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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 |  |  |  |  |  |  |
| 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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