



Term	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
Topic Title	<b>Ourselves (Transition)</b>	<b>We can be Heroes!</b>	<b>Let's Explore</b>		<b>Turrets and Tiaras</b>	
Text	The Gruffalo The Gruffalo's Child		Jack and the Beanstalk We're going on a Bear Hunt		Cinderella Prince Cinders Princess Smartie Pants	
Year 1	History	<p>Child initiated:</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Interests</li> <li>• Natural environments</li> <li>• Similarities and differences</li> </ul> <p>Use tapestry for evidence</p>	<p><i>Florence Nightingale</i></p> <p><b>L.O. to investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• ask questions such as: what was it like for people? What happened? How long ago?</li> <li>• use artefacts, pictures, stories, online databases to find out about the past.</li> <li>• identify some of the ways the past has been represented.</li> </ul>	N/A	<p><b>L.O. to communicate historically</b></p> <ul style="list-style-type: none"> <li>• use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• show an understanding of the concept of a nation's history.</li> </ul> <p><b>L.O. to understand chronology</b></p> <ul style="list-style-type: none"> <li>• place events and artefacts in order on a time line.</li> <li>• label time lines with words or phrases such as: past, present, older and newer.</li> </ul>	

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			<p><b>L.O. to build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• describe historical events.</li> <li>• describe significant people from the past.</li> <li>• recognise that there are reasons why people in the past acted as they did.</li> </ul>		
	Depth and Challenge	Assess the success of provision (tally charts/surveys). How can we make it even better?	Debate whether Florence Nightingale did the right thing – going against parents/system?		Create their own personal timeline and extend these. Imagine and predict what it may be like in the future.
	British Values and SMSC	Spiritual: enjoy learning about oneself, others and the surrounding world. Social: appreciate diverse viewpoints.	Moral: understand consequences; investigate moral and ethical issues; offer reasoned views.		Spiritual: use imagination and creativity.



	Geog		<p><b>L.O. to investigate places</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</li> <li>• Name and locate the world's continents and oceans.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<p><b>L.O. to investigate patterns</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> </ul> <p><b>L.O. to communicate geographically</b></p> <ul style="list-style-type: none"> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul>	<p><b>L.O. to investigate places</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul> <p><b>L.O. to investigate patterns</b></p> <ul style="list-style-type: none"> <li>• Identify land use around the school.</li> </ul>
	Depth and Challenge		<p>Invent a family to live in a studied country. Imagine what their lives are like. Explain why.</p>	<p>Debate the positives and negatives of living in either country studied. Construct an argument and justify thinking/opinion.</p>	<p>Decide what a spare piece of school/local land should be used for. Justify and debate the argument.</p>

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<p>British Values and SMSC</p>		<p>Cultural: Appreciate cultural influences, understand, accept, respect and celebrate diversity.</p>	<p>Moral: offer reasoned views. Spiritual: reflecting. Cultural: celebrate diversity. Social: appreciate diverse viewpoints.</p>	<p>Moral: offer reasoned views. Social: appreciate diverse viewpoints. Cultural: understand, accept, respect and celebrate diversity.</p>
<p>D&amp;T</p>		<p><b>L.O. to master techniques</b></p> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Shape textiles using templates.</li> <li>• Join textiles using running stitch.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> </ul> <p><b>L.O. to take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> </ul> <p><b>L.O. to take inspiration from design throughout history</b></p> <ul style="list-style-type: none"> <li>• Explore how products have been created</li> </ul>

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	Depth and Challenge		Create and plan a unique design using the skills learnt.	Decide which objects/designs are the best by evaluating the designs. Justify thinking. Create an improved design of one that is not successful.	Invent your own recipe. Justify why the ingredients have been used. Recommend the invention to a friend arguing the benefits.
	British Values and SMSC		Spiritual: use imagination and creativity.	Spiritual: enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	Moral: offer reasoned views. Spiritual: use imagination and creativity.
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	Art and Design		<p><b>L.O. to master techniques</b></p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> <li>• Use thick and thin brushes.</li> </ul>	<p><b>L.O. to master techniques</b></p> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>• Sort and arrange materials.</li> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Mix materials to create texture.</li> </ul> <p><b>L.O. to take inspiration from the greats (classic and modern)</b></p> <ul style="list-style-type: none"> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>		<p><b>L.O. to master techniques</b></p> <p><b>Print</b></p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>
	Computing	<p>Create a piece of art using a simple paint program (forest scene) (link to English)</p> <p><b>L.O. to communicate</b></p>	<p>Research using the internet: find and organise photos (Link to history)</p> <p><b>L.O. to communicate</b></p> <ul style="list-style-type: none"> <li>• Use a range of applications and</li> </ul>	<p>Programmable Toys: Maps and grid references (Geog)</p> <p><b>L.O. to code</b></p> <ul style="list-style-type: none"> <li>• Motion: control motion by specifying the</li> </ul>	<p>Take and edit images using the web. (Geog – local area)</p> <p><b>L.O. to communicate</b></p>	<p>Illustrating an e-book. (English)</p> <p><b>L.O. to communicate</b></p> <ul style="list-style-type: none"> <li>• Use a range of applications and devices in order</li> </ul> <p>Rich media Instructions: making a potion/fairy dust (English)</p> <p><b>L.O. to communicate</b></p>

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	<ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	<p>devices in order to communicate ideas, work and messages.</p> <p><b>L.O. to connect</b></p> <ul style="list-style-type: none"> <li>Participate in class social media accounts</li> <li>Understand online risks and the age rules for sites</li> </ul>	<p>number of steps to travel, direction and turn</p>	<ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>	<p>to communicate ideas, work and messages.</p>	<ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>
Depth and Challenge	<p>Decide which applications and devices have been the most success and justify opinion.</p>	<p>Devise a way to promote online safety.</p>	<p>Imagine that maps do not exist. Construct an argument to justify why are maps important/not important?</p>	<p>Analyse the work produced and assess what went well and improvements that could be made.</p>		
British Values and SMSC	<p>Moral: offer reasoned views. Social: appreciate diverse viewpoints; participate, and demonstrate respect and tolerance.</p>	<p>Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p>Social: Explore beliefs and experience, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Moral: offer reasoned views. Social: appreciate diverse viewpoints; participate, respect and tolerance.</p>		
Science		<p><b>L.O. to understand animals and humans</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common</li> </ul>	<p><b>L.O. to understand plants</b></p> <ul style="list-style-type: none"> <li>identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers</li> </ul>	<p><b>L.O. to investigate materials</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> </ul>		



			<p>animals that are bird, fish, amphibians, reptiles, mammals and invertebrates</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>L.O. to work scientifically</b></p>	<ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> </ul> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Identify and classify.</li> </ul>		
	Depth and Challenge		Invent your own animal and place it in a habitat. Argue why this animal is suitable of this habitat.	Invent a plant, and design it making sure it has what it needs to survive. Choose a name for your plant. Decide where it would be found.	Determine why certain materials are used for specific objects.
	British Values and SMSC		Spiritual: children enjoy learning about oneself, others and the surrounding world.	Social: Explore beliefs and experience, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	Moral: offer reasoned views. Spiritual: enjoy learning about oneself, others and the surrounding world.
	Wow Beginning	<b>Bring something into school that is about you and your family.</b>	<b>Visit from the animal man</b>	<b>Visit to Highbury Park</b>	<b>Trip to Warwick Castle</b>
	Wow Ending	<b>To produce a Tapestry book for the first experiences in year 1. Invite parents in to see this.</b>	<b>Exhibition of DT textile pieces produced and invite parents.</b>	<b>Exhibition of our new world with our own plants (and animals from pervious term) in. Invite parents.</b>	<b>Historical performance based on trip to Warwick Castle.</b>