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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Termly Topics | **Super Toys** | **Frozen Planet** | **If You Go Down to the Woods Today...** | **Pre-historic Predators** | **The Very Hungry Caterpillar and Friends** | **Deep Sea Detectives** |
| Children's Interests | Super heroes | Polar bears | Fairies and elves; living in the woods | Dinosaurs | Bugs! | Sharks |
| Key Questions/ Focus of the Topic | What are toys made from?What is my favourite toy and why? What adventures might they have when I am asleep?How have toys changed since my Grandparents played with them?Science/History/ Art / Computing | Where is the North Pole and what is it like?Where is the South Pole and what is it like?What animals live there and how do they survive?Geography/Science | What can I see/hear / touch/ smell in the wood?What type of creatures live in the wood?Science | When were dinosaurs alive? What different types of dinosaurs were there? How do we know? What evidence is there?History | What living things can we find around our school?Science | What is in the ocean?Science |
| Resources, visits and visitors |
| Hook/wow/visits | Toy Story video clipsBring a toy day | Swadlincote Snowsports Centre | Wild Sheffield Bear Hunt in Ecclesall WoodsBring a bear day | Dinosaur stomp scene set up in classroom.In school workshop.Be a palaentologist for the day- digging for fossils and examining them. | Holmebrook Valley Park or the Tropical Butterfly HouseButterfly eggs (www.insectlore) watch caterpillars hatch and change into butterflies in the classroom | In school workshop |
| Role play | Super hero HQ | Arctic explorers | Woodland, camo teepee, animal dress up | Mary Anning's fossil shop |  |  |
| Purpose/conclusion | Supertato/ super veg animations and adventure stories presentation | Winter dance- show to parents/carers | Wall display celebrating topic | Dinosaur museum | The Very Hungry Caterpillar and Friends picnic- invite parents & carers.If possible release the butterflies at the picnic | Class aquarium |
| Texts | SupertatoToys in SpaceDoggerTop Top SecretNewspaper Girl & Origami BoyKipper's Toy BoxWhere’s My Teddy? | Lost and FoundThe Emperors EggSoloBlue PenguinThe Journey Home | The GruffaloThe Gruffalo's ChildStick ManWe're Going on a Bear HuntHansel & Gretel / GoldilocksPercy the Park Keeper storiesBiscuit BearWhere's My Teddy?Little Beaver and the EchoThe Bumble Bear | Harry and his Bucketful of DinosaursTom and the Dinosaur EggTom and Dinosaur IslandSaturday Night at the Dinosaur StompThe Dog Who Could DigDinosaur non fictionDinosaur Dig – Korky Paul | The Very Hungry CaterpillarSelection of Eric Carle mini beast texts, including The Very Hungry Caterpillar, The Bad Tempered Ladybird, The Very Busy SpiderPeter RabbitSuperworm | Dougal's Deep Sea DiaryThe Snail and the WhaleTiddlerThe Rainbow FishCommotion in the OceanFinding Nemo film clipsGilbert the GreatShark in the ParkShark in the Park on a Windy DayShark in the Dark |
| Modern British Values, Respect and Community Links |
| Modern British Values – taught primarily through stories / PHSE | **Democracy / having a voice-** choosing class rules, electing school council reps. | Caring for our environmentClimate change | **Rule of law**- explore right & wrong using Hansel & Gretel and Goldilocks | **Rule of law**- what are our school rules? The Giving Tree by Shel Silverstein  | **Democracy / having a voice-** The Day the Crayons Quit | **Mutual respect & tolerance for diversity-** The Rainbow Fish by Marcus Pfischer. |
| Core Subject Teaching  |
| English | Character descriptionsSecret mission notesLost posters Planning and writing stories about a lost toy (Where’s my Teddy?) | Factual writing (penguins / polar bears)Lists- what to take on a polar adventureInstructions-  | Setting description (wood/forest)Traditional tales – retelling/ writingFactual writing Instructions- pooh sticks or biscuit bears | PoetryFactual writing (dinosaurs) | Author study: Eric CarleMake a collection of Eric Carle books in the book area.What am I? Riddles (mini-beasts) | PoetryFactual writing about sea creatures |
| 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 | Everyday Materials (Y1 PoS) | Animals (Y1 PoS) Identify/name a variety of animals. Carnivores/herbivores/omnivores.Living things & habitats (Y2 PoS) Polar habitats- how animals survive there. Polar bear food chain. | Animals (Y1 PoS) Identify/name a variety of common animals. Describe/ compare their structure.Living things & habitats (Y2 PoS) Explore & compare things that are living, dead & things that have never been alive. Identify animals & plants in a woodland habitat.  | Sorting dinosaurs- carnivore/ herbivore / omnivore.Seasons: Signs of Spring | Living things & their habitatsVertebrates and invertebratesExoskeletonsMini beast hunt & collectingUse branch diagramsButterfly life cycle | Sea creaturesClassification: mammals / fish / molluscs / crustaceansOcean layers- make in a jar & find out what creatures live in each layer. |
| Computing | Looking at a keyboard2Type: Practise touch typing2Animate: Super veg animations2Create a Story: Word process an adventure for your super veg | Paint Project (penguin/ polar bear)Word processing facts about polar bears/penguins.Y2 word process a fact sheetWebsites- research factsPaint Project: use reflections or textures to create a rangoli pattern. | 2Quiz: Create a quiz about woodland animals2Design&Make: Create a home for the Gruffalo or for Stick ManPaint Project (monster): Make a Gruffalo picture and type a sentence2Go: Create an algorithm for getting Stick Man back to the family tree. Debug to fix it. Y2 record their algorithms. | Paint Project: Dinosaur picture and type a sentence.Website research: dinosaur factsPicCollage: Create a dinosaur fact sheet.2Count: Create a pictogram of our favourite dinosaursPaint Project: Seder plate (R.E) | 2Question: Create a branch diagram to identify mini beasts.2Go: Get the mini beast to the correct habitat (algorithms & debugging)2Paint: Use the symmetry tool to create a symmetrical butterflyPaint Project: butterfly life cycle | 2Paint a Picture: Explore the art tools & effects. Can you create an under the sea scene?Mashcam: deep sea diver |
| Foundation Subjects |
| R.E | Harvest FestivalIntroduction to JudaismSukkot | ChristmasIntroduction to HinduismDiwali | Chinese New Year | PassoverShrove Tuesday and LentEaster | Visit the Church and identify featuresIntroduction to Sikhism |  |
| Music**recorder lessons all year** | Listening&Appreciating: Parts of Toy Story soundtracksIdentifying & naming musical instruments | Andy's animal rap- polar partyExplore keeping a beat | Andy's animal rap- What can you see in the wood?Gruffalo composition: select & organise sounds and use symbols | Listening& Appreciating: Jurassic Park theme tune & Walking with DinosaursExploring dynamics | BBC primary music:Listening& Appreciating : Caribbean steel drum band- Yellow BirdExploring pitchClapping rhythm patterns & rests | Listening& Appreciating: Vaughan-Williams Sea SymphonyBBC primary music: Sun, Sea & SongFocus on singingExploring pitch |
| Geography / History | Toys in the past: compare now & then. Putting toys into chronological order. | World maps: locating North & South poles & the equator. | Drawing maps: We're Going on a Bear Hunt- creating symbols & a key.Human & physical features. | Famous person: Mary AnningHistorical sourcesCreate a timeline from the Triassic period up until dinosaurs became extinct. World maps: label countries where dinosaur fossils and bones have been found. |  | Historical event: The sinking of the TitanicWorld maps: locating the main oceans |
| Art and Design/Design Technology | **Mechanisms – Wheels and Axles** Design and create a push/pull toy. - 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 | **Painting – Arctic Landscapes** - Generating ideas- Learning about great artists (Zaria Forman) - 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 - Creating texture- Warm and cold colours | **Food and Nutrition – Preparing Fruit and Vegetables**Design and create a dish for the teddy bears’ picnic. - 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 | **3D Design – Dinosaur/Fossil Pattern Tiles** - Generating ideas - Experimenting with tools and surfaces- Learn about great artists that use pattern in interesting ways (Yayoi Kusama, Sarah Morris, Clark Richert)- Control of line and shape- Plan and make something- Natural and manmade materials- Applying decorative techniques (including carving)- Replicating patterns and textures | **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 | **Drawing and Collage – Deep Sea** - Generating ideas- Learning about great collage artists (Megan Coyle) - Experimenting with drawing tools and surfaces- Developing control of line and shape to create forms using drawing tools - Creating light and dark values with drawing tools- Selecting and cutting colours and images to suit ideas - Warm and cold colours |
| PSHE(PSHE Matters Handbook) | **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 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.Blue Penguin by Petr Horácek- Friendship. Who are my friends? How can I be a good friend? | **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. | **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. | **Drug Education (1)** H1 – Exploring the importance of physical, mental and emotional health.H2 – Exploring how to make informed choices.H11 – Understanding the role of drugs as medicines.H11 – Identifying alternatives to taking medicines.H11 – Identifying that household products, including medicines, can be harmful if not used properly. H12 – Identifying rules for and ways of keeping safe.H15 – Recognising they have a shard responsibility for keeping themselves and others safe. | **Changes (5)**H5 – Exploring what change means.H5 – Exploring loss and change and the associated feelings.H8 – Explore changes of growing from young to old.H9 – Managing change positively.H13 – Identifying strategies and where to go for help. |
| P.E**yoga sessions all year** |  |  |  |  |  |  |
| **Nature Explorers to run throughout the year** |
| Homework Opportunities |  |  |  |  |  |  |
| Homework | Find out from parents and grandparents about their favourite toys from when they were children.Make a game to play with family or friends.Design a super hero and describe their skills. | Research some facts about one Arctic or Antarctic animal and create a poster.Make a 'polar lands' picture.Visit the library and find a book linked to our topic (fiction or non-fiction) and bring it to school to share with the class. | Go for a walk with a grown up to woodland or area of lots of trees. What can you see, hear, smell and touch?Make a woodland picture with hidden facts under flaps.Create your own natural sculpture in your garden and send in a photograph.Find out 5 fascinating facts about trees | Some T. rexes were 6 metres tall. Measure your family with a tape measure and write down their heights in order. Visit your local library and find some non-fiction books about dinosaurs. Choose a dinosaur and write five fascinating facts. Create a dinosaur Menu. Be as creative as you can! Make sure you know whether it's for a herbivore or a carnivore! | Mini beasts homework choice grid | Make a list of ways to look after the sea. Make a fish recipe. Create a quiz about under water creatures including ten questions |
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