

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Enchanted Woodland	Moon Zoom	Memory Box	Bright Lights, Big City	Land Ahoy!	Wriggle and crawl
Driver	Science	DT/ Science	History	Geography	History/ Geography	Science
Engage	Danby Forest	Alien invasion	Preston Hall	Icons of London	Hartlepool Marina	Bug Hunt
Text(s)	Woodland creatures – nf <i>There's no such thing as a Dragon</i> Jack Kent (Y2)	<i>Whatever Next</i> Jill Murphy <i>Goodnight Moon</i> Margaret Wise-Brown (Y1)	<i>When I was a Baby</i> Catherine Anholt	<i>Katie in London</i> James Mayhew	<i>Nf books about James Cook</i>	<i>Mad About Minibeasts</i> Giles Andrea <i>I love bugs!</i> Emma Dodd
Genres	Narrative <i>incl alternative ending</i> Recount Description Non-chronological report (Y2)	Labels, lists and captions Y1 Narrative Instructions (space rocket) Reports	Information texts Instructions (DT) Diary Y2 Recount	Postcards Reports Description Fact files	Narrative Postcards Myths and Legends	Poetry & Riddles Recount Simple explanation (Fact File Y1)
Science	<u>Plants (Y1 ob)</u> Describe the simple physical properties of a variety of plants. P1 -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees P2-Identify and describe the basic structure of a variety of common flowering plants inc. Trees. WS WS5 <u>Plants (Y2 ob)</u> P1-Observe and describe how seeds and bulbs grow into mature plants P2-Find out and describe how plants need water, light and suitable temp to grow and be healthy. WS,2,4,5,6	<u>Everyday materials (Y1 ob)</u> EM 1-Distinguish between an object and the material from which it is made. EM2-Identify and name everyday materials inc. Wood, plastic, glass, metal, water and rock. EM3-Describe simple physical properties of everyday materials. EM4- Compare and group together a variety of everyday materials on the basis of their simple physical processes. <u>Uses of every day materials (Y2 ob)</u> EM1-Identify and compare the suitability of a variety of everyday materials inc wood, metal, plastic EM2-Find out how the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching. W/S 1,3,4,5,6	<u>Everyday materials (Y1 ob)</u> EM 1-Distinguish between an object and the material from which it is made. EM2-Identify and name everyday materials inc. Wood, plastic, glass, metal, water and rock. EM3-Describe simple physical properties of everyday materials. EM4- Compare and group together a variety of everyday materials on the basis of their simple physical processes. <u>Uses of every day materials (Y2 ob)</u> EM1-Identify and compare the suitability of a variety of everyday materials inc wood, metal, plastic EM2-Find out how the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching. W/S 1,3,4,5,6	<u>Animals inc Humans (Y1 ob)</u> A1-Identify and name a variety of common animals inc fish, amphibians, reptiles, birds and mammals. A2-Identify a range of animals that are carnivore/herbivore/omnivores A3-Describe and compare the structure of common animals inc fish, amphibians, reptiles, birds and mammals inc pets. A4-Identify name draw and label parts of human body and say which part is associated with each sense. W/S- 3,4,5,6	<u>Animals including Humans (Y2 ob)</u> A1-Know that animals inc humans have offspring which grow to adults. A2-Basic needs of animal's inc human for survival. A3-Importance of human exercise, eating, food types and hygiene. WS,3,4 <u>Focus on sea creatures within animal objectives</u>	<u>Living Things and their habitats (Y2 ob)</u> LT1- explore and compare the differences between things that are living, dead and never been alive. LT2-Identify most living things live in habitats +how habitats provide basic needs and dependencies LT3-Identify and name a variety of plants and animals in their habitats. LT4-Describe how animals obtain food

History		<p>Hi 3 Learn about the lives of individuals in the pas who have contributed to national and international achievements. Neil Armstrong</p>	<p>Hi 1 Learn about changes within living Memory</p>	<p>Hi2 Learn about events beyond living memory that are significant nationally or globally.</p>	<p>Hi 3 Learn about the lives of individuals in the pas who have contributed to national and international achievements. James Cook</p>	
Geography	<p>Use World maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. GE SF1 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. GE SF3 Phys & human vocab Ge HP 2b</p>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small are in a contrasting non-European country. Ge PK1 World maps Ge SF 1</p>	<p>Local fieldwork Ge SF 4 Contrasting place Ge PK 1</p>	<p>Name and locate the world’s seven continents and 5 oceans. Ge LK1</p>	<p>Physical features Ge HP 2a Phys & human vocab Ge HP 2b</p>
DT		<p>E1- Explore and evaluate a range of existing products.</p> <p>CN2 - Understand where food comes from. CN 1 - Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>M1- Select from and use a range of tools and equipment to perform practical tasks. M2 - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>D2 - Generate, develop, model and communicate their ideas through talking, drawing templates, mock- ups and, where appropriate, ICT.</p>	<p>Design and make structure with lever or slider. D1 -design purposeful functional appealing products for themselves and others based on a criteria D2 –generate develop and model ideas through talking drawing, templates etc. M1-select from and use a range of tools and equipment to perform practical tasks. M2-select from and use a wide range of materials and components including construction, textile and ingredients according to their characteristics. TK1 - build structures exploring how they can be made stronger stiffer and more stable. TK2 – Explore and use mechanisms. E1-Explore and evaluate a range of existing products E2- Evaluate ideas and products against design criteria</p>	<p>Healthy diet/dish CN1- Use the basic principles of a healthy and varied diet. CN2 –understand where food comes from M2-select from and use a wide range of materials and components including construction, textile and ingredients according to their characteristics. E1-Explore and evaluate a range of existing products Choose materials and components, design, finish, make and evaluate DT M 1 DT M 2 DT D 1 DT E 2 EXPRESS: Tea Party for the Queen</p>		<p>Choose equipment for making DT M 1 Bug houses</p>

			Choose materials and components, design, finish, make and evaluate			
Art	1. Use materials to design and make 2. Use drawing, painting and sculpture 3. Develop techniques involving line; shape; form, space 4. Collage incl studying work by Andy Goldsworthy	2. Share ideas, experience, imagination 3. techniques involving line; shape; form, space	2. Share ideas, experience and imagination 3. Use a wide range of art and design techniques in using colour, pattern, line, shape, form and space 4. Study portraits by Andy Warhol	3. techniques involving line; shape; form, space Draw landmarks of London		1. Use materials to design and make (bug homes) 2. Share ideas, experience and imagination 3. techniques involving line; shape; form, space
Music	Mu2 play instruments (ukulele)	Mu2 play instruments (ukulele) Mu4: Compose space music	Mu1 Mu2 play instruments (ukulele) Mu3 listen to recorded music	Mu2 play instruments (ukulele)	Mu 1 Songs, chants and rhymes: Sea shanties Mu2 play instruments (ukulele)	Mu2 play instruments (ukulele)
Comp.	1.6 We are celebrating Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	2.3 We are photographers Use technology Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	1.5 We are storytellers Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully.	2.1 We are astronauts Use technology Co 4 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	2.2 We are games testers Understand algorithms Co 4 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private.	2.5 We are detectives Use technology, understand algorithms Co 4 Co 1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
PE	Games Gymnastics	Dance Games	Gymnastics Health and fitness	Games Dance	Athletics Outdoor games	Orienteering Athletics
RE	Leaders and Teachers: Christianity	Believing: Christianity	Symbols: Christianity	Leaders and Teachers: Judaism	Believing: Judaism	Symbols: Judaism
PSHE/ SRE	Social situations and right and wrong PSHE 5g	Anti-Bullying Day	Groups/communities Similarities/differences listen and play co-op likes and dislikes	Belong to groups, looking after the environment PSHE 2f PSHE 2g Drugs Ed.	SRE: 1. To understand gender (images of boys/ girls) To challenge gender stereotypes 2. To recognise positive images of 'family' and challenge stereotypes of what a family is 3. To recognise relationships with different people and discuss who they trust.	
C4L	Learn an instrument Visit a wood <i>Manners (ongoing)</i> - <i>waiting my turn (Y1)</i> - <i>holding the door for someone (Y2)</i>	Recycle unwanted toys (Y1) Christmas gift(shoe)box	Meet someone from a different country	Using a knife and fork (Y1)	Dealing with an emergency (Y2) Skip with a rope Litter pick/ cards for patients	Local walk – traffic awareness (Y1) Local walk – use a zebra crossing(Y2)