

	Year A (2022/2023)			Year B (2023/2024)		
	<u>Autumn Term</u> What Shall We Play Today? (History/Science bias)	<u>Spring Term</u> What Could I Be Famous For? (History)	<u>Summer Term (Farm park visit/Slimbridge visit)</u> What Did Old MacDonald Have On His Farm? (Geography/Science)-	<u>Autumn Term</u> Why Did London Burn? (Science/Geog)	<u>Spring Term</u> What's Down At The Bottom Of The Garden? (Science/Geog)	<u>Summer Term-Seaside visit (last half-term)</u> Do You Like To Be Beside The Seaside? (Geography/History)
English	<ul style="list-style-type: none"> -Label/lists and captions- Labelling toys/writing captions for favourite toys. -Narrative: Imaginary settings- 'That Rabbit Belongs to Emily Brown'- Cressida Cowell 'Toys in Space' by Mini Grey -Author study-Shirley Hughes (Dogger and exploring her poetry) 	<ul style="list-style-type: none"> -Fairy tales/traditional tales-Jack and the Beanstalk, Ugly Duckling, 3 Little Pigs, Goldilocks -Instructions- Making porridge and writing instructions. -Narrative diary- Brunel/Florence Nightingale diary entry 	<ul style="list-style-type: none"> -Story from another setting- Handa's Surprise and comparing to Little Red Hen -Monkey Puzzle -Poetry-riddles, farm animals-presenting riddles. -Non chronological reports and glossaries (animals). 	<ul style="list-style-type: none"> -Labels /lists and captions: Weather symbols and captions for weather scenes. -Poetry-linked to seasons (acrostic poetry/senses poems) -Instructions-linked to seasonal autumn Art and writing instructions for how this was created. -Fairy/traditional tales- Cinderella, Hansel and Gretel, Little Red Riding Hood -Room on the Broom- rhyming focus -Narrative diary-Samuel Pepys 	<ul style="list-style-type: none"> -Author study-Nick Butterworth (Jasper's Beanstalk and Percy the Park Keeper stories) -Supertato -Non chron reports and glossaries (minibeasts) 	<ul style="list-style-type: none"> -Recounts- Letter as Dick Whittington -Stories based on where people have been-Story based in the woods (Anthony Browne, the Tunnel and the Gruffalo). -Presenting information about the seaside-seaside poetry (commotion in the ocean) -Postcard from seaside resort

Science	<p><u>Seasonal Changes -</u> -Autumn Walk / Autumn weather - thermometers</p> <p><u>Everyday Materials (EM)</u> -Distinguish between an object and a material. -Identify and name a variety of EM (wood, plastic, glass, metal, water, rock) -Describe simple properties of a variety of EM. -Compare and group together a variety of EM based on their physical properties.</p>	<p><u>Seasonal Changes</u> -Winter Walk -Winter Weather</p> <p><u>Animals (Humans)</u> -Identify, name & draw parts of a human body and say which part of the body is associated with each sense.</p>	<p><u>Animals (Summer 1 and 2)</u> -Identify a variety of common animals inc fish, amphibians, reptiles, 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)</p> <p><u>Seasonal Changes -</u> -Summer Walk</p>	<p><u>Seasonal Changes -</u> -Autumn Walk / Autumn Weather / Day length</p> <p><u>Uses of Everyday Materials (EM)</u> -The suitability of a variety of EM, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular purposes. - How the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><u>Seasonal Changes</u> -Winter Walk / Winter animals</p> <p><u>Animals (inc Humans)</u> - Animals, inc humans, have offspring which grow into adults. (life cycles) -The basic needs of animals, including humans, for survival (water, food and air) -The importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Seasonal Changes -</u> -Spring Walk</p> <p><u>Plants</u> -How seeds and bulbs grow into mature plants. -How plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Living Things and their Habitats</u> -The differences between things that are living, dead and things that have never been alive. -Most living things live in habitats to which they are suited. Different habitats provide for the basic needs of different kinds of animals and plants & interdependence. -Identify and name a variety of plants and animals in their habitats inc microhabitats -Animals obtain their food from plants and other animals / simple food chain. Identify and name different sources of food.</p> <p><u>Seasonal Changes -</u> -Summer Walk</p>
History	<p>How people lived in the past-comparing today's toys to parents/grandparents.</p>	<p>Significant People across the ages-Florence Nightingale and Brunel</p>	<p>How has farming changed over time</p>	<p>Great Fire of London</p>		<p>Local history of Gloucestershire- History of Forest of Dean and Docks</p>

Geography		<p>Settlements Cities, towns and villages Homes around the world (using grid references)</p>	<p>Contrasting human and physical features in Ashleworth and Kenya Exploring African artefacts</p>	<p>Seasons Seasonal/daily weather- weather week focus Naming parts of UK, continents and Oceans North, South, East, West</p>	<p>Fieldwork Maps and plans-locating beans on map of where they grow. Create a simple map of the school grounds. Minibeasts at home and abroad-locate these on a map</p>	<p>Gloucestershire- comparing our area to a local seaside resort- writing postcards from the seaside</p>
R.E.	<p>Unit 1.2 Who do Christians say made the world? (Harvest)</p> <p>Unit 1.10 What does it mean to belong to a faith community?</p>	<p>Unit 1.7 Who is Jewish and how do they live? (Part 1)</p> <p>Unit 1.5 Why does Easter matter to Christians?</p>	<p>Unit 1.7 Who is Jewish and how do they live? (Part 2)</p> <p>Unit 1.9 How should we care for the world and for others, & why does it matter?</p>	<p>Unit 1.1 What do Christians believe God is like?</p> <p>Unit 1.3 Why does Christmas matter to Christians?</p>	<p>Unit 1.6 Who is Muslim and how do they live? (Part 1)</p> <p>Unit 1.4 What is the 'good news' Christians believe Jesus brings?</p>	<p>Unit 1.6 Who is Muslim and how do they live? (Part 2)</p> <p>Unit 1.8 What makes some places sacred to believers?</p>
Art/DT	<p><u>Art:</u> Self portraits Colour mixing Drawing/sketching (charcoal and chalk)</p> <p><u>DT:</u> 1.Textiles-puppets 2.Mechanisms-making a moving monster/character</p>	<p><u>Art:</u> Artist study- Vincent van Gogh, L.S. Lowry</p> <p><u>DT:</u> 1. Structures-Baby bear's chair 2.Mechanisms-Making a moving book</p>	<p><u>Art:</u> Painting African patterns Investigating dyeing and weaving</p> <p><u>DT:</u> 1.Food-Fruit and vegetables</p>	<p><u>Art:</u> Collage- Great Fire of London Collage picture Great Fire of London Art</p> <p><u>DT:</u> 1.Structures-Windmills 2. Mechanisms-Wheels and axes</p>	<p><u>Art:</u> Georgia O'Keeffe-flower art, observations drawings and paintings/use of pastels Sculpture- Design and make a minibeast sculpture using clay</p> <p><u>DT:</u> 1. Textiles-pouches 2.Food-Balanced diet</p>	<p><u>Art:</u> Printing Photography</p> <p><u>DT:</u> 1.Cookery- make\evaluate Gruffalo crumble 2.Mechanisms-Fairground wheel</p>
Music	<p>Toy story music Charanga-Rhythm in the way we walk.</p> <p>Christmas songs</p>	<p>Charanga- In the Groove</p>	<p>African music</p> <p>Charanga-Round and round Your imagination</p>	<p>Weather/Autumn songs Charanga-Hands, feet, heart.</p> <p>Christmas songs</p>	<p>Music Tuition</p> <p>Charanga-Zootime song</p>	<p>Local composer focus Gustav Holst/Elgar</p> <p>Charanga-Friendship song</p>

Computing	<p>Online safety-1.1 Grouping and sorting-1.2 Pictograms-1.3</p>	<p>Lego builders-1.4 Maze explorers 1.5 Animated stories 1.6</p>	<p>Coding-1.7 Spreadsheets-1.8 Technology outside school -1.9</p>	<p>Coding-2.1 Online safety-2.2 Spreadsheets-2.3</p>	<p>Questioning-2.4 Effective searching-2.5 Creating pictures-2.6</p>	<p>Making music-2.7 Presenting ideas-2.8</p>
PSHCE	<p>Me and My Relationships (Y2): Feelings Getting help Classroom rules Special people Being a good friend Valuing Difference (Y1): Being kind and helping others Celebrating difference People who help Us Listening Skills</p>	<p>Keeping Myself Safe (Y1): Safe and unsafe secrets Appropriate touch Medicine safety Rights and Respect (Y2): Taking care of things: Myself My money My environment</p>	<p>Being My best (Y1): Growth Mindset Looking after my body Hygiene and health Exercise and sleep Growing and Changing (Y2): Getting help Becoming independent My body parts Taking care of self and others</p>	<p>Me and My Relationships (Y1): Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation Valuing Difference (Y2): Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help</p>	<p>Keeping Myself Safe (Y2): How our feelings can keep us safe - including online safety Safe and unsafe touches Medicine Safety Sleep Rights and Respect (Y1): Cooperation Self-regulation Online safety Looking after money - saving and spending</p>	<p>Being My best (Y2): Growth Mindset Healthy eating Hygiene and health Cooperation Rights and Respect (Y1): Life cycles Dealing with loss Being supportive Growing and changing Privacy</p>
Cultural Capital	<p>Bringing in favourite toys and class tea party with parents/grandparents to compare toys. Mock baptism</p>	<p>Library visit</p>	<p>Trip to Farm Park. How can we help people in Africa?-fundraising ideas.</p>	<p>Fire service visit</p>	<p>Roaming reptiles visit</p>	<p>Seaside visit</p>