magic. What can it do?   Be imaginative! | * Read Somebody Swallowed Stanley. How did the Plastic Bag get into the water do you think? * Recycle 5 items. * Take photographs of the items which you have chosen to recycle. Let’s do our part in helping the Environment. J |