




Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Beyond My Window</p> 	<p>Adventures in Space</p> 	<p>We're going on a bear hunt!</p> 	<p>Fire! Fire!</p> 	<p>Enchanted Woods</p> 	<p>Lighthouses</p> 
<p>Main Focus</p> <p>Geography: What's beyond my window?</p> <p>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.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical feature; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Main Focus</p> <p>History: How should we commemorate the Moon Landing?</p> <p>(Events within living memory plus significant individuals).</p>	<p>Main Focus</p> <p>Geography: Which continent is best for a bear to live on?</p> <p>Name and locate the 7 continents and 5 oceans.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use world maps, atlases and globes to identify the continents and oceans studied.</p> <p>Use compass directions (North, South, East and West).</p>	<p>Main Focus</p> <p>History: Why did the Great Fire of 1666 burn down so many more houses than other fires in London at that time?</p> <p>(Events beyond living memory).</p>	<p>Main Focus</p> <p>Geography: Where would you find an enchanted forest?</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use basic geographical vocabulary to refer to: human / physical features.</p>	<p>Main Focus</p> <p>History: How should we remember Grace Darling today?</p> <p>(Significant individual).</p>

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<p>Linked Learning</p> <p>Y1 Science: Weather / seasonal changes + Working Scientifically.</p> <p>Y2 Science: Working Scientifically linked to seasonal change.</p>	<p>Linked Learning</p>	<p>Linked Learning</p> <p>Y1 Science: Animals including humans (categorising animals, herbivores etc)</p> <p>Y2 Science: Animals including humans (offspring and food chains)</p>	<p>Linked Learning</p> <p>Y1 Science: Materials (identify and categorise materials) + Working Scientifically.</p> <p>Y2 Science: Materials (testing, compare properties etc of materials) + Working Scientifically.</p>	<p>Linked Learning</p> <p>Y1 Science: Plants (common garden and wild plants, deciduous and evergreen trees) + Working Scientifically.</p> <p>Y2 Science: Plants (seeds and bulbs, what plants need to grow) + Working Scientifically.</p>	<p>Linked Learning</p>
<p>Beyond My Window</p> 	<p>Adventures in Space</p> 	<p>We're going on a bear hunt!</p> 	<p>Fire! Fire!</p> 	<p>Enchanted Woods</p> 	<p>Lighthouses</p> 
<p>Text(s)</p> 	<p>Text(s)</p> 	<p>Text(s)</p> 	<p>Text(s)</p> 	<p>Text(s)</p> 	<p>Text(s).</p> 
<p>JC - English</p>	<p>JC - English</p>	<p>JC - English</p>	<p>JC - English</p>	<p>JC - English</p>	<p>JC - English</p>

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<p><i>The Seasons</i></p> <p>Information Text</p> <p>Inform</p>	<p><i>The Way Back Home</i></p> <p>Science Fiction</p> <p>Entertain</p>	<p><i>Leaf</i></p> <p>Narrative / descriptive writing / Poetry</p> <p>Entertain</p>	<p><i>The Great Fire of London</i></p> <p>Diary writing</p> <p>Inform</p>	<p><i>Little Red Reading Hood</i></p> <p>Narrative Journey (twist)</p> <p>Entertain</p>	<p><i>Grace Darling</i></p> <p>Biography</p> <p>Poetry</p> <p>Inform</p>
<p>Whole Class Reading</p> <p>Quality text – <i>Window</i> by Jeannie Baker</p> <p>Rhyming/repeated refrain – <i>Scarecrow's Wedding</i> by Julia Donaldson</p> <p>Diversity – <i>The Proudest Blue</i> by Ibtihaj Muhammed</p> <p>Traditional/twisted tale – <i>Prince Cinders</i> by Babette Cole</p> <p>Well being/feelings – <i>The Colour Monster</i> by Anna Llenas</p> <p>Environment – <i>Somebody Swallowed Stanley</i> by Sarah Roberts</p>	<p>Whole Class Reading</p> <p>Quality text – <i>Beegu</i> by Alexis Deacon</p> <p>Rhyming/repeated refrain – <i>I want the Moon</i> by Fran Preston-Gannon</p> <p>Diversity – <i>Malala's Magic Pencil</i> by Malala Yousafzai</p> <p>Traditional/twisted tale – <i>The True Story of the Three Little Pigs</i> by Jon Scieszka</p> <p>Well being/feelings – <i>Ruby's Worry</i> by Tom Percival</p> <p>Environment – <i>The Tin Forest</i> by Helen Ward</p>	<p>Whole Class Reading</p> <p>Quality text – <i>Here We Are</i> by Oliver Jeffers</p> <p>Rhyming/repeated refrain – <i>We're Going on a Bear Hunt</i> by Micheal Rosen</p> <p>Diversity – <i>Grandad's Camper</i> by Harry Woodgate</p> <p>Well being/feelings – <i>The Lion Inside</i> by Rachel Bright</p> <p>Environment – <i>The Journey Home</i> by Frann Preston-Gammon</p>	<p>Whole Class Reading</p> <p>Quality text – <i>Vlad and the GFOL</i> by Kate Cunningham</p> <p>Rhyming/repeated refrain – <i>Giraffes Can't Dance</i> by Giles Andreae</p> <p>Diversity – <i>Coming to England</i> by Floella Benjamin</p> <p>Traditional/twisted tale – <i>Hansel and Gretel</i> by Bethan Woolvin</p> <p>Well being/feelings – <i>The Invisible</i> by Tom Percival</p> <p>Environment - <i>Tidy</i> by Emily Gravatt</p>	<p>Whole Class Reading</p> <p>Quality text – <i>Bog Baby</i> by Jeanne Willis</p> <p>Rhyming/repeated refrain – <i>Each Peach Pear Plum</i> by Janet and Allen Alberg</p> <p>Diversity – <i>Mama and Mummy and Me in the Middle</i> by Nina LaCour</p> <p>Traditional/twisted tale – <i>Into the Forest</i> by Anthony Browne</p> <p>Well being/feelings – <i>After the Fall</i> by Dan Sanat</p> <p>Environment – <i>The Last Wolf</i> by Mini Grey</p>	<p>Whole Class Reading</p> <p>Quality text – <i>Flotsam</i> by David Weisner</p> <p>Rhyming/repeated refrain – <i>We're Going On A Bearhunt</i> – Micheal Rosen</p> <p>Diversity – <i>Splash</i> by Clare Cashmore</p> <p>Traditional/twisted tale – <i>The Pea and the Princess</i> by Mini Grey</p> <p>Well being/feelings – <i>Tad</i> by Benji Davies</p> <p>Environment – <i>Once Upon a Mermaid's Tail</i> by Beatrice Blue</p>
<p>Trips / Hooks</p> <p>Langford village walk.</p> <p>Carterton fieldwork trip.</p>	<p>Trips / Hooks</p> <p>We Are the Curious, Bristol</p> <p>Space Explorers 2D We The Curious</p>	<p>Trips / Hooks</p> <p>Bristol Zoo Project</p>	<p>Trips / Hooks</p> <p>Fire Service visit</p>	<p>Trips / Hooks</p> <p>Woodland – Westonbirt Arboretum</p>	<p>Trips / Hooks</p>

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<p>Extra! Extra!</p>	<p>Extra! Extra!</p> <p>Nativity</p> <p>Church Service</p>	<p>Extra! Extra!</p>	<p>Extra! Extra!</p> <p>Church Service</p>	<p>Extra! Extra!</p>	<p>Extra! Extra!</p> <p>Sports Day</p> <p>Church Service</p>
<p>Maths</p> <p>Y1</p> <p>Place Value to 10</p> <p>Addition and subtraction within 10</p> <p>Y2</p> <p>Place Value to 100</p> <p>Addition and subtraction</p>	<p>Maths</p> <p>Y1</p> <p>Addition and subtraction within 10</p> <p>Geometry - shape</p> <p>Y2</p> <p>Addition and subtraction</p> <p>Geometry - shape</p>	<p>Maths</p> <p>Y1</p> <p>Place Value to 20</p> <p>Addition and subtraction within 20</p> <p>Y2</p> <p>Measurement – money</p> <p>Multiplication and division</p>	<p>Maths</p> <p>Y1</p> <p>Place Value to 50</p> <p>Measurement – length and height, mass and volume</p> <p>Y2</p> <p>Multiplication and division</p> <p>Measurement – length and height</p> <p>Measurement – mass, capacity and temperature</p>	<p>Maths</p> <p>Y1</p> <p>Multiplication and division</p> <p>Fractions</p> <p>Geometry – position and direction</p> <p>Y2</p> <p>Fractions</p> <p>Measurement - time</p>	<p>Maths</p> <p>Y1</p> <p>Place Value to 100</p> <p>Measurement – money</p> <p>Measurement - time</p> <p>Y2</p> <p>Statistics</p> <p>Geometry – position and direction</p>
<p>Other Learning</p>	<p>Other Learning</p> <p>Y1 Science: Animals including humans (the senses and basic body)</p>	<p>Other Learning</p>	<p>Other Learning</p>	<p>Other Learning</p> <p>RE Y1/2: How and why is Shabbat important to</p>	<p>Other Learning</p>

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<p>RE Y1/2: Why do most Christians call God 'creator'?</p> <p>Creation UC1.2</p> <p>PE: Body parts / feet 1</p> <p>ICT: eSafety, exploring school website, using Paint, programming Beebots</p> <p>Art & Design:</p> <p>Explore & Draw</p> <p>Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills. Option 1: Wax Resist Leaves</p> <p>PSHE:</p> <p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p>	<p>parts) + Working Scientifically.</p> <p>Y2 Science: Animals including humans (exercise, food and hygiene) + Working Scientifically.</p> <p>RE Y1/2: What do most Christians celebrate together?</p> <p>Incarnation UC1.3</p> <p>PE: Health and well being / hands 1</p> <p>ICT: eSafety, exploring school website, using Paint, programming Beebots</p> <p>Design Technology: Textiles</p> <p>PSHE:</p> <p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p>	<p>RE Y1/2: What questions do stories in the Bible make us want to ask?</p> <p>Gospel UC 1.4</p> <p>PE: Rackets, bats and balls / Growing</p> <p>ICT: Data and research</p> <p>Art & Design:</p> <p>Simple Printmaking</p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry. Option 1: Plasticine</p> <p>PSHE:</p> <p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p> <p>Group co-operation</p> <p>Contributing to and sharing success</p>	<p>RE Y1/2: What do different Jewish people believe about God?</p> <p>Judaism</p> <p>PE: Wide, narrow, curled / swimming</p> <p>ICT: Making word banks</p> <p>Design Technology: Cooking and Nutrition</p> <p>PSHE:</p> <p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p> <p>Healthier snacks and sharing food</p>	<p>some Jewish people in Britain?</p> <p>Judaism</p> <p>PE: Hands 2 / Games for understanding</p> <p>ICT: Data, making videos</p> <p>Art & Design:</p> <p>Stick Transformation Project</p> <p>Explore how you can transform a familiar object into new and fun forms.</p> <p>PSHE:</p> <p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p> <p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p>	<p>Y1 Science: Animals including humans + Working Scientifically.</p> <p>Y2 Science: Animals including humans (survival needs and habitats) + Working Scientifically.</p> <p>RE Y1/2: How do people know how to behave?</p> <p>Judaism</p> <p>PE: Team building / running 1</p> <p>ICT: Using internet to research the seaside</p> <p>Design Technology: Mechanisms/Mechanical systems</p> <p>PSHE:</p> <p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p>
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