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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic title** | **Street Detectives!** | **Up, Up and Away** | **Deep in the Forest** | **Towers, Tunnels and**  **Turrets** | **Under the Sea** | **Hakuna Matata** |
| **Wow starter**    **Visitor/trip** | Walk around the local area – Piece Hall visit | Making and testing paper aeroplanes | Hardcastle Craggs |  |  | Blackpool Zoo |
| **Reading into writing process** | **Beegu**  Poems and poetic sentences    **The Naughty Bus by Jan Oke**  Fiction: creating a sequel ‘The further adventures of Naughty Bus’, letters,  Non-fiction: non-chronological reports    **Iggy Peck, Architect**  Labels, captions and fact files    **Last Stop on Market Street**  (Black History Month text) | **Sidney, Stella and the Moon**  Non-fiction: Moon fact files    **The Great Balloon Hullaballo**  Non-fiction: recount of the journey in the story  Fiction: descriptions, own narratives  ,  **The Snowman**  Fiction: descriptions, cartoon strips, speech bubbles, narratives. | **The Gruffalo**  Fiction: three part story, character and setting descriptions  Non-fiction: instruction writing  ‘How to catch a Gruffalo’    **Cave Baby**  Labels and captions, retellings, informal letters, own narratives    **Superworm**  Fiction: Writing predictions, character descriptions, retelling the story | **A range of traditional tales:**  Hansel and Gretel  The Three Billy  Goats Gruff  The Magic  Porridge Pot | **Flotsam**  Fiction: comic strips, story writing  **Big Blue Whale**  Non-fiction: information text about whales  **My Name is Not Refugee**  (Refugee Week text) | **Handa’s Surprise**  Fiction: predictable & patterned language- change setting, description.  Non-fiction: non-chronological report.    **Meerkat Mail**  Fiction: Narrative writing, postcards, letter writing  **Lila and the Secret Rain** |
| **Cross-curricular writing** | Description of where we live.  Road Safety posters.  Information about Edward Akroydon. | Postcard from the moon.  Fact file about Neil Armstrong. | Fact files about plants & trees. Instructions- growing plants.  Recount of trip. | Labelling.  A day in the life of…  Science investigations. | Flip book about different types of animals in the ocean.  Fact files and leaflets linked to Finding Nemo. | Postcards.  Fact files about animals.  Recount of trip. |
| **Class book** | A range of Fairy Tales | Eric Carle books. | Julia Donaldson books. | The Enormous Crocodile by Roald Dahl. | The Sea Monster by Christopher Wormell | Anna Hibiscus by Atinuke |
| **Maths** | Numbers to 10.  Addition & Subtraction within  10.  Place value within 20.  Multiples of 2, 5 & 10. | Addition & Subtraction within  10.  Shape. | Addition and Subtraction within 20.  Place Value to 50. | Length & Height.  Weight & volume.  Consolidation. | Multiplication and Division  Fractions - halves and quarters.  Position & Direction.  Numbers to 100.  Consolidation. | Numbers to 100.  Time.  Money.  Consolidation. |
| **Cross-curricular maths** | Sorting and shapes. | Position & Direction | Counting | Position & Direction | Fractions | Measuring- looking at the size of different animals. |

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| **Science** | **Animals including humans:**  **Who am I?**  Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense. | **Animals including humans:**  **Celebrations**  Say which part of the body is associated with each sense. Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  Describe the simple physical properties of a variety of everyday materials.  Identify and describe the basic structure of a variety of common plants, including trees. | **Animals including humans and everyday materials:**  **Polar Places**  Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, herbivores and omnivores.  Describe and compare the structure of a variety of common animals.  Describe the simple properties of a variety of everyday materials.  Compare and group together a variety of everyday materials on the basis of their simple properties. | **Plants and animals:**  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and  describe the basic structure of  a variety of common flowering plants, including trees. | **Animals including humans and everyday materials: Holiday**  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  Identify and name a variety of common animals that are carnivores, herbivores or omnivores.  Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.  Describe the simple physical properties of a variety of everyday materials | **Plants and animals and everyday materials: On Safari**  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and name a variety of common animals including 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). |
| **Geography** | **Locational Knowledge**  Name the seven continents and identify which continent we live in.  Name and locate the four countries of the UK.  **Human & physical geography**  Identify the seasonal and daily weather patterns in the UK.  Use geographical vocabulary to describe local area: weather, season, hill, valley, town,  village, house, office, shop,  factory, farm, church, flat  **Geographical skills & fieldwork**  Use a map to name the countries of the UK and a world map to name the seven continents.  Use simple fieldwork & observational skills to study the geography of the school and its surrounding environment.  Devise a simple map of the school grounds. | **Locational Knowledge** Name the seven continents.  Name and locate the four countries of the UK using aerial photographs and landmarks.  **Human & physical geography**  Use geographical vocabulary to describe key human and  physical features that could be seen from an aerial view: beach, sea, forest, field,  mountain  **Geographical skills & fieldwork**  Use a world map to name to seven continents.  Look at aerial photographs to recognise landmarks and physical and human features. | **Human & physical geography**  Use geographical vocabulary to describe key physical and human features that could be seen in a forest: forest, hill, soil, vegetation. Compare to features in our local area.  **Geographical skills & fieldwork**  Use locational and directional language to describe the location of features on a map.  Use simple fieldwork & observational skills to study the geography of the school and its surrounding environment.  Look at the different types of trees near school and compare with a city. | **Locational Knowledge**  Name and locate the four countries of the United  Kingdom- look at a famous castle/palace from each and plot on maps.  Use aerial photos to recognise different landmarks.  **Human & physical geography**  Use geographical vocabulary to describe where castles were built: city, hill, village and town, moat, field.  **Geographical skills & fieldwork**  Use a map to name and locate the countries of the UK.  Devise a town map with a castle and use basic symbols in a key.  Use locational and directional language to plan a route on a map. | **Locational Knowledge**  Name the United Kingdom’s surrounding seas.  **Human & physical geography**  Use geographical vocabulary to describe key human and physical features linked to the sea: beach, cliff, coast, sea, ocean, port, harbour, village, town, shop.  **Geographical skills & fieldwork** Use a map to name to United Kingdom’s surrounding seas. | **Locational Knowledge**  Name the seven continents with a particular focus on Africa.  **Place Knowledge**  Look at similarities and differences between life in Halifax and life in rural Kenya, including human and physical features.  **Human & physical geography**  Use geographical vocabulary to describe the key human and physical features in  Kenya/Africa compared to  England: desert, ocean, river, mountain, weather  **Geographical skills & fieldwork**  Use a world map to locate Africa |

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| **History** | **Chronology and comparing different periods**  Compare life in Halifax from the past to now by exploring the Piece Hall.  **Sources of evidence**  Photos of the Piece Hall and Halifax from the past compared to now.  Piece Hall trip – workshop.  **Changes within living memory**  Compare jobs and homes – past and present.  **Significant historical events, people & places in our local area**  Piece Hall, Shibden Hall | **Chronology and comparing different periods**  Timeline of aircraft / space achievements.  Look at changes in transport – past and present.  **Sources of evidence**  Photos, newspaper headlines/articles, audio clips of events.  Ask questions about the first moon landing.  **Events beyond living memory**  First man on the moon, first aeroplane flight.  **Significant individuals in the past who have contributed to**  **international achievements**  Neil Armstrong, the Wright brothers, Amelia Earhart | - | **Chronology and comparing different periods**  Understand when Queen  Elizabeth I reigned and when  Queen Victoria reigned. How was life different then to now? **Sources of evidence**  Photos, painting, drawings of castles from the past. Ask and  answer questions to explore how they have changed.  **Significant individuals who have contributed to national achievements**  Queen Victoria- who she was, when she was queen, what she changed. Compare to Queen  Elizabeth I.  **Significant historical places**  Wainhouse Tower (Victorian chimney) | **Sources of evidence** Photos, news reports.  **Changes within living memory**  How have the oceans changed over time? Plastic pollution. | **Chronology and comparing different periods**  When did Nelson Mandela live?  How was life different for him and others?  **Sources of evidence**  Exploring African stories. Revise Black History Month texts.  **Changes within living memory** Explore what life was like for Nelson Mandela.  **Significant individuals in the past who have contributed to**  **international achievements**  Nelson Mandela – his achievements |
| **Art** | **3D work:**  Using an aerial photo of the **local area**, recreate using a range of materials. | **Collage:**  **Jeannie Baker** – (hot air balloon scene) | **Drawing and painting:**  **Van Gogh / Georgia O’Keefe**- sunflowers / flowers |  | **Textiles:**  **Gunta Stolzl** – weaving / sewing | **Painting:**  **Henri Rousseau** - African art- looking at a range of colours, patterns & techniques.  Observational skills. |
| **D & T** |  | **Design, make and evaluate:**  Junk model rockets    **Technical knowledge:**  Build structures, exploring how they can be made stronger, stiffer and more stable |  | **Exploring mechanisms:**  Moving pictures (sliders, levers    **Design, make and evaluate:**  Making a drawbridge castle - pulleys | **Design, make and evaluate: Textiles**  Make an underwater animal finger puppet | **Design, make and evaluate:** African masks |
| **Computing** | Grouping and Sorting and e-safety | Pictograms and e-safety | Lego builders and e-safety | Maze explorers and e-safety | Animated stories and e-safety | Coding and e-safety |
| **P.E** | Y1 P.E scheme | Y1 P.E scheme | Y1 P.E scheme | Y1 P.E scheme | Y1 P.E scheme | Y1 P.E scheme |
| **Music** | Learn about the differences between pulse, rhythm and  pitch and to learn how to rap and enjoy it in its original form | Listen & appraise other styles of music and continue to  embed the interrelated  dimensions of music through games and singing. | Learn about different styles of music. | Learn the dimensions of music  (pulse, rhythm, pitch etc), singing and playing instruments are all linked. | Listen and appraise, compose with instruments and perform. | Consolidate the learning that has occurred during the year.  All the learning is focused around revisiting songs and  musical activities, a context for the History of Music and the beginnings of the Language of Music. |

NB: seasons and daily weather patterns discussed daily.