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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 | Chickens  Pigs/Peppa Pig  Tractors | Me!  My family & my home  Babies | 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 & Materials  Art/Science | Where is Africa and what is it like there?  What animals live in Africa?  The World/Using Media & Materials/ Geography  Art/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 workshop  YWP day trip to see African animals |
| Roleplay | Farm shop | Baby clinic  Doctor’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 Gruff  The Troll  Farmer Duck  A Squash and a Squeeze  The Scarecrow’s Wedding  Rosie’s Walk  The Little Red Hen  Oliver’s Fruit Salad  Oliver’s Vegetables  Oliver’s Milkshake  What the Ladybird Heard  Peter Rabbit | Funny Bones  Lucy’s Picture  Something Special  Baby Brains  The Gingerbread Man  Biscuit Bear | The Jolly Postman  Emergency!  Mog  Burglar Bill  The Great Cheese Robbery | The Great Pet Sale  How to look after pets non-fiction books  Mog and the VET  That Pesky Rat  Hermelin the Detective Mouse | Chicken Licken  Jack and the Beanstalk & alternative versions e.g. Jack & the Baked Beanstalk, Jim & the Beanstalk  The Ugly Duckling  The Cow that Laid an Egg  Egg Drop | Tinga Tinga tales.  Stories by Mwenye Hadithi e.g. Greedy Zebra, Cross Crocodile, Running Rhino  Handa’s Surprise  Meerkat 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 tales  Writing lists- e.g. jobs for Farmer Duck.  Diary entries | Poetry- my favourite poem  Passports  Facts about me. | Newspaper report or wanted poster (Burglar Bill/Hermelin)  Facts about people who help us  Instructions- how to brush your teeth | Pet fact files  Instructions for looking after a pet. | Chicken diary  Bean diary  Make little books about Spring  Instructions (how to grow a beanstalk)  Ugly Duckling lost poster | African animal what am I riddles  Story setting descriptions  Write own animal story set in Africa  Recount of our trip to the zoo  Postcards 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) Spring  Plants (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 | Algorithms  De-bugging | Using technology purposefully. | On-line safety  Uses of technology outside school. | Using technology purposefully. | Using technology purposefully. | On-line safety  Algorithms & 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. |  |
| Music | Singing-The 3 Billy Goats Gruff story & song  Instruments | Rhythm and beat | Notation | Improvisation | Listening & appreciating – Vivaldi The Four Seasons  Singing- There Once Was an Ugly Duckling | Combining musical elements |
| Geography / History | Geography  Geographical 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) | Geography  Geographical skills- use simple fieldwork & observational skills to study the geography of our school and ground and key human/physical features of the surrounding environment. | History  Event beyond living memory- Great Fire of London.  Lives of significant individuals alive at different times- Mary Seacole & Edith Cavell. |  | History  Changes within living memory- what was school like for children long ago? | Geography  Place 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. |