

Year I	Aut I - Sept/Oct	Aut 2 – Nov/Dec	Spr I - Jan/Feb	Spr 2 - Feb/Mar	Sum I - Apr/May	Sum 2 - Jun/Jul
Topic title/theme	Funny bones	Heroes and Villains	Paddington, from the woods to the city	Commotion in the Ocean	Kings and Queens	Jack and the Beanstalk
<u>Science</u> <u>Seasons</u> *observe changes across the four seasons *observe and describe weather associated with the seasons and how day length varies.	<u>Animals, including humans</u> *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<u>Everyday Materials</u> *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.	<u>Animals, including humans</u> *identify and name a variety of common animals including fish, amphibians, reptiles, insects, birds and mammals *identify and name a variety of common animals that are carnivores, herbivores and omnivores *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)			<u>Plants</u> *identify and name a variety of common wild and garden plants, including deciduous and evergreen trees *identify and describe the basic structure of a variety of common flowering plants, including trees
<u>Geography</u> <u>Human and physical geography</u> ♣ identify seasonal and daily weather patterns in the United Kingdom	<u>Human and Physical Geog.</u> use basic geographical vocab to refer to: ♣ key human features, including: city, town, village, factory, farm, house, office and shop <u>Geographical skills and fieldwork</u> ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; ♣ devise 2 simple maps; and use and construct basic symbols in a key for our school grounds and our village ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <u>Vocabulary</u> pub, shop, church, school, houses, trees, the green, pond	<u>Human and Physical Geog.</u> use basic geographical vocab to refer to: ♣ key human and physical features, including: village, town, city, land, sea, coast River Thames, London, Parliament.	<u>Locational knowledge</u> ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Geographical skills and fieldwork</u> ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, ♣use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] , to describe the location of features and routes on a map	<u>Locational knowledge</u> ♣ name and locate the world’s five oceans (Pacific, Atlantic, Indian, Southern, Arctic) <u>Geographical skills and fieldwork</u> ♣ use world maps, atlases and globes to identify the oceans studied at this key stage	<u>Human and Physical Geog.</u> use basic geographical vocab to refer to: ♣ key human and physical features, including: London, Capital city, Parliament, Buckingham Palace. Castle, Norwich, Oxburgh.	
History	Artist study: Pablo Picasso Weeping Woman 1937	<u>Bonfire Night, Guy Fawkes Remembrance day</u> <u>Edith Cavell, War</u> ♣ events beyond living memory that are significant nationally commemorated through festivals or anniversaries ♣ significant historical events, people and places in their own locality	Artist study: Vincent Van Gogh Starry Night 1889	Artist study: Hokusai Great Wave 1831 Titanic sank in the Atlantic 1912	♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Queen Elizabeth’s II reign and Death - King Charles III coronation ♣ the lives of significant individuals in the past. Some should be used to compare aspects of life in different periods - Compare Queen Elizabeth I & II - or Charles II & III Creating our own family tree and The Royal Family Tree	
Art	<u>Portraits,</u> • How to draw a self portrait Pablo Picasso • Painting a portrait Pablo Picasso – Impressionism portraits	Fireworks – brush strokes Room on the broom beast – colour mixing Explore colour mixing, learn primary, secondary and tertiary colours	<u>Vincent VanGogh</u> <u>Painting techniques</u> • Exploring brushstrokes using acrylic paints. • Create a copy of Van Gogh’s Starry night, • then our own version using a UK landmark	<u>Hokusai</u> - block printing The Great Wave of Kanugawa		Weaving – Exploring weaving techniques creating paper and then fabric weaves. Compare the materials and talk about our preferences for paper or fabric and why.

DT		Moving Superhero picture Technical knowledge ♣ explore and use mechanisms (for example, levers, sliders , wheels and axles] , in their products) Design and make a moving Superhero picture.		Healthy recipes ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from.	Castles ♣ explore and use mechanisms (for example, levers, sliders, wheels and axles] , in their products) Design and make a castle with a moving drawbridge.	
ICT NCCE	Computing systems & networks: Technology around us	Creating media: Digital painting	Programming A: Moving a robot	Creating Media: Digital writing	Programming B: Programming animations (Scratch – castles)	Data and Information Grouping data
PSHE	<u>Being Me in My World</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	<u>Celebrating Difference</u> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<u>Dreams and Goals</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	<u>Healthy Me</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	<u>Relationships</u> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	<u>Changing Me</u> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<u>MUSIC</u> Title Style of main song Unit theme	<u>Hey You</u> Old School Hip-Hop How pulse, rhythm and pitch work together.	<u>Rhythm In The Way We Walk and The Banana Rap</u> Reggae Pulse, rhythm and pitch, rapping, dancing and singing.	<u>In the Groove</u> Blues, Baroque, Latin, Bhangra, Folk, Funk How to be in the groove with different styles of music.	<u>Round and Round</u> Bossa Nova Pulse, rhythm and pitch in different styles of music.	<u>Your Imagination</u> Pop Using your imagination.	<u>Reflect, Rewind & Replay</u> Classical The history of music, look back and consolidate your learning, learn some of the language of music.
RE	How do Christians belong to their family? (Harvest)	Why is light important? (Christingle/Hannukah)	Why are symbols and artefacts important to some people? (Passover) compare (Easter)		How did the Universe come to be? (Christian story of creation)	

Year 2	Aut 1 - Sept/Oct	Aut 2 – Nov/Dec	Spr 1 - Jan/Feb	Spr 2 - Feb/Mar	Sum 1 - Apr/May	Sum 2 - Jun/Jul
Topic title/theme	Who's afraid of the Big Bad Wolf?	London'	Where in the World?	My World Kitchen	Into the Woods	Oh we do like to be beside the Seaside!!
Science	Materials *identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses *find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		Living things and their Habitats *explore and compare the differences between things that are living, dead, and things that have never been alive *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	Living things and their 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. Animals, including humans *find out about and describe the basic needs of animals, including humans, for survival (water, food and air) *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Plants *observe and describe how seeds and bulbs grow into mature plants *find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Living things and their Habitats *identify and name a variety of plants and animals in their habitats, including microhabitats	Animals, including humans *notice that animals, including humans, have offspring which grow into adults
Geography		Use maps to show the progression of the Great Fire of London. Landmarks *London *River Thames *St Paul's Cathedral	Locational knowledge ♣ name and locate the world's seven continents Habitats - (Africa, Antarctica, Australia, North and South America) Food - (Asia, Europe) Geographical skills and fieldwork ♣ use world maps, atlases and globes to locate the continents, including human and physical landmarks ♣ use photographs to recognise landmarks and basic human and physical features, recognising similarities and differences between Thetford Forest and The Amazon Rainforest ♣use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map ♣ understand the location of hot and cold areas in relation to the equator and North & South poles Human and Physical Geog. use basic geographical vocab to refer to: ♣ key human features, including: city, town, village, factory, farm, house, office and shop			Human and Physical Geog. use basic geographical vocab to refer to: ♣ key physical features, including: beach, cliff, coast, sea, ocean, river, soil, valley, vegetation, ♣ key human features, including: city, town, village, port, harbour and shop
History		Great Fire of London Pupils should be taught about ♣ events beyond living memory that are significant nationally or globally (for example, the Great Fire of London) ♣ the lives of significant individuals in the past. Some should be used to compare aspects of life in different periods (King Charles, Samuel Pepys, Thomas Fariner)		Artist Study: Andy Warhol Soup cans – 1962 (printing)	Artist study: Georgia O'Keeffe 1956 (modernism) Artist study: Andy Goldsworthy 1956 (land art)	Pupils should be taught about: ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria) Artist study: Kieron Williamson Born in 2002
Art	Portraits, <ul style="list-style-type: none">• How to draw a self portrait• Painting a portrait Drawing a wolf. <ul style="list-style-type: none">• Sketching and improving our drawings.• Using water and ink to colour our wolf.	Clay Sculpt a Diva Lamp for Diwali. Teach the children to make a pinch pot and a coil pot. Children explore both techniques and choose one to make their own diva lamp. Exploring line in drawing techniques. Draw a picture of Stuart houses on fire using different line techniques to get the textures on the buildings.	Exploring Painting landscapes & colour mixing. <ul style="list-style-type: none">• Mix hot colours (poster paint) when creating our own African sunset.• Mix cold colours (watercolour) to create an Antarctica scene.• How to draw a penguin. (revisit our step by step sketching technique)	<u>Andy Warhol</u> – Printing look at his iconic photographic silkscreen prints (Marilyn Monroe, soup cans, etc.) Create their own printing 'iconic food' tile using polystyrene tiles, rollers and printing ink.	<u>Andy Goldsworthy</u> Sculpture Look at his land art. Create our own nature-based art using natural materials. <u>Georgia O'Keeffe</u> – Introduction to watercolours. Recap colour mixing. Exploring colour to create our own flower artwork.	<u>Kieron Williamson</u> Watercolours Creating beach scenes using watercolours.

DT	<p>Can you design a model house for our Little pigs to protect them from the wolf and the weather, using our knowledge of materials.</p> <p>Technical knowledge ♣ build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>We are Bakers - make the bread cooked at the time of the GFoL.</p> <p>♣ use the basic principles of a healthy and varied diet to prepare dishes</p> <p>♣ understand where food comes from.</p>	<p>Food Technology</p> <p>Design a menu and create dishes for our families to try on an open afternoon.</p> <p>♣ use the basic principles of a healthy and varied diet to prepare dishes</p> <p>♣ understand where food comes from.</p>		<p>Sculpture</p> <p>Design and make our own clay/natural material minibeast sculptures.</p>	<p>Can you design and make a bathing machine with moving wheels?</p> <p>♣ explore and use mechanisms (for example, levers, sliders, wheels and axles] , in their products)</p>
ICT NCCE	<p>Computing systems & networks:</p> <p>Tech around us</p> <p>Creating Media:</p> <p>Digital photography</p>	<p>Researching a topic</p> <p>Retrieving information</p>	<p>Programming A:</p> <p>Robot algorithms</p>	<p>Programming B:</p> <p>Programming quizzes</p>	<p>Data and Information</p> <p>Pictograms</p>	<p>We are publishers</p> <p>Presenting our learning on Google slides</p>
PSHE	<p><u>Being Me in My World</u></p> <p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p>	<p><u>Celebrating Difference</u></p> <p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p>	<p><u>Dreams and Goals</u></p> <p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p>	<p><u>Healthy Me</u></p> <p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p><u>Relationships</u></p> <p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special Relationships</p>	<p><u>Changing Me</u></p> <p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>
MUSIC Title Style of main song Unit theme	<p><u>Hands, Feet, Heart</u></p> <p>Afropop, South African</p> <p>South African music</p>	<p><u>Ho, Ho, Ho</u></p> <p>A song with rapping and improvising for Christmas</p> <p>Festivals and Christmas</p>	<p><u>I Wanna Play in a Band</u></p> <p>Rock</p> <p>Playing together in a band</p>	<p><u>Zootime</u></p> <p>Reggae</p> <p>Reggae and animals</p>	<p><u>Friendship Song</u></p> <p>Pop</p> <p>A song about being friends</p>	<p><u>Reflect, Rewind & Replay</u></p> <p>Classical</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>
RE	<p>How does a celebration bring a community together? (Harvest)</p>	<p>Why is light important to Hindus and Christians? (Diwali/Christingle)</p>	<p>What does it mean to belong to the Muslim community? How does a celebration bring a community together? Fitra) (Eid al</p>		<p>How did the universe come to be? (Hindu story of creation)</p>	

Year R	Aut 1 - Sept/Oct	Aut 2 – Nov/Dec	Spr 1 - Jan/Feb	Spr 2 - Feb/Mar	Sum 1 - Apr/May	Sum 2 - Jun/Jul
<i>Topic title/theme</i>	Three Blind Mice and all things Nice	All I want for Christmas, is to be a ...? (An astronaut)	Globe Trotters! From Africa to Antarctica	Once Upon a Story	Round and Round the Garden	Paddington, Pooh and Rupert too!
<i>Texts/rhymes</i>	Humpty Dumpty, 1, 2, 3, 4, 5 once I caught a fish alive	Whatever Next Goodnight Spaceman	Dear Zoo Handa's Surprise Lost & Found Emperor's egg	Gingerbread Man Billy Goats Gruff Goldilocks Magic Porridge Pot	Hungry Caterpillar Percy the Park Keeper Tiny Seed Bad Tempered Ladybird	Brown Bear, Brown Bear Polar Bear, Polar Bear We're Going on a Bear Hunt Old Bear Stories This is the Bear
Understanding the World	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps	Understand the past through settings, characters and events encountered in books read in class and storytelling Talk about the lives of the people around them and their roles in society Children's own parents come in & talk about their jobs. Visits from fireman/police/dentist/nurse/doctor Begin our timeline Add our class D.O.B and staffs	Explain some similarities and differences between life in this country and life in other countries (Kenya), drawing on knowledge from stories, non-fiction texts and – when appropriate – maps Know some similarities and differences between the natural world around them and contrasting environments (Africa/Antarctica), drawing on their experiences and what has been read in class	Invent, adapt and recount narratives and stories with peers and their teacher	Explore the natural world around them, making observations and drawing pictures of animals and plants	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Add our famous bears to our timeline <div>Introduction to London</div>
Seasons	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter					
Expressive Arts and Design	Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music			Make use of props and materials when role playing characters in narratives and stories Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music		Invent, adapt and recount narratives and stories with peers and their teacher
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	<u>Harvest</u> Little Red Hen Farmer Duck	<u>Diwali</u> <u>Xmas</u> Dear Santa		<u>Easter</u> <u>Passover</u>		

P, S &E development – PSHE *Talk about members of their immediate family and community. *Name and describe people who are familiar to them.	<u>Being me in my World</u> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	<u>Celebrating Difference</u> Identifying talents Being special Families Where we live Making friends Standing up for yourself	<u>Dreams and Goals</u> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	<u>Healthy Me</u> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	<u>Relationships</u> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<u>Changing Me</u> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
MUSIC <u>Title</u> Main Songs	<u>Me!</u> Pat-a-cake I, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	<u>My Stories</u> I'm A Little The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song	<u>Everyone!</u> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You’re Happy And You Know It Head, Shoulders, Knees And Toes	<u>Our World</u> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	<u>Big Bear Funk</u> Big Bear Funk	<u>Reflect, Rewind & Replay</u> Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function
Use a range of small tools, including scissors, paint brushes and cutlery	Share their creations, explaining the process they have used
Begin to show accuracy and care when drawing	