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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 heroesMy favourite toys | Polar bearsPenguins | Fairies and elves & living in the woods | Dinosaurs | Bugs! | Sharks |
| **Key Questions/ Focus of the Topic** | **English/History/Computing**What are toys made from? What is my favourite toy and why? What adventures might they have when I am asleep? Were toys different in the past? | **Geography/Science**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? | **Science**What can I see/hear / touch/ smell in the wood? What type of creatures live in the wood? | **History**When were dinosaurs alive? What different types of dinosaurs were there? How do we know? What evidence is there? | **Science**What living things can we find around our school? What are their habitats like?  | **Science**What is in the ocean? |
| **Hook/wow/****visits** | Heritage Doncaster Workshop- Timeline of ToysBring in 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 palaeontologist 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 | The Deep aquarium |
| **Possibilities for role play** | Super hero HQ | Arctic explorers | Woodland, camo tee-pee, animal dress up, bear cave  | Mary Anning's fossil shop | Mini-beast dressing up | Aquarium gift 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 in the Toy Museum | 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 |
| **Core Subject Teaching**  |
| **English****Rec ELG’s: Fine Motor Skills/ Comprehension/ Reading & Writing** | Character descriptionsLost 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 adventure | 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.Retelling familiar talesWhat am I? Riddles (mini-beasts) | PoetryFactual writing (sea creatures)Diary entries |
| **Maths****Rec ELG: Number/ Numerical Patterns** | 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.Y1: Geometry – properties of shapeRecognise and name common 2-D and 3-D shapes.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: Geometry – Properties of ShapesIdentify 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: 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: 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.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.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: 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: 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.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: MeasurementChoose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)Compare and order lengths/ heights.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. | 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.Y1: Geometry – position and direction.Describe position, direction and movement, including whole, half, quarter and three quarter turns.Y2: FractionsRecognise, find, name and write fractions of a length, shape, set of objects or quantity. Write simple fractions and recognise the equivalence.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: StatisticsInterpret 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.Y2: Geometry – Position and DirectionOrder 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). |
| **Science****Rec ELG: The Natural World** | **Rec:** Explore the natural world around them.Describe what they see, hear and feel whilst outside.**Everyday 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.**Animals** (Y1 PoS) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.**Living things & 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. (Polar habitats)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. (Polar bear food chain) | **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.Describe and compare the structure of a variety of common animals.**Living things & habitats** (Y2 PoS) Explore and compare the differences between things that are living, dead & things that have never been alive. Identify and name a variety of plants and animals in their habitats. (Woodland habitat) | **Rec:** Explore the natural world around them.Describe what they see, hear and feel whilst outside.Understand the effect of the changing seasons on the world around them.**Animals** (Y1 PoS)Identify and name animals that are carnivores, herbivores and omnivores. **Seasonal Changes** (Y1 PoS)Observe changes across the four seasons.Observe and describe weather associated with the seasons and how day length varies. | **Rec:** Explore the natural world around them.Describe what they see, hear and feel whilst outside.Understand the effect of the changing seasons on the world around them.**Living things & 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. (micro-habitats)**Animals** (Y1 PoS)Describe and compare the structure of a variety of common animals. (mini-beasts)**Animals** (Y2 PoS)Notice that animals have offspring which grow into adults. (butterfly lifecycle) | **Rec:** Explore the natural world around them.Describe what they see, hear and feel whilst outside.Understand the effect of the changing seasons on the world around them.**Animals** (Y1 PoS) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name animals that are carnivores, herbivores and omnivores.Describe and compare the structure of a variety of common animals.**Living things & 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. (ocean habitat) |
| **Computing** | Use technology purposefully to create, organise, store, manipulate and retrieve digital content.Recognise common uses of information technology beyond school. | 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.Recognise common uses of information technology beyond school. | 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 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. |
| Foundation 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 of special to members of their community.**Y1/2: 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.  | **Rec:** Recognise that people have different beliefs and celebrate special times in different ways.Understand that some places of special to members of their community.**Y1/2: Key Question: 1.6 How and why do we celebrate special and sacred times?**Identify some ways Christians celebrate Christmas and Jewish people celebrate Hanukkah. Re-tell stories connected with these festivals and say why they are important to the believers. Ask questions and suggest answers about stories to do with festivals.Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.  |  | **Rec:** Recognise that people have different beliefs and celebrate special times in different ways.Understand that some places of special to members of their community.**Y1/2: 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.  | **Rec:** Recognise that people have different beliefs and celebrate special times in different ways.Understand that some places of special to members of their community.**Y1/2: Key Question: 1.7 What does it mean to belong to a faith community?**Recognise and name some symbols of belonging from their own experience, for Christians & at least one other religion, suggesting what these might mean and why they matter to believers.Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the symbols & actions mean.Identify two ways people show that they belong to each other when they get married.Respond to examples of co-operation between different people. |  |
| **Music****Rec ELG: Being Imaginative & Expressive** | **Rec:** Sing in a group or on their own, increasingly matching the pitch & following the melody.Listen attentively, move to & talk about music, expressing their feelings & responses. **Y1/2:** Use voices expressively & creatively by singing songs & speaking chants & rhymes.  | **Rec:** Sing in a group or on their own, increasingly matching the pitch & following the melody.Watch & talk about dance & performance art, expressing their feelings & responses. **Y1/2:** Use voices expressively & creatively by singing songs & speaking chants & rhymes. | **Rec:** Explore & engage in music making & dance, performing solo or in groups.**Y1/2:** Play tuned & untuned instruments musically.  |  |  | **Rec:** Listen attentively, move to & talk about music, expressing their feelings & responses.**Y1/2:** Listen with concentration & understanding to a range of high-quality music. Experiment with, create, select & combine sounds using the inter-related dimensions of music.  |
| **Geography / History****Rec ELG’s: People, Culture & Communities. Past and Present** | **Rec:** Comment on images of familiar situations from the past.**Y1/2: History**Changes within living memory (toys and games) | **Rec:** Recognise some environments that are different from the one in which they live.Recognise some similarities & differences between life in this country & life in other countries.**Y1/2: Geography**Locational knowledge- Name & locate the world’s seven continents & five oceans.Place knowledge- Understand geographical similarities & differences through studying the human & physical geography of a small area of the UK, & of a small area of a contrasting non-European country. (compare Holmesfield with the North or South Pole) Human & physical geography- Identify the location of hot & cold areas of the world in relation to the Equator & the North & South Poles. Use basic geographical vocabulary to refer to key physical & human features. Geographical skills & fieldwork- Use world maps, atlases & globes to identify countries, oceans & continents.  | **Rec:** Draw information from a simple map.**Y1/2: Geography**Geographical skills & fieldwork- Use simple compass directions & locational & directional language to describe the location of features & routes on a map. Use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; and use & construct basic symbols in a key. | **Rec:** Compare & contrast characters from stories, including figures from the past.**Y1/2: History**Lives of significant individuals in the past. (Mary Anning) Events beyond living memory. (dinosaurs) | **Rec:** Draw information from a simple map.**Y1/2: Geography**Geographical skills & fieldwork- Use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human & physical features of its surrounding environment. Human & physical geography- Use basic geographical vocabulary to refer to human & physical features. | **Rec:** Compare & contrast characters from stories, including figures from the past.**Y1/2: History**Event beyond living memory (the sinking of the Titanic) |
| **Art and Design/Design Technology****Rec ELG’s: Creating with Materials. Fine Motor Skills.** | **Rec:** Explore, use & refine a variety of artistic effects to express their ideas & feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them.Create collaboratively, sharing ideas, resources & skills.**Y1/2: DT 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 | **Rec:** Explore, use & refine a variety of artistic effects to express their ideas & feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them.Create collaboratively, sharing ideas, resources & skills.**Y1/2: Art & Design 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 | **Rec:** Explore, use & refine a variety of artistic effects to express their ideas & feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them.Create collaboratively, sharing ideas, resources & skills.**Y1/2: DT** **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 | **Rec:** Explore, use & refine a variety of artistic effects to express their ideas & feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them.Create collaboratively, sharing ideas, resources & skills.**Y1/2: Art & Design** **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 | **Rec:** Explore, use & refine a variety of artistic effects to express their ideas & feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them.Create collaboratively, sharing ideas, resources & 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 & refine a variety of artistic effects to express their ideas & feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them.Create collaboratively, sharing ideas, resources & skills.**Y1/2: Art & Design****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)****Rec ELG’s: Self Regulation. Managing Self. Building Relationships.** | **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. | **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 shared 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****Rec ELG: Gross Motor Skills** | Rec: Revise & refine the fundamental movement skills already acquired. Progress towards a more fluent style of moving, with developing control & grace.Develop overall body strength, coordination, balance & agility needed to engage successfully with future PE sessions & other physical disciplines. Combine different movements with ease & fluency.Confidently & safely use a range of large & small apparatus indoors & outside, alone & in a group.Further develop & refine a range of ball skills.Develop confidence, competence, precision & accuracy when engaging in activities that involve a ball.  | Rec: Revise & refine the fundamental movement skills already acquired. Progress towards a more fluent style of moving, with developing control & grace.Develop overall body strength, coordination, balance & agility needed to engage successfully with future PE sessions & other physical disciplines. Combine different movements with ease & fluency.Confidently & safely use a range of large & small apparatus indoors & outside, alone & in a group.Further develop & refine a range of ball skills.Develop confidence, competence, precision & accuracy when engaging in activities that involve a ball.  | Rec: Revise & refine the fundamental movement skills already acquired. Progress towards a more fluent style of moving, with developing control & grace.Develop overall body strength, coordination, balance & agility needed to engage successfully with future PE sessions & other physical disciplines. Combine different movements with ease & fluency.Confidently & safely use a range of large & small apparatus indoors & outside, alone & in a group.Further develop & refine a range of ball skills.Develop confidence, competence, precision & accuracy when engaging in activities that involve a ball.  | Rec: Revise & refine the fundamental movement skills already acquired. Progress towards a more fluent style of moving, with developing control & grace.Develop overall body strength, coordination, balance & agility needed to engage successfully with future PE sessions & other physical disciplines. Combine different movements with ease & fluency.Confidently & safely use a range of large & small apparatus indoors & outside, alone & in a group.Further develop & refine a range of ball skills.Develop confidence, competence, precision & accuracy when engaging in activities that involve a ball.  | Rec: Revise & refine the fundamental movement skills already acquired. Progress towards a more fluent style of moving, with developing control & grace.Develop overall body strength, coordination, balance & agility needed to engage successfully with future PE sessions & other physical disciplines. Combine different movements with ease & fluency.Confidently & safely use a range of large & small apparatus indoors & outside, alone & in a group.Further develop & refine a range of ball skills.Develop confidence, competence, precision & accuracy when engaging in activities that involve a ball.  | Rec: Revise & refine the fundamental movement skills already acquired. Progress towards a more fluent style of moving, with developing control & grace.Develop overall body strength, coordination, balance & agility needed to engage successfully with future PE sessions & other physical disciplines. Combine different movements with ease & fluency.Confidently & safely use a range of large & small apparatus indoors & outside, alone & in a group.Further develop & refine a range of ball skills.Develop confidence, competence, precision & accuracy when engaging in activities that involve a ball.  |
| **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 |