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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 GretelThe Three Billy Goats GruffThe 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 DivisionFractions - 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.