



Autumn 1	Who Lives Here Science - materials / Geography	
Hooks for learning	Local Walk	
Keeping safe in school	Road Safety	
School Value	Concentrate, work hard and be proud of your achievements.	
<p>UTW:</p> <ul style="list-style-type: none"> To talk about members of their immediate family and community. To draw information from as simple map. To name and describe people who are familiar to them. To understand that some places are special to members of their community. <p>Expressive art and Design</p> <ul style="list-style-type: none"> To develop storylines in their pretend play. <p>C&L</p> <ul style="list-style-type: none"> To understand how to listen carefully and why listening is important. 	<p>Science</p> <ul style="list-style-type: none"> To consider materials such as wood, metal, plastic, glass, paper and textiles. To describe materials using their senses (does it feel hard, soft, smooth, rough, hot, cold? What kind of sound does the material make? Does it have a particular smell?) To use scientific words to describe materials (transparent, waterproof, strong, stretchy, delicate, solid, hollow, natural, man-made, etc) To explain what material an object is made from To explain why a material would be used for a specific job (referring to properties of materials) 	<p>Science – classifying and grouping materials</p> <ul style="list-style-type: none"> To distinguish between an object and the material from which it is made? (a window – glass, a chair – plastic, a table – wood, etc) To identify and name a range of everyday materials (wood, metal, plastic, paper, water, rock) To describe the simple physical properties of a variety of everyday materials. To compare and classify a variety of materials based on their simple physical properties (eg materials that are strong and waterproof) <p>Science – changing materials</p> <ul style="list-style-type: none"> To explore how the shapes of solid objects can be changed (squashing, bending, twisting and stretching).

<ul style="list-style-type: none"> ● To listen carefully to rhymes and songs, paying attention to how they sound. ● To learn new vocabulary ● To use new vocabulary through the day. ● To develop social phrases ● To learn rhymes, poems and songs. ● To engage in story times. <p>Science</p> <ul style="list-style-type: none"> ● To talk about differences between materials and changes they notice. ● To use all their senses in hands-on exploration of natural materials. 	<ul style="list-style-type: none"> ● To sort materials into groups by a given criterion. ● To explain how solid shapes can be changed by squashing, bending, twisting and stretching <p>Science – animals including humans</p> <ul style="list-style-type: none"> ● To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Geography - skills and fieldwork</p> <ul style="list-style-type: none"> ● use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. ● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ● 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 <p>Computing</p>	<ul style="list-style-type: none"> ● To find out about people who developed useful materials (Dunlop – rubber tyres, Macintosh – lightweight waterproof clothing, Macadam – Asphalt. ● To identify and compare the uses of a range of everyday materials (wood, metal, plastic, glass, brick/rock, paper/cardboard). Refer to their flexibility, strength, light weight, waterproof, translucency, etc and how that makes them suitable for a specific purpose. ● To explain how things move on different surfaces (rough / smooth) friction and its effect, etc <p>Design and Technology - technical knowledge</p> <ul style="list-style-type: none"> ● build structures, exploring how they can be made stronger, stiffer and more stable <p>Art and Design</p> <ul style="list-style-type: none"> ● to develop a wide range of art and design techniques in using line, shape, form and space
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Autumn 2	How Are Stars Made? Art / History/ RE/		
Hook For Learning	Remembrance Service – Weston Park Visit a church Christmas celebrations		
Keeping safe in school	Firework safety		
School value	Persevere, don't give up!		
<p>UTW:</p> <ul style="list-style-type: none"> • To recognise that people, have different beliefs and celebrate special times in different ways. • To recognise some similarities and differences between life in this country and life in other countries. • To explore the natural world around them • To understand the difference between light and dark. • To explore different sources of light <p>C&L</p> <ul style="list-style-type: none"> • To retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	<p>Art</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Computing</p> <ul style="list-style-type: none"> • Creating media – digital painting 	<p>History</p> <ul style="list-style-type: none"> • To learn about events beyond living memory that are significant nationally or globally (eg the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) <p>Computing</p> <ul style="list-style-type: none"> • Creating media – digital photography 	

- To Listen and talk about stories to build familiarity and understanding.

Literacy

- To read some letter groups that each represent one sound and say sounds for them.
- To read a few common exception words matched to Little Wandle phonics scheme.
- To read individual letters by saying the sounds for them.
- To blend sounds into words so that they can read short words made up of known letter-sound correspondences.
- To form lower-case and capital letters correctly.
- To spell words by identifying the sounds and then writing the sound with the letter/s.

Expressive Art and design

- To sing in a group or on their own, increasingly matching the pitch and following the melody.
- To listen attentively, move to and talk about music, expressing their feelings and responses
- To watch and talk about dance and performance art, expressing their feelings and responses.

	<ul style="list-style-type: none"> To explore and engage in music making and dance, performing solo or in groups. 		
Spring 1	What Do Kings and Queens Live in Castles? History / DT		
Hook For Learning	Trip to Conisborough Castle Visiting musicians		
Keeping safe in school	Safer Internet Day – Tuesday 14 th Feb		
School value	Try new things and do your best.		
<p>UTW:</p> <ul style="list-style-type: none"> To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past. 	<p>Computing</p> <p>Creating media – digital writing</p> <p>History</p> <ul style="list-style-type: none"> To develop an awareness of the past, using common words and phrases relating to the passing of time. To know where the people and events that they study fit within a chronological framework and identify similarities and differences between the ways of life in different periods. To use a wide vocabulary of everyday historical terms To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 	<p>Computing</p> <p>Creating media – making music</p> <p>DT - Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>DT – make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction 	

	<ul style="list-style-type: none"> ● To understand ways in which we find out about the past and identify different ways in which it is represented. <p>Where possible, link to KS2 historical periods.</p> <ul style="list-style-type: none"> ● To learn about the lives of significant individuals in the past who have contributed to national and international achievements. ● To compare aspects of social life in periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] <p>Geography – skills and fieldwork</p> <ul style="list-style-type: none"> ● To use maps, atlases and globes to identify the United Kingdom and its countries. <p>Geography – locational Knowledge</p> <p>To name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Geography – human and physical geography</p> <ul style="list-style-type: none"> ● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p>materials, textiles and ingredients, according to their characteristics</p> <p>DT – evaluate</p> <ul style="list-style-type: none"> ● explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria <p>DT – Technical knowledge</p> <ul style="list-style-type: none"> ● To explore and use mechanisms eg levers, sliders, wheels and axles) in their products.
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Spring 2	Can you Grow Your Dinner? Science-plants / DT		
Hook For Learning	Botanical Gardens Chatsworth farmyard / Whirlow		
Keeping safe in school	Which plants are safe to eat?		
School value	Consider, understand others and be polite.		
<p>UTW:</p> <ul style="list-style-type: none"> ● To describe what they see, hear and feel whilst outside. ● To understand the effect of changing seasons on the natural world around them. ● To explore the natural world around them. ● To recognise some environments that are different to the one they live in. <p>C&L To describe events in some detail.</p>	<p>Science -</p> <ul style="list-style-type: none"> ● To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ● To identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Computing - Data and Information</p> <ul style="list-style-type: none"> ● Grouping Data <p>Art and Design</p> <ul style="list-style-type: none"> ● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Science - plants</p> <ul style="list-style-type: none"> ● To observe and describe how seeds and bulbs grow into mature plants ● To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Science – Animals including humans</p> <ul style="list-style-type: none"> ● To describe the importance for humans of exercise, eating the rights amount of different types of food and hygiene. <p>Computing - Data and Information</p> <ul style="list-style-type: none"> ● Pictograms <p>DT – cooking and nutrition</p> <ul style="list-style-type: none"> ● To use the basic principles of a healthy and varied diet to prepare dishes ● To understand where food comes from 	

<p>Literacy</p> <ul style="list-style-type: none"> To read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words. 		<p>DT - Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>DT – make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <p>DT – evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria
Summer 1	How Can We Save Our World? Geography / Art / Science	
Hook For Learning	EYFS – Trip to the Botanical Gardens – Bear Hunt Whole School Litter Pick	
Keeping safe in school	World Wide Web – keeping us all safe	
School value	Imagine - dream, believe, achieve	

<p>Literacy</p> <ul style="list-style-type: none"> • To Re-read what they have written and check it makes sense • To write short sentences with words with known letter sound correspondences using a capital letter and full stop • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>UTW</p> <ul style="list-style-type: none"> • To begin to understand the need to respect and care for the natural environment and all living things • To explore the natural world around them • To describe what they see, hear and feel whilst outside • To understand the effect of changing g seasons on the natural world around them. 	<p>Computing – Programming</p> <ul style="list-style-type: none"> • Moving a Robot <p>Geography – locational Knowledge</p> <ul style="list-style-type: none"> • To name, locate the world’s seven continents and five oceans <p>Geography – place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>DT – make</p> <ul style="list-style-type: none"> • To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Art and Design</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products (recycled products) <p>History</p> <ul style="list-style-type: none"> • To know about significant historical events, people and places in their own locality • To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 	<p>Computing – Programming</p> <ul style="list-style-type: none"> • Robot Algorithms <p>Science</p> <ul style="list-style-type: none"> • To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • To identify and name a variety of plants and animals in their habitats, including microhabitats • To describe how animals, obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Science – Animals, including humans</p> <ul style="list-style-type: none"> • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • To notice that humans including animals, have offspring which grow into adults
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EAD

- To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- To return to and build on their previous learning, refining ideas and developing their ability to represent them.
- To create collaboratively, sharing ideas, resources and skills

C&L

- To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- To use new vocabulary in different contexts
- To engage in non-fiction books
- To use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.

Summer 2	What's At The Bottom Of The Ocean? Science - habitats	
Hook For Learning	The Deep	
Keeping safe in school	Water safety	
School value	Have fun and be happy in all that you do!	
<p>C&L</p> <ul style="list-style-type: none"> To articulate their ideas and thoughts in well-formed sentences. To ask questions to find out more and to check they understand what has been said to them. To connect one idea or action to another using a range of connectives. <p>UTW</p> <ul style="list-style-type: none"> To understand the key features of the life-cycle of an animal 	<p>Science</p> <ul style="list-style-type: none"> To point out the differences between different animals To sort photographs of living things and non-living things (living, dead, never alive). To classify common animals (birds, fish, amphibians, reptiles, mammals, invertebrates) To describe how an animal is suited to its environment (habitats, adaption) To sort animals by body covering (skin, scales, fur) To identify and name a variety of common animals that are carnivores, herbivores and omnivores. <p>Geography – locational Knowledge</p> <ul style="list-style-type: none"> To name, locate the world's seven continents and five oceans <p>Geography – Geographical skills and fieldwork</p>	<p>Science</p> <ul style="list-style-type: none"> To sort living things into groups and explain why they have sorted them that way. To match certain living things to their habitats they are found in. To explain the differences between the living and non-living things (breathing, moving, reproduction) To describe some of the life processes common to plants and animals, including humans To decide whether something is living, dead or non –living. To describe how a habitat provides for the basic needs of things living there (food, shelter, water, temperatures for survival, space to reproduce, etc) To describe a range of different habitats (woodland, log pile, desert, pond, ocean, grassland, meadow, human habitats, etc To describe how plants and animals are suited to their habitat (foods. Camouflage, breathing, predatory, behaviour, scavenging, etc) To identify and compare a variety of plants and animals found in different habitats and

	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage <p>Art and Design To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Computing – Programming</p> <ul style="list-style-type: none"> • Introduction to animation 	<p>microhabitats (compare animals from habitats that are contrasting – how have they adapted / not adapted to each)?</p> <p>Computing – Programming</p> <ul style="list-style-type: none"> • An introduction to quizzes
<p>Seasonal Change – observe a tree throughout the four seasons</p>		
<p>observe and describe weather associated with the seasons and how day length varies.</p>		