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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 |  |  |  |  |  |  |
| 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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