



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theme	<p><u>Into the Woods – Geography focus</u> Geography focus – geographical skills and fieldwork, location knowledge of the UK and surrounding seas and physical features of Geography. History – changes within living memory and understanding of chronology.</p>				<p><u>Ice and Fire – History focus</u> History focus – significant historical events beyond living memory. Science focus – Everyday materials</p>				<p><u>Roars, Paws and Claws – Science focus</u> Science focus – Animals including humans and plants</p>			
	Intent	Implement	Intent	Implement	Intent	Implement	Intent	Implement	Intent	Implement	Intent	Implement
<p>Science</p> <p><i>Working scientifically – Ask their own questions about what the notice.</i></p> <p>Observing changes over time.</p> <p>Noticing similarities, differences and patterns.</p> <p>Grouping and classifying things.</p> <p>Finding out things out using secondary sources of information.</p> <p>Use language from the national curriculum to communicate their ideas in a variety of ways.</p> <p><i>(Use TAPS experiments for assessing skills 2/3 way into topic.)</i></p>	<p>Seasonal changes (Autumn) – observe changes across the four seasons. Observe and describe weather associated with the seasons and how daylight varies.</p> <p>Observing and compare changes over time</p>	<p>Seasonal changes – Walk around local environment and local woods to identify changes seen in autumn.</p>	<p>Plants – Name a variety of deciduous and evergreen trees.</p> <p>Grouping and classifying things.</p>	<p>Plants – Children look at trees around them and use identification charts to recognise and name the different trees. Local trip into the woods to identify different trees and observe seasonal changes for Winter.</p>	<p>Seasonal changes (Winter) – observe changes across the four seasons. Observe and describe weather associated with the seasons and how daylight varies.</p> <p>Observing and compare changes over time</p> <p>Materials – To distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple properties of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Noticing similarities,</p>	<p>Seasonal changes – Walk around local environment. What can they observe?</p> <p>Materials – Children to explore a range of different materials and discuss what they are made of. Children to investigate different objects and group them together according to the material they are made of. Record using table and pictures of objects and photographed. Introduce different properties that materials have and children to investigate which materials have these properties.</p>	<p>Seasonal changes (Spring) – observe changes across the four seasons. Observe and describe weather associated with the seasons and how daylight varies.</p> <p>Observing and compare changes over time</p>	<p>Seasonal changes – Walk around local environment and observe and describe what they can see around them looking carefully at the trees and growth of plants. Watch videos and look at pictures of the world at this time of year, and discuss important events such as birthing of new animals etc.</p>	<p>Animals – identify and name a variety of common animals. Describe and compare the structure of a variety of common animals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Noticing similarities, differences and patterns.</p> <p>Grouping and classifying things.</p>	<p>Animals – Look at pictures, videos and representations of different animals. Ask children if they can name different animals. Discuss things that are the same and different about animals such as what they eat, how they move, where they live and see if children can group animals in ways they are similar. Visit local Wildlife park to look at different animals and name them.</p> <p>Look at features of animals and research features animals have e.g. fur, claws. Children to research an animal and label it with its key features</p>	<p>Seasonal changes (Summer) – observe changes across the four seasons. Observe and describe weather associated with the seasons and how daylight varies.</p> <p>Observing and compare changes over time</p> <p>Plants – 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.</p> <p>Noticing similarities, differences and patterns.</p>	<p>Seasonal changes – Walk around local environment. What can they observe?</p> <p>Plants – Use plant identification charts to identify plants in local area. Look at pictures of different plants and real plants within school to be able to name. We will look at key diagrams and cut up plants to closely examine the parts of a flowering plant.</p> <p>Human Body – Draw round bodies in pairs and label different parts of the body discussing</p>

					differences and patterns. Grouping and classifying things.	Grouping and classifying things.				explaining why they might have them.	Animals including humans - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	parts they are unsure of. Children will work in groups to complete a sensory walk to think about which part of their body uses which sense and record what they find.
Impact	Seasonal changes – children will be verbally able to explain changes they can see in the environment around them for Autumn. Children will draw a picture that reflects their knowledge and understanding of the world in Autumn.	Plants – Children will be able to name common deciduous and evergreen trees around them in their local area including local woodland and forest school (within school grounds). Some children may be able to comment how these are different. Science quiz to recap key skills and embed long term memory of learning.	Seasonal changes – children will be verbally able to explain changes they can see in the environment around them for Winter. They will be explain to explain what happens to the weather, changes on the trees and some will be able to explain key events that happen. Materials – children will be able to name a range of common materials and also name an object and the material that it is made out of. Children will be able to name and describe simple properties of materials such as rough and smooth and group materials with common materials together. Some will be able to state how different materials may be better used for different purposes.	Seasonal changes – children will be verbally able to explain changes they can see in the environment around them for Spring. They will be explain to explain what happens to the weather, changes on the trees and some will be able to explain key events that happen. Science quiz to recap key skills and embed long term memory of learning	Animals – children will be able to name common animals and group them in different ways according to how they are similar e.g fur / feathers / what they eat / how they move / where they live. . They will be able to label features such as fur, claws and beaks for common animals and classify animals by similar features. Some children may be able to explain how some animals have certain features e.g. fur to keep warm.	Seasonal changes – children will be verbally able to explain changes they can see in the environment around them for Summer. They will be explain to explain what happens to the weather, changes on the trees and some will be able to explain key events that happen. Children will be able to explain how the seasons, weather and world around them has changed throughout the year. Plants – children will be able to identify and name common plants found in their local areas using identification charts e.g. their garden and school grounds. Children will be able to match pictures of common plants to their names and explain how they know. By exploring flowers and diagrams children will be able to label the parts of common flowering plants and produce a poster or painting to show this. Animals including humans – children will be able to label a human body with the basic body parts. Children will be able to name the 5 senses and match up which body part with its associated sense. Children will be able to explain some of the things their senses allow them to do. Science quiz to recap key skills and embed long term memory of learning						
Key Language	Seasonal changes – season, weather, Autumn	Plant - Deciduous, evergreen, trees, plants	Seasonal changes – season, weather, Winter	Seasonal changes – season, weather, Spring	Animals including humans – features, fur, feathers, gills etc.	Plants - Deciduous, evergreen, trees, plants, wildflowers, common plants, garden plants.						

				Materials – wood, plastic, glass, metal, water, rock, hard / soft, stretchy / rigid, shiny/dull, rough / smooth, bendy, waterproof, absorbent.				introduce terms (not required to know) carnivore, herbivore, omnivore, fish, amphibian, mammal, bird, reptile	Seasonal changes – season, weather, Summer Animals – senses, taste, smell, vision, touch, hear.		
<p>Geography</p> <p>Human and Physical Geography – Identify seasonal and daily weather patterns in the UK – covered throughout the year as part of maths moments. Learning to be done continually throughout the year.</p>	<p>Human and Physical Geography – Use basic geographical vocabulary to refer to human features e.g. house, city, church, factory.</p> <p>Geographical skills and fieldwork – Simple compass directions (North, East, West, South) and locational and directional language.</p> <p>Use simple fieldwork and observational skills to study the geography of their school.</p>	<p>Human and Physical Geography– Walk around local area and see children’s or houses of people they know. Look at pictures of local area and Millhouses and describe what they can see and identify and human features within the local area.</p> <p>Geographical skills and fieldwork – Children will learn the four compass points. Children will produce a map inspired by literacy focus to show characters and places within the book. They will label the map using compass points. Children will use directional language to describe where key features of their map are and where they are in relation to one another, and where characters appear on a map.</p> <p>Fieldwork - Children will investigate their</p>	<p>Location Knowledge Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Location Knowledge Name, locate and identify characteristics of the four countries – St Andrew’s Day</p>	<p>Locational Knowledge – Look at maps and atlases and use them to name, locate and label the countries of the UK. Use maps to locate and identify the capital cities for the UK. Recap learning of the compass points, and discuss in relation to the UK.</p> <p>Research Scotland for St Andrew’s Day.</p>				<p>Location Knowledge Name, locate and identify characteristics of the four countries – St David’s Day and St Patrick’s Day.</p>	<p>Location Knowledge Research and learn about the Saints of each country. Carpet time discussion about the countries and recap of countries and capital cities.</p>	<p>Location Knowledge Name, locate and identify characteristics of the four countries – St George’s Day</p>	<p>Location Knowledge Research and learn about the Saints of each country. Carpet time discussion about the countries and recap of countries and capital cities.</p>

	school and local area using a human and physical geography identification sheet and observe what they can see in their environment. Children to record their findings either as a recorded table, pictures or drawn to show the physical and human features they can see.										
Impact	<p>Human and Physical Geography – Children will be able to say what a human feature is and be able to name some examples. They will be able to identify human features in their local area.</p> <p>Geographical skills and fieldwork – Children will be able to name the four compass points, label compass points on a map. Children will be able to use directional language to describe the location of features and routes on maps.</p> <p>Children will be able investigate, observe and name key human and physical features that can be seen around their school and in the area around (river, trees, buildings etc.) They will be able to record and show their knowledge using writing, pictures and drawings.</p>	<p>Location Knowledge Children will be able to name the four countries of the UK and name each country’s capital cities. Children will be able to label a map with the countries of the UK, the surrounding seas and the capital cities. Children will be able to recall facts about Saint Andrew.</p> <p>Geographical skills and fieldwork – Children will be able to label a map of the UK with the four compass points.</p>			<p>Location Knowledge Children will be able to recall the countries and capital cities of the UK. Children will be able to recall facts about Saint David and Saint Patrick.</p>	<p>Location Knowledge Children will be able to recall the countries and capital cities of the UK. Children will be able to recall facts about Saint George.</p>					
Key language	Human features, buildings, schools, man made, manufactured, naturel North, South, East, West, compass points, direction, position, in front of, behind, left, right, opposite, next to.	Country, capital city, UK, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, Patron Saint.			Country, capital city, UK, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, Patron Saint.	Country, capital city, UK, England, Scotland, Northern Ireland, Wales, London, Edinburgh, Cardiff, Belfast, Patron Saint.					

<p>History</p> <p>Chronological understanding –</p> <p>Use a timeline to place important events.</p> <p>Understand the difference between things that happened in the past and present.</p>	<p>Chronological understanding & Changes within living memory – Context – changes to their local area and school.</p> <p>Historical interpretation – look at books, videos, photos, pictures and artefacts to find out about the past.</p> <p>Organisation and communication – Sort events or objects into groups (then and now) Tell stories about the past. Talk write, and draw about things from the past.</p>	<p>As a class look at different pictures of local area and their school from the past and present and discuss how they look different. As a class be able to sort pictures to say whether they show the past or the present.</p>	<p>Chronological understanding & Changes within living memory – Context: changes within their lifetime.</p> <p>Historical interpretation – look at books, videos, photos, pictures and artefacts to find out about the past.</p> <p>Organisation and communication – Sort events or objects into groups (then and now) Tell stories about the past. Talk write, and draw about things from the past.</p>	<p>As a class discuss changes within their own life, learning to walk, going to school etc.</p> <p>Each child to create a personal timeline to show changes within their own living memory.</p> <p>Introduce class timeline and place on where the children are in time. Discuss decades and the idea of past and present.</p>	<p>Events beyond living memory – The Titanic Chronological understanding – To order a set of an events. L1 &2</p> <p>Knowledge and understanding of events, people and changes in the past – Recall some facts about events before living memory. Say why people may have acted in the way that they did. L3 P4C</p> <p>Historical interpretation – look at books, videos, photos, pictures and artefacts to find out about the past.</p> <p>Organisation and communication – Sort events or objects into groups (then and now) Tell stories about the past. Talk, write, and draw about things from the past.</p>	<p>Watch videos about the events of the Titanic. Order pictures to show the sequence of events that occurred. P4C – circle to discuss why people acted in the way that they did. Share facts that we have learned about the event. L4 Use drama to recall facts about what happened.</p>	<p>Events beyond living memory – Great Fire of London</p> <p>Chronological understanding – To order a set of an events.</p> <p>Knowledge and understanding of events, people and changes in the past – Recall some facts about events before living memory. Say why people may have acted in the way that they did.</p> <p>Historical interpretation – look at books, videos, photos, pictures and artefacts to find out about the past.</p> <p>Organisation and communication – Tell stories about the past. Talk, write, and draw about things from the past.</p>	<p>Watch videos about the events of the great fire of London.</p> <p>Order pictures to show the sequence of events that occurred.</p> <p>P4C – circle to discuss why people acted in the way that they did.</p> <p>Share facts that we have learned about the event.</p> <p>Use drama to recall facts about what happened.</p> <p>Bake bread!</p>	<p>Chronological understanding Significant people that have changed the world over time</p> <p>David Attenborough</p> <p>Name a significant person</p> <p>Order chronological changes to our planet over decades</p> <p>Introduce class to timeline of changes to polar ice and forests and place on where the children are in time.</p> <p>Discuss decades and the idea of past and present. And impact significant people have had in raising awareness of climate change and deforestation</p> <p>Record in writing and art</p>	<p>Chronological understanding Significant people that have changed the world over time</p> <p>Jane Goodall Name a significant person</p> <p>Order chronological changes to our planet over decades</p> <p>Introduce class to timeline of changes to polar ice and forests and place on where the children</p>		
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<p>Impact</p>	<p>Chronological understanding & Changes within living memory Children will be able to say what it means if something happened in the past. They will be able to recall some ways in which their local area has changed and is different now it how it has been in the past.</p> <p>Organisation and communication Children will be able to sort objects and pictures from their local area and school into then and now to show if it is from the past or present. Children will be able to say if objects or pictures happened then or now and explain their thinking.</p> <p>Add significant events onto classroom timeline.</p>		<p>Chronological understanding Add significant events onto classroom timeline. Children will develop an understanding of timelines and concept of the past. Children will be able to say what changes have happened to them in their lifetime.</p>	<p>Events beyond living memory Children will be able to order a set of events in chronological order. Children will be able to share facts that they have learned about The Titanic – record as sentences in book.</p> <p>Organisation and communication Children will act out the events that occurred in small groups.</p> <p>Chronological understanding Add significant event to class timeline.</p> <p>Create own individual timeline to show what order the key events happened in.</p>	<p>Events beyond living memory Children will be able to order a set of events in chronological order. Children will be able to share facts that they have learned about the great fire of London – record as sentences in book.</p> <p>Organisation and communication Children will act out the events that occurred in small groups.</p> <p>Chronological understanding Add significant event to class timeline.</p> <p>Create own individual timeline to show what order the key events happened in.</p>	<p>Chronological understanding Add significant events/people onto classroom timeline. Children will develop an understanding of timelines</p>	<p>Chronological understanding Add significant events onto classroom timeline. Children will develop an understanding of timelines</p>					
<p>Key Language</p>	<p>Similar, difference, local, changes, good, bad, positive, negative, improved, worse, better, more, less.</p>		<p>Similar, difference, local, changes, good, bad, positive, negative, improved, worse, better, more, less.</p>	<p>Titanic, captain, Atlantic, cause, because of, and then, cause, result, effect</p>	<p>London, diary, River Thames, Samuel Pepys, St Paul's Cathedral, explosion, King Charles II, Pudding Lane</p>	<p>most important, best, main, chief, number-one, valuable, essential, key thing</p>						
<p>Computing</p>	<p>Technology around us.</p> <p>To identify technology around us. To identify a computer and its main parts. To use a mouse in different ways. To use a keyboard to type. To use the keyboard to edit text. To create rules for using technology responsibly.</p>	<p>Children will be able to label a computer with its given parts during learning through play. Children will use dance mat typing to learn how to use a keyboard. We will create a class rule list on how to be responsible technology users and display by class computer. Children will have access to class computer to develop typing and mouse skills during learning through play.</p>	<p>Digital Painting</p> <p>To describe what different freehand tools do. To use the shape tool and the line tools. To make careful choices when painting a digital picture. To explain why I chose the tools I used. To use a computer on my own to paint a picture. - To compare painting a picture on a computer and on paper.</p>	<p>Children to use 2 paint, purple mash or Microsoft paint to create their own digital image of a monster linked to the writing topic. Children to compare their digital picture to their painted image of their monster.</p>	<p>Moving A Robot</p> <p>To explain what a given command will do. To act out a given word. To combine forwards and backwards commands to make a sequence. To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem.</p> <p>Online safety- Safer Internet Day - To understand that some online activities can be detrimental to our mental health. - To understand that people on the internet are not</p>	<p>Children to use 2simple to as a program system of planning algothrims.</p>	<p>Grouping Data</p> <p>To label objects. To identify that objects can be counted. To describe objects in different ways. To count objects with the same properties. To compare groups of objects. To answer questions about groups of objects.</p>	<p>Children will be able to label and match different groups. Children will count and group data. Children will describe different objects. Children will be able to sort objects into different groups of their choice and explain how they have grouped them. Children will be able to compare the different groups that they have made. Children will answer questions about the groups they have made.</p>	<p>Digital Writing</p> <p>To use a computer to write. To add and remove text on a computer. To identify that the look of text can be changed on a computer. To make careful choices when changing text. To explain why I used the tools that I chose. To compare writing on a computer with writing on paper. To compare writing on a computer with writing on paper.</p>	<p>Children use a computer program to publish a piece of their writing from English. Children to verbally explain why they chose the tools they used and say how they found writing on a computer to writing on paper.</p>	<p>Programming animations</p> <p>To choose a command for a given purpose. To show that a series of commands can be joined together. To identify the effect of changing a value. To explain that each sprite has its own instructions. To design the parts of a project. To use my algorithms to create a program.</p>	<p>Children will use scratch JR on ipads and explore how to create commands and how to join commands together. Children will compare creating commands on Beebots to on scratch. Children will be able to create an algothrymn to move a sprite on scratch.</p>

					always who they say they are.							
Impact	Children will use labels and buttons on the class computer to show their understanding of the parts. Children will be able to find the letters on a keyboard. Children will work together to create a class rule list of how to use technology in a responsible way. They will create their own poster about how to use technology during independent writing. Evidence on independent learning will be displayed in class computer book.	Children will use computer programs to create a digital painting of an imaginary monster to compare to a painted monster they do in English. Children will be able to program Beebots within Geography lessons to consolidate directions and positions of the countries of the UK.	Children will be able to use a computer program to move an object, and debug their programs to ensure they work. Use technology safely and respectfully Safer internet day Children will be able to sort information into whether it is safe or not safe to share online Children will create a safe soup recipe to show what they can do to stay safe online. Online safety Children to create a poster about spending too much time online. Children will be able to sort pictures of different types of online activities. Will be able to say what a healthy amount of time online is.	Children will be able to explain how they could group objects, say how groups are similar and different and will be able to answer questions relating to groups that they have made.	Children will be able to use a computer program to publish a piece of writing and express their views of how this is different to writing on paper.	Children will be able to plan, create and run a program to show a race between three rockets. Children will be able to change the features of sprites (characters) within their program by editing on the app.						
Key language	technology computer mouse keyboard	technology computer mouse keyboard - tools	technology computer mouse keyboard algorithms program command online safety	technology computer mouse keyboard - data	Technology computer mouse keyboard - text	technology computer mouse keyboard algorithms program debug command - sequence						
Design and Technology They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]	Design - Generate, develop, model and communicate their ideas talking, drawing, templates, mock-ups and where appropriate, information and communication. Make – Select from and use a range of tools and equipment to perform practical tasks.	Children to have access to high quality continuous provision to explore design and technology skills. Use of TASC record sheets where they can design and draw their ideas and communicate tools and equipment they will need. Children will also have specific design challenges set	Design - Generate, develop, model and communicate their ideas talking, drawing, templates, mock-ups and where appropriate, information and communication. Make – Select from and use a range of tools and equipment to perform practical tasks.	Children to have access to high quality continuous provision to explore design and technology skills. Use of TASC record sheets where they can design and draw their ideas and communicate tools and equipment they will need. Children will also have specific design	Design - Generate, develop, model and communicate their ideas talking, drawing, templates, mock-ups and where appropriate, information and communication. Make – Select from and use a range of tools and equipment to perform practical tasks. Evaluate – Explore and evaluate a range of existing products.	TASC – children will design a boat based on the Titanic that is strong and sturdy to be able to carry passengers. Children will explore different ways of attaching materials together and tools to create their design. Children will say what they like about their design and what they	Design - Generate, develop, model and communicate their ideas talking, drawing, templates, mock-ups and where appropriate, information and communication. Make – Select from and use a range of tools and equipment to perform practical tasks. Evaluate – Explore and evaluate a range of existing products.	TASC – children will explore the houses that were built at the time of the Great Fire of London and their design features. Children will be given a brief to build a house inspired by the Stuart houses to help rebuild London after the event. Children will design their ideas by drawing and write	Design - Generate, develop, model and communicate their ideas talking, drawing, templates, mock-ups and where appropriate, information and communication. Make – Select from and use a range of tools and equipment to perform practical tasks.	Children design, make and evaluate using TASC sheet, their own imaginary clay animal inspired by the art work of Nikki de St Phalle	Design - Generate, develop, model and communicate their ideas talking, drawing, templates, mock-ups and where appropriate, information and communication. Make – Select from and use a range of tools and equipment to perform practical tasks.	Think like an engineer project, children will design, make and evaluate a light up wand using various materials.

		based upon the topic theme so they are designing for a range of different contexts. Discreet teaching – building dens in different ways using large and small construction and outdoor provision for animals.		challenges set based upon the topic theme so they are designing for a range of different contexts. Design and create Christmas cards and calendar.	Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable	could improve using TASC as a process for this.	Evaluate their ideas and products against design criteria. Technical knowledge - Build structures, exploring how they can be made stronger, stiffer and more stable.	features they wish to include. Children will explain materials they will need to make their build and explore different ways to ensure it is strong and stable (will stand up). Children will have access to a wide range of materials and tools to make their design and will use the TASC process to evaluate what they did well and what they could improve.	Evaluate – Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.		Evaluate – Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.	
Impact	Children will use the enhanced continuous provision to explore their own design ideas based upon the topic theme and challenges set. TASC style design sheets used in continuous provision for children to be able to communicate their ideas. Work produced will be photographed and displayed on class galleries. Children will be able to work together to produce a den for different woodland animals using a range of resources.	Children will use the enhanced continuous provision to explore their own design ideas based upon the topic theme and challenges set. They will use be able to use tools in the classroom to cut, shape and join different materials together to create their designs. TASC style design sheets used in continuous provision for children to be able to communicate their ideas. Work produced will be photographed and displayed on class galleries.	Children will be able to generate their own design ideas and show them through drawings. Children will be able to explain the tools that they used to attach materials together and be able to successfully use a range of tools and equipment to cut, shape, join and finish their designs. Children will create a design that is strong and stable. Children will explore their design ideas and technical skills by producing a boat that is strong and could float based upon the Titanic. Their own ideas will be explored through continuous provision and work produced will be photographed and displayed on class galleries.	Children will be able to generate their own design ideas and show them through drawings. Children will be able to explain the tools that they used to attach materials together and be able to successfully use a range of tools and equipment to cut, shape, join and finish their designs. Children will create a design that is strong and stable. Children will explore their design ideas and technical skills by producing a house inspired by the Stuart houses in London at the time of the Great Fire of London. Their own ideas will be explored through continuous provision and work produced will be photographed and displayed on class galleries.	Children learn how to create a structure out of clay and explore how to join it together to make it more stable.	Children design a product following a given brief and evaluate to ensure their product is fit for purpose.						
Art	Sculpture Use materials to make known objects for a purpose - Carve	Children to create own boggart and place into forest school. To look at art by Andy	Painting – using painting to develop and share their ideas, experiences and imagination.	Children will learn about Monet as an artist and discuss his work and techniques he used.	To develop a range of art techniques exploring line and shade.	Paul Klee – talking a line for a walk. To create a line and charcoal	Use different materials and medium to create printed artwork.	Discuss the artist Linda Richardson and different techniques used to print. Children to explore using different	Sculpture Use materials to make known objects for a purpose - Carve	Children will design their own imaginary animal with their desired features inspired by sculptor Nikki Saint De	To develop a range of art techniques exploring line and shade. Famous artist – Frida Kahlo	Sketching of plants in their local area. Create a self-portrait to reflect themselves in

	<p>- Pinch and roll coils and slabs using a modelling media. - Make simple joins Work to produce</p> <p>To develop a range of techniques in using pattern and texture.</p>	<p>Goldsworthy and create a picture to be photographed in his style. This will explore the use of pattern and texture.</p> <p>Sketch books – own natural pattern and rubbings of leaves / natural materials.</p>	<p>To develop a range of art techniques to use colour.</p> <p>Children will learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Children will explore using different objects / materials to create texture and to paint with.</p> <p>Children will create a Monet inspired painting (inspired by Water Lily Pond) using spoons and spatulas to paint the water and tissue to create flowers.</p>		<p>drawing of the Titanic.</p>		<p>materials to create prints. Children then work to build up a Great Fire of London painting using string printing.</p>	<p>- Pinch and roll coils and slabs using a modelling media. - Make simple joins Work to produce;</p>	<p>Phalle. Children will be able to pinch, roll, cut and coil to model clay to create their animal. Children will use primary colours to paint their clay models.</p>	<p>Children will learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>year 1 and who they want to be in year 2 inspired by Frida Kahlo. Children will look at portraits created by Frida Kahlo and Andy Warhol and compare and contrast the different artists.</p>
Impact	<p>Children can use different pinching and rolling techniques to create their own boggart.</p> <p>Children will be able to explain the pattern and textures used in pictures and use natural materials to create Andy Goldsworthy inspired art. Photograph into sketch book – draw their own using lines to represent natural materials.</p>	<p>Children will be able to name primary and secondary colours and how to make secondary colours.</p> <p>Children will be able to discuss different materials that can be used to paint and the different effects they make.</p> <p>Children will be able to compare painting by different artists.</p> <p>Children will work in pairs to create a Water Lily Pond inspired picture on card, using spoons and spatulas to create the background and tissue for the flowers.</p>	<p>Experience different materials to create a charcoal picture of the Titanic.</p> <p>Create an art picture and link to our work.</p>	<p>To create a picture to represent a scene from the GFOL using a range of materials and string to print. Children will be able to explore different materials to create their desired effects.</p>		<p>Children to create a clay model of an invented animal inspired by Nikki Saint De Phelle.</p> <p>Children to use scientific knowledge of features of animals to create their own version of Nikki Saint De Phalle. – Use of different art materials</p> <p>Colour mixing – Knowledge of primary and secondary colours and missing</p>	<p>Children will create their own self-portrait in the style of Frida Kahlo. Children will be able to compare and contrast portraits created by Frida Kahlo and Andy Warhol.</p>					
Key Language	<p>Pinch, roll, coil, artist, material, natural, sketch, pencil, shape, line, pattern texture.</p>	<p>Colours, primary, secondary, technique, texture, pattern, line.</p>	<p>Materials, sketch, line, shade.</p>	<p>Medium, printing, sketch, artist, inspire, techniques.</p>		<p>Sculpture, sculptur, clay, role, slip, join, texture, paint, roll.</p>	<p>Colour, line, texture, pattern, shape, sketch, lines, similar, different.</p>					
<p>Music –</p> <p>First music – to be complete 15 mins each day</p> <p>Charanga</p>	<p>Perform: Using their voices: Children will learn to speak and chant together. Co-ordinate actions to go with a song. Sing in time to a steady beat. Classroom instructments: Children will be able to play in time to a steady</p>	<p>First music program to be used to introduce children to the beat of music. Children will learn to follow and perform a variety of chants and songs that follow a steady beat. Children will learn actions that co-inside with the beat of the music and</p>	<p>Perform: Using their voices Children will learn to sing songs in different styles conveying different moods and with sense of enjoyment. To co-ordinate actions to go with a song. To perform an action or a sound on the</p>	<p>Charanga unit – Rhythm in the way we walk and Banana Rap. Children will appraise a variety of different music focusing on pitch – Rhythm in the Way we Walk (Joanna Mangona) The Planets, Mars (Gustav Holst)</p>	<p>Perform: Using their voices Children will learn to sing songs in different styles conveying different moods and with sense of enjoyment. To co-ordinate actions to go with a song. To perform an action or a sound on the steady beat whilst singing.</p>	<p>Charanga Unit – Hey You</p> <p>Unit theme – Children will explore how pulse, rhythm and pitch work together.</p> <p>Children will listen to and appraise the song Hey You and other Hip Hop songs –</p>	<p>Perform Using classroom instruments. Children will be able to play instruments by shaking, scraping, rattling, tapping etc. Play in time to a steady beat using instruments. Play instruments loudly, quietly, fas and slow.</p> <p>Listen, reflect and appraise.</p>	<p>First music program used to introduce the concept of rhythm to children focussing on chants and songs. Children will use untuned instruments to create music inspired by the historical events of the Titanic and Great Fire of London.</p>		<p>Perform: Using their voices Children will learn to sing songs in different styles conveying different moods and with sense of enjoyment. To co-ordinate actions to go with a song. To perform an action or a sound on the</p>	<p>Charanga Unit – Your Imagination</p> <p>Unit focus – using imagination within music.</p> <p>Children will listen to and appraise the song : Super.. (Mary Poppins) Pure Imagination (Wily Wonka)</p>	

	<p>beat using body sounds.</p> <p>Explore and compose: Explore Children will learn to explore different sounds made by the voice and hands, high and low sounds, long and short sounds, loud and quiet sounds and fast and slow sounds.</p>	<p>also the importance of rest in music.</p>	<p>steady beat whilst singing.</p> <p>Explore and compose: Explore Children will explore high and low sounds and different pitch shapes and rhythmic patterns.</p> <p>Listen, reflect and appraise. Listen: Children will be able to listen to a piece of music and move in time to its steady beat.</p> <p>Appraising: Children will be able to appraise a piece of music using some musical terminology and begin to articulate how changes in speed, pitch and dynamics effect the mood.</p>	<p>Tubular Bells (Mike Oldfield) The Banana Rap (Jane Sebba) Happy (Pharell Williams) When I'm 64 (The Beatles)</p> <p>Children will learn ad perform the song Rhythm in the way we Walk focusing on the interrelated dimensions of music and learn and perform the song The Banana Rap focusing on pitch.</p>	<p>Explore and compose: Explore Children will explore high and low sounds and different pitch shapes and rhythmic patterns.</p> <p>Listen, reflect and appraise. Listen: Children will be able to listen to a piece of music and move in time to its steady beat.</p> <p>Appraising: Children will be able to appraise a piece of music using some musical terminology and begin to articulate how changes in speed, pitch and dynamics effect the mood.</p>	<p>My, Myself and I (De la Soul) Fresh Prince Of Bel Air (Will Smith) Rapper's Delight (Sugarhill Gang) U Can't Touch This (MC Hammer) It's like that (Run DMC)</p> <p>Children will learn and perform the song Hey You focusing on pulse and rhythm.</p>	<p>Appraising: Children will be able to use musical terms to evaluate music created by their peers.</p> <p>Composing: Children will choose musical sound effects to match a picture. They will use graphics and symbols to portray the sounds they make. They will sequence these symbls to make a simple structure.</p>	<p>They will explore different sounds, pitch, tempo, dymanics and tempo when creating their music and perform their music for others.</p>			<p>steady beat whilst singing.</p> <p>Explore and compose: Explore Children will explore high and low sounds and different pitch shapes and rhythmic patterns.</p> <p>Listen, reflect and appraise. Listen: Children will be able to listen to a piece of music and move in time to its steady beat.</p> <p>Appraising: Children will be able to appraise a piece of music using some musical terminology and begin to articulate how changes in speed, pitch and dynamics effect the mood.</p>	<p>Daydream Believer (The Monkees) Rainbow Collection (The Muppet Movie) A Whole New World (Aladdin)</p> <p>Children will learn and perform the song Your Imagintion.</p>
<p>Impact</p>	<p>Children will be able to use their hands, feet and other body parts to demonstrate and keep a steady beat. Children will be able to cofindently perform known chants and songs keeping in time and with actions along with it. Children will be able to sing in time with a steady beat. Children will understand how their voices can be used to make different sounds and understand what beat means.</p>	<p>Children will be able to perform songs and confidently use actions that are in time with a steady beat. Children will be able to explore different pitches using within music and how to use their voice to make different high and low sounds. Children will be able to move in time to a piece of music following its steady beat. Children will be able to say what they like about different pieces of music using musical terms such as louder/quieter, faster/slower and higher/lower).</p>	<p>Children will be able to explore different pitches using within music and how to use their voice to make different high and low sounds. Children will be able to move in time to a piece of music following its steady beat. Children will be able to say what they like about different pieces of music using musical terms such as louder/quieter, faster/slower and higher/lower).</p>	<p>Children will be able to explain the musical terms pitch, dynamics and tempo.</p>	<p>First music – Introduce pitch. Explore Tempo Pitch matching Carnival of the animals – Key words – Tempo Listen and appreciate different types of music.</p>	<p>First music – Consolidate the pitch. Experience Timbre Listen and appreciate different types of music.</p>						

				Children will begin to be able to explain the musical terms pitch, dynamics and tempo.						
	Skills covered within PPA – play untuned instruments musically. To experiment with create, select and combine sounds using their inter-related dimensions of music.									
Key language	singing, voice, song, tempo, beat, expression			singing, voice, song, tempo, beat, singers, solo, duet, tempo, rhythm untuned instruments (castanets, maraca, claves, bells, drum), compose				singing, voice, song, tempo, beat, singers, solo, duet, tempo, beat/pulse, pitch, untuned instruments (castanets, maraca, claves, bells, drum), tuned instruments (electric guitar, trumpet, saxophone), compose.		
R.E. Implement:	<p>CELEBRATIONS Autumn Term</p> <p>Hinduism / Islam</p> <p>RE STORY BOOK BOX To describe things that happen in different festivals and celebrations.</p> <p>Knowledge and understanding of religious events, people and symbols.</p> <p>Recall some facts about religious people / events. Say why people may have acted in the way they did.</p> <p>Recall and name different beliefs and practices, including festivals, forms of worship and ways of life, in order to find out about the meaning behind them.</p>	<p>To become aware of celebrations and know about ...</p> <p>Eid al Adha- (July 9th '22)</p> <p>Eid ul Fitr (May 2nd '22)</p> <p>Diwali (October '22)</p> <p>...and how each is celebrated</p> <p>To compare and contrast different religious festivals</p>	<p>Christianity RE STORY BOOK BOX</p> <p>To describe things that happen in different festivals and celebrations. Eg. Christmas</p> <p>Knowledge and understanding of religious events, people and symbols.</p> <p>Recall some facts about religious people / events. Say why people may have acted in the way they did.</p> <p>Recall and name different beliefs and practices, including festivals, forms of worship and ways of life, in order to find out about the meaning behind them.</p>	<p>Discussion, story telling and the Whole School Production "Baubles"</p>	<p>MYSELF Spring Term</p> <p>Humanism /CNY RE STORY BOOK BOX</p> <p>To recognise and name some of the religious /cultural artefacts (prayer mat, Chinese lantern) places (Hajj) and practices (Eid cards, Mehndi, foods)</p> <p>To understand that some people chose to belong to a religion</p> <p>Humanist Logo /beliefs</p> <p>How are we the same and different? Consider our bodies, ideas, beliefs. We are all equal.</p> <p>Tell story of Chinese NY 1.2.22</p> <p>Several gods</p>	<p>P4C</p> <p>Look at special beliefs and name artefacts connected with belonging</p> <p>Is it ok to cheat?</p> <p>Children will produce a piece of work to show facts they have learned about Humanism.</p>	<p>Judaism / Christianity RE STORY BOOK BOX</p> <p>Introduce the Jewish Religion and special artefacts associated</p> <p>To consider the values that underpin the story of the Bible</p> <p>Respect each other: try not to cheat , avoid dishonesty...</p> <p>DIS values / Whole School Kindness Awards</p>	<p>Role play and written work based on CNY and artefacts from world religions</p> <p>P4C:</p> <p>Where do you belong?</p> <p>What makes you ?</p>	<p>STORIES Summer Term</p> <p>Buddhism RE STORY BOOK BOX</p> <p>Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings / stories and sources of wisdom, and recognise the traditions behind them.</p>	<p>Stories</p> <p>LO: Identify religious symbolism through stories</p> <p>Explore stories from the Islamic /Sikh religion and "special books :</p> <p><i>The Quran (Islam)</i> <i>The Sutras (Buddhist)</i> <i>The Bible (Christian)</i> <i>Guru Granth Sahib(Sikh)</i></p> <p>Explore stories from the Islamic /Sikh religion and "special books :</p> <p><i>The Quran (Islam)</i> <i>The Sutras (Buddhist)</i> <i>The Bible (Christian)</i> <i>Guru Granth Sahib(Sikh)</i></p> <p>Muslim Story "The story of the Old Woman" Compare to "The Good Samaritan" "Noah and the Ark"</p> <p>Look at the theme of kindness underpinning all sacred scriptures</p> <p>Story telling, and written work across world religions .</p>

Key language	Celebration Festival Special books, clothes and food	Eid ul Fitr Eid al Adha Mosque Islam Quran Hindu Temple Diwali	Christianity Christian Church Bible Christmas	Mary Joseph Jesus 3 Kings 3 Shepherds Innkeeper	Chinese New Year Lantern Dragon Dance Year of the Tiger Lucky Money Envelopes	Humanism Logo Nature Kindness	Judaism Synagogue Torah	Belonging P4C	Buddhist Temple Meditate	Ramadan Lent	Sikh Islam Temple 5k'S	Religious stories : Kindness "Same different but equal"
Impact	Through discussion, mind maps and written work: Children to develop understanding of a variety of different celebrations		Recall and name different beliefs and practices, including festivals, forms of worship and ways of life,		To become familiar with the story of Chinese NY; and introduce the concept of deity / gods. Children will be able to recall key facts about Humanists.		Children will begin to develop understanding of world religions and be able to name artefacts They will compare and contrast different views and beliefs with DIS and our wider community.		Be able to retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings / stories (Buddhist/Christian) and sources of wisdom, and recognise the traditions behind them. Explore the 10 Commandments and how they can be applied in the 21 century		Be confident to recall and explore the meanings of some religious(Sikh/Islam) and moral stories, explore and discuss sacred writings / stories and sources of wisdom, and recognise the traditions behind them.	
Literacy	SPaG skills Genre		SPaG skills Genre		SPaG skills Genre		SPaG skills Genre		SPaG skills Genre		SPaG skills Genre	
	Capital letters Finger spaces Full stops Capital letters Letter formation – pre cursive, sitting on line. Writing simple sentences.	All are welcome – Simple sentences to write about themselves. Gruffalo Genres – Simple sentences Applying simple sentences to a context: Character description Story innovation – own character Independent writing in continuous provision to build stamina, creativity and independence.	Capital letters Finger spaces Full stops Capital letters Letter formation – pre cursive, sitting on line. Writing simple sentences. Using 'and'	Firework poetry Genre – shape poem using –ing words The Deep Dark Wood – write own story Nativity – order the story and independent recount of the nativity story. Independent writing in continuous provision to build stamina, creativity and independence.	Capital letters Finger spaces Full stops Capital letters Letter formation – pre cursive, sitting on line. Writing simple sentences. Using 'and' Adjectives and descriptive language Sequencing a story Question marks Suffix – introduce ed to write in past tense	The Great Explorer – setting descriptions Titanic - Recount the event Letter to Loved one.	Capital letters Finger spaces Full stops Capital letters Letter formation – pre cursive, sitting on line. Writing simple sentences. Using 'and' Adjectives and descriptive language Sequencing a story Question marks Exclamation marks Suffix – recap ing and ed	Billy and the dragon – story openers, dragon fact files. Fire of London- Diary recount – imagining themselves alive at the time.	Capital letters Finger spaces Full stops Capital letters Letter formation – pre cursive, sitting on line. Writing simple sentences. Using 'and' and 'but' Adjectives and descriptive language Sequencing a story Question marks Exclamation marks Suffix – ed er est Prefix – un	Mungo and the picture book pirates - story writing Non-fiction - Fact files of real and imaginary animals	Capital letters Finger spaces Full stops Capital letters Letter formation – pre cursive, sitting on line. Writing simple sentences. Using 'and' and 'but' Adjectives and descriptive language Sequencing a story Question marks Exclamation marks Suffix – ed er est Prefix – un	Genre – Blurb Character description, letters
Literacy Text	Books: All are welcome – Alexander Penfold and Suzanne Kaufman		Firework poetry. The Deep Dark Wood – Algy Craig Hall		Non-fiction writing – Titanic Fiction – The Great Explorer		Fiction – Billy and the Dragon Non-fiction writing - Great fire of London		Non-fiction – Animals facts		Book – James and the Giant Peach	

	The Gruffalo – Julia Donaldson	Nativity story			Book – Mungo and the Picture Book pirates	
Reading for pleasure	The Gruffalo Different versions of Little Red Riding Hood Into the Forest – Anthony Brown Where the Wild Things Are Stick Man A Bit Lost	Firework Poetry The Dinosaur the Pooped Christmas Zog – Julia Donaldson The Foggy, Foggy Forest – Nick Sharratt One Winter’s Day – Christina Butler Winnie and Wilbur in Space Super Daisy? Link to themselves The Secret Garden The Great Paper Caper	The snow dragon The Rainbow Bear Shackleton’s journey The Last Polar Bears The snowflake mistake The penguin who wanted to find out	Not your typical dragon There’s a dragon in your book Herb the vegetarian dragon There is no dragon in this story That’s not my dragon How to train your dragon		
Spelling focus	Teach each planet week by week in RWI sessions. Complete as a written morning job once per week to focus on each planet in turn. Individual zappers to monitor progress of learning common exception words.	Teach each planet week by week in RWI sessions. Complete as a written morning job once per week to focus on each planet in turn. Individual zappers to monitor progress of learning common exception words.	Teach each planet week by week in RWI sessions. Complete as a written morning job once per week to focus on each planet in turn. Individual zappers to monitor progress of learning common exception words.	Teach each planet week by week in RWI sessions. Complete as a written morning job once per week to focus on each planet in turn. Individual zappers to monitor progress of learning common exception words. Suffix – Spelling rules	Teach each planet week by week in RWI sessions. Complete as a written morning job once per week to focus on each planet in turn. Individual zappers to monitor progress of learning common exception words. Suffix – Spelling rules	Teach each planet week by week in RWI sessions. Complete as a written morning job once per week to focus on each planet in turn. Individual zappers to monitor progress of learning common exception words. Spelling rules – Use and apply phonic knowledge to correctly spell words.
RSHE	Community Our communities Unit C1: What makes a happy school? To understand why we have rules and how they help us to learn and be happy. To understand how to behave appropriately and how to contribute to school life. For children to appreciate how important school is to them. To be able to identify their special people in school. To know what the school rules are, why school is good, what they can do to make school a better place and how they should behave in school.	Friends Keeping friendships healthy. Unit Fr1: Who is my friend? To understand that there is a difference between close friends, friends, acquaintances and strangers. To know what makes a close friend. Fr2: What makes a good friend? To understand what makes a good friend, how to choose friends and consider what makes us happy and healthy. To understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.	Family What makes a family? Unit Fa1: Who’s in my family? To understand that families are made up of special group of people, which changes gradually over time. To understand that these people are all connected in different ways, and that these connections are important. Fa2: Do families always stay the same? To understand how changes and events can influence our feelings. Explore and discuss changes that can happen to families and how we might feel when these changes happen.	Feelings. Understand my feelings. Unit M1: Where do feelings come from? To understand that we have a range of emotions, depending on our experiences and situations. To know what to do when we experience strong emotions. To build language to talk about feelings. M2: Who am I? To understand that each of us has skills and talents that are valuable. To understand that we are important, unique people who deserve kindness and respect. To appreciate that other people are important, no matter how good they are at certain things.	Staying Healthy Unit P1; How do I keep my body healthy? To understand that active lifestyles including regular exercise can keep our bodies more healthy. To appreciate that some people live with disabilities or are differently abled. To understand that we can’t always have healthy bodies because we get injured or ill sometimes. P3: How do we stop getting ill? To understand that germs are spread by coughs, sneezes and physical contact with dirt and other people. To understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet or are unwell.	Growing Up (link to Science curriculum) Unit G1: Will I always be a child? To recognise the 5 key stages of human life. To understand how their bodies will change as they age. To understand that some changes are natural and happen ‘by themselves’.

					To understand that we can prevent tooth decay by brushing our teeth regularly.	
Key language	Community, school. Rule, contribute, team work	Friend, stranger, acquaintance, same, different, agree, disagree, respect.	Family, connection, relationship, same, different, change, feelings	Feelings, emotions, talk, discuss, express, calm down	Active, lifestyle, exercise, able, disabled,	Child, adult, elderly, change, grow, age, natural change.
Safety	Stranger Danger	Road Safety RSHE – Staying Safe P4; How can I stay safe? Dangers outside the home. To be able to identify dangers when out and about in their communities; roads and cars, riding bicycles and scooters, railways. Roads For children to be aware of how to get help in an emergency. Tell adults and call emergency services. Follow resources from 'THINK'	Internet safety Online safety content as outlined in RSHE curriculum. Lifestyle and health; L1 screen time The Social web; S1 Personal information Protecting ourselves; P! online strangers and P2 feeling uncomfortable online. Commercial risks; C1 passwords and C2 What is the internet? News and information; N1 Content creators.	Fire Safety	Water Safety RSHE – Staying Safe P4; How can I stay safe? Dangers outside the home. To be able to identify dangers when out and about in their communities; Water – rivers, ponds, reservoirs, lakes and the sea. Revisit key question – What do I do in an emergency? To be aware of how to get help in an emergency. Tell adults and call emergency services.	Sun Safety RSHE – Staying Safe P4; How can I stay safe? Sun Safety For children to be informed about the damage caused by the sun and how to protect themselves; Sun cream, sun hats, covering up, sunglasses to protect eyes. Revisit key question – What do I do in an emergency? To be aware of how to get help in an emergency. Tell adults and call emergency services.
Metacognition	Metacognition - Tie shoelaces Learning New skills	Metacognition – Tie shoelaces Learning New skills				
Impact	Understand different ways we learn. To be able to use metacognition colours to reflect on a skill. To practise the language of reflecting and focusing on a time when they have struggled. Key Vocab – New skills, reflection, learning strategies, practise, red,	Understand different ways we learn. To be able to use metacognition colours to reflect on a skill. To practise the language of reflecting and focusing on a time when they have struggled. Key Vocab – New skills, reflection, learning strategies, practise, red,	Understand what a successful learner looks like. Learn how to reflect on a piece of work. What it means to be challenged. Identify things that might stop them learning	Understand what a successful learner looks like. Learn how to reflect on a piece of work. What it means to be challenged. Identify things that might stop them learning	Develop and increase their knowledge of what a growth mind set is. What it means to have a growth mind set. Learn structures that will organise and enhance the metacognition talk in their classroom.	Develop and increase their knowledge of what a growth mind set is. What it means to have a growth mind set. Learn structures that will organise and enhance the metacognition talk in their classroom.

	yellow, blue, green, performance, success, failure, emotions	yellow, blue, green, performance, success, failure, emotions	Understand how motivation affects learning Learn how feedback helps us to improve	Understand how motivation affects learning Learn how feedback helps us to improve	Learn to choose a side and how to explain and answer in a fun and relaxed environment.	Learn to choose a side and how to explain and answer in a fun and relaxed environment.					
Rights respecting – Focus rights	Article 7 - You have the right to a name and to belong to a country	Article 12 – Your right to be listened to and taken seriously	Article 29 - You have the right to become the best that you can be	Article 14 –your right to have your own thoughts and beliefs and choose your own religion	Article 9 - Your right to live with a family who cares for me	Article 24 - Your right to good food and water and to see a doctor if you are ill					
Impact	Children will be proud of who they are and where they come from.	Children feel valued. Put it right techniques. – Talk and listen to friends	Represented through work. Risk taking attitude developed	Children to be able to explain how they are similar and different and accept that this is okay	Children to feel loved and celebrate their family situation. Draw who lives in their house and who is important to them	Increase of awareness what to do to keep your body healthy.					
PPA	All classes – P4C Based around 5 Rs Being resilient, risk-taking, reciprocal, resourceful and reflective. Use outdoor space.	All classes - Music – charanga	Foxes – Eco/Stainability Hedgehogs – Eco/Stainability Squirrels – Eco/Stainability	Foxes - Hedgehogs - Squirrels -	Squirrels – forest school Hedgehogs – computing Foxes – food tech	Food tech – design a healthy meal Computing – purple mash Forest school – explore local area.	Food tech – design a healthy meal Computing – purple mash Forest school – explore local area.	Foxes – Forest School Hedgehogs – Food Tech Squirrels – computing	Food tech – design a healthy meal Computing – purple mash Forest school – explore local area.	Foxes – computing Hedgehogs – Forest School Squirrels – food tech	Food tech – design a healthy meal Computing – purple mash Forest school – explore local area.
Trips – subject to government guidelines	Walk around local area. Race to space – History Van	Visit to the church.	Children will learn the Christmas story and parts of a church.	Walk around local area. Simon Waterman – Art Man Foxes – Local library Swimming – Hedgehogs	Walk around local area. Consolidate science learning – Revisiting learning from Aut 1 Link to seasonal changes – Day length Link to local area – explore museum – All about Sheffield.	Walk around local area. Yorkshire Wildlife Park Swimming – Squirrels	Art – Learn about different artists and produce a piece of work based on their learning. Different skills learnt in different classes. Seasonal changes- Observe and compare local changes. Fire Safety day. Link to topic (Fire and Ice)	Walk around local area. Seasonal changes- Observe and compare local changes.	Swimming = Foxes	Animals – Spiralled learning to consolidate learning on animals. Link to Sheffield	