

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Question	What makes me unique?	Why are there so many leaves on the floor?	How do boats float?	Where does the wheels on the bus go?	Why can't penguins live close to the equator?	
High quality text	Beegu	The Rabbit Problem Sweep	Titanic	Naughty Bus / The Queen's House	The Way Back Home	
Visit / Hook	Exploring the senses role play day.	Woodland visit – different viewpoints woodland trust activity	Boat building / Trip on Saddleworth Canal	Garden centre	Zoo -	
Science	Animals including humans (humans)	Seasonal changes	Materials	Plants	Animals including humans (animals)	
History	Changes within living memory – Family tree	X	Titanic	The Royals	X	
Geography	Field work – Devise a simple map – route to school.	Weather	X	4 countries that make up the UK + capital cities	Hot and cold countries	X
Computing (Purple Mash)	Online Safety and Exploring Purple Mash Grouping and Sorting	Pictograms	Lego Builders Maze Explorers	Animated Story Books	Coding	Spreadsheets Technology Outside School
RE	What is a Christian and what do they believe? (1.1)	To know the Christmas Story	How and why do we celebrate special and sacred times? (1.6)	To know the Easter Story	Who is a Muslim and what do they believe? (1.2)	What can we learn from sacred books? (1.4)
Art	Collage Natural Materials Andy Goldsworthy	X	X	Painting Plants Van Gough	Printing – Pattern and Shape Wassily Kandinsky	X
DT	X	Textiles Wind Sock	Construction Materials Building Boats	X	X	Food Technology Food from Hot and Cold Countries
PSHE	Being Unique	Family/ Friendships	Growing Up	People Who Help Us Internet Safety	Choices	
Growth Mindset (Katherin Muncaster Book)	I give up!	Strictly can't Dance	Grow, grow, grow your brain	Soaking up the learning	Super Snails 1	Super Snails 2
Music (Charanga)	Hey You!	Rhythm in the Way We Walk	In the Groove	Round and Round	Your Imagination	Reflect, Rewind, Replay
Links to wider community	Presentation to parents about why I am special.	Litter Picking	X	Make flower arrangements for community	Adopt an animal in Pakistan	

Autumn 1	Question: What makes me unique?	High quality text: Beegu		Visit / Hook: Exploring the senses and role play day	Links to wider community : Presentation to parents	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science	Animals including humans (humans)	I know the names of parts of my body. I know the 5 senses.	Identify and classify	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	Sense Sight Smell Touch Taste Hear	Lesson 1 – Labelled human body. INA/LA – cut and stick labels. Lesson 2- linked sense to activity. HA – write sentences. MA – draw and label INA/LA – cut and stick Lesson 3 – Investigation, photo evidence. Lesson 4 – collaborative demonstration of learning. Evidenced with photographs.
History	Family tree	I know what a family tree is used for. Lesson 1 I know that my family members in my past are called ancestors. Lesson 3 I know that my family is made up of people who are still alive and people who are no longer alive. Lesson 3 I know how to ask questions about the past to understand how each of my ancestors fit into my family free.*	Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Look at books, videos, photographs, pictures and artefacts to find out about the past. Sort events or objects into groups (i.e. then and now.) Tell stories about the past. Talk, write and draw about	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Link to royal family tree?	Family Tree Ancestor Past Old Dead/ passed away Alive	Lesson 1- Vocab session. Children will be exposed to the term family tree and the vocabulary within the topic. Children will complete word games and green/mean, red/said activities for each word on a carousel to gain more understanding. Evidenced in books with pictures/sentences etc. Lesson 2- Expansion on yesterday's lesson. Children to go over the vocab with teacher and apply it in sentences. V/INA: Children to match the word with a picture. OT: Children to be given a sentence with a vocab word missing. Children have to write it in and match with a picture. GD: Children to write the word in a sentence of their own and match it to the correct picture. Lesson 3- Discussion: Who do the children have in their families that are still alive? Have they got relatives who have passed away and do they understand what this means? Do the children understand that they are still part of their family tree? Do they know how to use their family tree properly to answer questions about their relatives and ancestors? Lesson 4- Homework challenge/learning log: Children to be given some time to ask their family about their family tree and construct their own at home. It can be presented in any way but children will spend

		homework challenge I know to construct a simple family tree. Lesson 4	things from the past.			their last lesson of the week presenting back to their team/or class what they have learned.
Geography	Field work – devise a simple map for a route to school	I know the features of a map. I know how to follow a map. I know how to draw key features on a map. I know how to create a key for a map.		Use simple fieldwork and observational skills to study the Geography of school and its grounds and they key human and physical features of its surrounding environment.	City Town Village Farm Factory Shop	Lesson 1 – Children to be given a simple map of the school grounds (outdoors) and to go in 4 groups to find treasure within school. Lesson 2 – Show the children a map of the local area and children to label the map with features of the local area Lesson 3 – Children to be given a blank map of the local area and draw on the features of the local area Lesson 4- Children to create a key for their map from the previous lesson and put it on theirs.
Art	Collage Natural Materials Andy Goldsworthy	I know about the work of Andy Goldsworthy. I know how to choose natural materials for my art. I know different collage techniques. I know how to create a collage using natural materials.	Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Work on different scales <u>Colour</u> Collect, sort, name match	to use a range of materials creatively to design and make products 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 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.	Collage Natural Materials Stick Shape Colour	Lesson 1 – Children will know the key vocab – learnt through vocab games. They will give their opinion on the work of Andy Goldsworthy. Lesson 2 – children will learn and experiment with different collage techniques to produce a collaborative piece of Art. Lesson 3 – Children will produce Land Art, inspired by Andy Goldsworthy using natural materials that they collect. Lesson 4 – Children will evaluate their Land Art in books.

		I know how to evaluate my art.	colours appropriate for an image <u>Shape</u> Create and arrange shapes appropriately <u>Texture</u> Create, select and use textured paper for an image			
PSHE	Being Unique	I know about myself and understand that I am unique. I know the similarities and differences between people.	R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but	R8. to identify and respect the differences and similarities between people. L8. ways in which they are all unique; understand that there has never been and will never be another 'them'. L9. ways in which we are the same as all other people; what we have in common with everyone else.	Like Dislike Same Different Strength weakness	Lesson 1: vocab lesson and Being Unique Discuss what makes us unique. Discuss likes and dislikes and highlight how they are all different. Watch Elmo interview different children about their interests. Outcome: create a table to show your likes and dislikes with pictures and words. Lesson 2: Strengths and weaknesses. Read the story about the dog who can't swim and discuss what he did and how he helped his friend. Relate to our own strengths and weaknesses. Outcome: sentences to explain what our strengths and weaknesses are using sentence starters. Lesson 3: Similarities and differences. Play spot the difference with the images on PPT. Play game where different members of the class are described and others have to guess who we are talking about. Outcome: poster comparing yourself and a friend, Lesson 4 and 5: independent sharing of learning during this topic.

			challenging goals.			
R.E	Who is a Christian and what do they believe?	<p>I know that Christians believe in God and that they follow the example of Jesus. I can recognise some Christian symbols and images used to express ideas about God.</p> <p>I can ask questions about a Christian's beliefs and ask questions about God and Jesus. I can make links between key elements of Christianity and key elements of Islam. I can talk about the similarities and differences.</p>	<p>Recall, name and talk about materials in R.E.</p> <p>Retell Religious stories</p> <p>Recognise some different symbols and actions which express a community's way of life</p>		<p>God</p> <p>Jesus</p> <p>Creator</p> <p>Bible</p> <p>Holy</p> <p>Pray</p>	

Autumn 2	Question: Why are there so many leaves on the floor?	High quality text: The Rabbit Problem		Visit / Hook: Communitree	Links to wider community : Litter Picking	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes

Science	Seasonal Changes	<p>I know what happens when seasons change.</p> <p>I know how weather changes.</p> <p>I know how the day changes with the seasons.</p>	<p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Use observations and ideas to suggest answers to questions</p>	<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>Winter Spring Summer Autumn Weather Season/al</p>	<p>Lesson 1 – Look at what Autumn is and what happens in Autumn. Word map for Autumn. Autumn hedgehog. Write a sentence about what happens in autumn.</p> <p>Lesson 2 – Look at winter. Draw a winter scene and write underneath what happens in the season of Winter and think about hibernation.</p> <p>Lesson 3 – Spring. Look at new life and what grows in spring and is born/hatches.</p> <p>Lesson 4 – Summer – what do you do in the summer? Where do you go? Recount of the last summer holiday.</p>
Geography	Weather	<p>I know how the weather changes depending on the season.</p> <p>I know what the weather is like in Britain.</p> <p>I know how to record the daily weather. – Learning log challenge W/C 28/10</p> <p>I know what the weather is like in hot and cold countries.</p>		<p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Temperature Thermometer Equator North Pole South Pole</p>	<p>Lesson 1 – Vocabulary lesson. Complete red for said and green for mean. KWL chart. Vocab sentence quiz. Vocab corners.</p> <p>Lesson 2 – Children will look at different types of Weather. In books table completed to categorise the weather into Happens, Rarely Happens, Never happens in Britain.</p> <p>Lesson 4 – Children choose 3+ weather types. Describe it, say what clothes we would need, Which season the weather type usually occurs in, what we normally do when we experience that weather type. INA/LA – Sorting grid with pictures.</p> <p>Lesson 4- Discussion through PP – children then to highlight and label on globe Equator, North pole, South Pole. HA/MA – Sentences to explain how the weather differs. All children to label some countries using the atlas. Underline hot countries & cold countries using red and blue.</p> <p>Reconsolidation week – Whole class Quiz, then children work in groups to create a Geography poster based on what has been learnt and present to the class.</p>
DT	Textiles Wind Sock	<p>I know what wind socks are and what they are made from.</p> <p>I know how to design a wind sock.</p> <p>I know how to join materials.</p>	<p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p>	<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and</p>	<p>Sock Fabric Ring Handle Join Cut</p>	<p>Lesson 1: RESEARCH LESSON Children will look at different examples of windsocks as a class. They will research what a good windsock needs and refer back to the geography weather lessons from the week before.</p> <p>All children will label a windsock in their books and give a definition ready for their design lesson.</p> <p>Lesson 2: PLANNING AND DESIGN LESSON Children will look at wind socks and discuss what they will need to make one</p>

		I know how to evaluate my product.	Use simple finishing techniques to improve the appearance of their product	ingredients, according to their characteristics		<p>themselves. Children will decide what they are making their windsock with.</p> <p>GD: Writing their chosen materials in their books.</p> <p>OT: Ticking words from a list.</p> <p>V: Ticking pictures from a list.</p> <p>All children will then draw their own design and colour it in their sketch books.</p> <p>Lesson 3: MAKING LESSON</p> <p>All children will make their windsocks in the lesson following their plan. Evidenced with a picture either on O drive or in their topic books.</p> <p>Lesson 4: EVALUATION LESSON</p> <p>Children will decide if their wind sock was like their plan. Is there anything they would change? Children will evaluate their windsock and write their evaluation in their book.</p> <p>GD: Children will write sentences about their windsock using words like 'like', 'dislike', 'change' and 'because'.</p> <p>OT: Children will follow a script and fill in blanks in order to evaluate their windsock.</p> <p>V/INA: Will answer yes or no questions about their windsock.</p>
PSHE Laura - weekly	Family/ Friendships	<p>I know how identify the special people in my life and describe our relationship.</p> <p>know what makes a good friend.</p>	<p>R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>R7. to offer constructive support and feedback to others.</p>	R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	<p>Family</p> <p>Friends</p> <p>Relationship</p> <p>Friendship</p> <p>Carer</p> <p>Special</p>	<p>Lesson 1: vocab lesson</p> <p>Lesson 2: special people in our lives</p> <p>Share who the special people are in your life (teacher) explain the difference between family and friends and explore the different relationships.</p> <p>Outcome: Complete relationships mat for yourself and present the special people in your life to the rest of your table.</p> <p>Lesson 3: good friends</p> <p>Talk about what makes a good friend and what we like about our own friends.</p> <p>Outcome: as a group, create a large poster to show what a good friend looks like. Share with the class using the sentence starter: We think a good friend...</p> <p>Lesson 4 and 5: Independent sharing of learning this topic.</p>
RE WEEK 7 9/12	To know the Christmas Story	I know the Christmas Story. I can retell the Christmas Story.	Recall, name and talk about materials in R.E.		<p>Angel</p> <p>Shepherd</p> <p>Stable</p> <p>Wise men</p>	Lesson 1 – Start with KWL grid and explain what Christmas is about and link this to Eid, parties and celebrations. Children to write a

		I can ask questions about the Christmas Story. I know how Christmas is celebrated and link Christmas to my own experiences.	Retell Religious stories Recognise some different symbols and actions which express a community's way of life		Myrrh Frankincense	sentence about what they celebrate. Clarify vocabulary for Christmas. Lesson 2 – Read the Christmas story and sequence it in mixed groups. Rolls of wallpaper to create a story map in groups. Have sequencing cards as a prompt. Lesson 3 – Retell the story in the same groups and act it out with masks. Freeze frame for books. Lesson 4 – Zig zag books. Children to draw a picture and write a sentence underneath each picture.
--	--	--	--	--	-----------------------	---

Spring 1	Question: How do boats float?	High quality text: Titanic		Visit / Hook: Boat building/ trip on Saddleworth Canal	Links to wider community : X	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcomes
Science Taught weekly on a Monday	Materials	I know what material an object is made from. I know the names of everyday materials. I know the properties of everyday materials. I know how to compare and group materials.	Perform simple tests	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 compare and group together a variety of everyday materials on the basis of their simple physical properties.	Solid Material Classify Liquid Property Fabric	6 lessons- first Monday back is a WOW day for History Science taught 1 x week throughout the term. Lesson 1: I can understand new scientific vocabulary and use it correctly. Group activity. Children to take part in red/said and green/mean activity for each vocab word. Fill in a KWL as a class ready for the term's learning. (week 2) Lesson 2: I can identify and name a variety of materials. (obj 2) Group activity: children to go on a materials hunt and find things around the school made of certain materials. Label them with the correct word. (week 3) Lesson 3: I can describe the properties of everyday materials. (obj 3) (week 4) Superworm has lost his favourite toy. Children to design a lost poster for his toy, describing the properties of the materials. V/SEN: Word mats to help for scaffold

						<p>Lesson 4: I can tell the difference between an object and the material it is made from. (obj 1) Odd one out activity. Children given some objects made of everyday materials with odd ones out. They have to decide in their group which one is odd and explain why. Children to then complete similar activity in books individually. (week 5)</p> <p>Lesson 4: I can describe the properties of everyday materials. (obj 3) Odd one out activity. Children given some objects made of everyday materials with odd ones out. They have to decide in their group which one is odd and explain why. Children to then complete similar activity in books individually. (week 5)</p> <p>Lesson 5: I can identify which materials have certain properties. I can carry out a fair test. (obj 4) Class activity: children will take part in a science investigation. (week 6)</p> <p>Lesson 6: I can sort objects by their properties (obj 4) (week 7)</p>
History	Titanic	<p>I know where and when the Titanic was made. I know about the different classes on the Titanic. I know why and where the Titanic sank and where it was going. I know what impact the class system had on the chance of survival for passengers. I know who 'The Unsinkable' Molly Brown was.</p>	<p>Identify different ways in which the past is represented</p> <p>Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p>	<p>Talk About events beyond living memory that are significant nationally or globally.</p> <p>Talk about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Titanic Past Sank Iceberg First/ second/ third class Hypothermia</p>	<p>Lesson 1 – Red for said and green for mean for the vocab in the column. Multiple meaning tree for the word 'class'. Teach where and when the titanic was made and record alongside a picture they will draw and label. Lesson 2 – Write some sentences applying the vocabulary from yesterday about where it was going and why it sank. Lesson 3 – Make 3 menus for the different classes on board the Titanic. Lesson 4 – Molly Brown- discuss why she is famous (helping others before ourselves) children to complete a speech and thought bubble for her whilst on the Titanic.</p>

DT	Structures - Building Boats How structures can be made more rigid	I know how to follow a design criteria and use a computer to design. I know how to select appropriate materials. I know how to build a structure. I know how to evaluate using a design criteria.	Sort events or objects into groups (i.e. then and now.) Tell stories about the past. Talk, write and draw about things from the past.	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable.	Design Model Draw Label Evaluate Make	Lesson 1: Research Lesson 2: Plan and design Lesson 3: Build and make Lesson 4: Evaluate
PSHE	Growing Up	I know the stages of growing up. I know that we all have the right and responsibility to look after one another.		H8. about the process of growing from young to old and how people's needs change. L3. that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). L4. that they belong to different groups and communities such as family and school H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring. L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).	Young Old Growing Changing Relationship Love	Weekly Lesson 1: Vocabulary Lesson Lesson 2: stages of growing up: children to mind map what each stage looks like. Outcome: Picture timeline of a human life  Lesson 3: rights and responsibilities: Revisit Oliver Jeffers – Notes for living on planet earth use this to discuss meaning of responsibility. Then talk about the different communities we belong to: school, mosque, family, Rochdale, global. What are our responsibilities in these communities? Mind map ideas. Outcome: each table to take a different community and share with whole class using speakwell setence starters.

						<p>Lesson 4: rights and responsibilities: Start with a sorting game of what we want vs what we need</p> <p>Discuss the meaning of the word rights and the UN rights:</p> <p>Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p> <p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do</p> <p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p>Article 31 You have the right to play and rest.</p> <p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p> <p>Outcome: In teams children come up with their responsibilities linked of the rights.</p> <p>Lesson 5: rights and responsibilities: Look back at the human timelines made in Lesson 2 and the rights and responsibilities discussed in lesson 4. How will your responsibilities change as you go up your timeline?</p> <p>Outcome:Speech bubbles from discussion in floor book.</p> <p>Lesson 6: child-led learning – children demonstrate own learning for this topic. RECON WEEK TO SAVE TIME,</p>
R.E	How and why do we celebrate sacred and special times?	<p>I can Describe what happens and what is being celebrated at Eid-ul Fitr.</p> <p>I can compare and Identify some similarities and differences between the celebrations studied.</p>	<p>Recall, name and talk about materials in R.E.</p> <p>Retell Religious stories</p> <p>Recognise some different symbols and actions which express a community's way of life</p>		<p>Celebrate Sacred Belief Tradition</p>	<p>Lesson 1 – Vocab (red for said, green for mean) and KWL chart completed.</p> <p>Lesson 2 – What is a celebration? Mindmap of what celebration means to them. Sentences about their favourite celebration - how they celebrate. LA – draw a picture of their favourite celebration. Substitution table to support writing/labelling. Quotes recorded.</p> <p>Lesson 3 - pupils to design an Id-ul- Fitr invitation for a friend, who doesn't know about Eid or Ramadan, that shows some of the aspects of Id-ul Fitr and Ramadan. Encourage pupils to include things like giving money to charity, prayers at the mosque, receiving new clothes, visits to neighbours. LA – given template.</p>

		I can identify a special time they celebrate and explain simply what celebration means.				Lesson 4 - double page in topic books headed Christmas and Eid ul Fitr. Depending on ability correctly sorted statements, facts and pictures. Consolidation lesson – Quiz and cloze paragraph activity.
--	--	---	--	--	--	---

Spring 2	Question: Where do the wheels on the bus go?	High quality text: Naughty Bus/ The Queen's House		Visit / Hook: Garden Centre	Links to wider community : Make flower arrangements for community	
Subject	Topic	Knowledge	Skills	Natioanl Curriculum Objective	Vocab	Outcomes
Science	Plants	<p>I know the names wild and garden plants.</p> <p>I know the basic structure of plants.</p> <p>I know the difference between deciduous and evergreen trees.</p>	<p>Use simple equipment to observe closely</p> <p>Gather and record data to help in answering questions</p>	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Deciduous</p> <p>Evergreen</p> <p>Stem</p> <p>Root</p> <p>Flower</p> <p>Petal</p> <p>Leaf</p>	<p>Hook – garden centre visit, purchase plants & plant seeds.</p> <p>Lesson 1 – Plant seeds</p> <p>Lesson 2 – Parts of a plant inc, vocab.</p> <p>Observe plants grown and bought at the garden centre. Draw and label basic plant structure. HA – part and purpose, LA – cut and stick to label</p> <p>Lesson 3 – deciduous and evergreen</p> <p>Lesson 4 – wild plants, house plants, garden plants</p>
History	The Royals	<p>I know who our current Monarch is and know what their role is in our country.</p> <p>I know who Queen Victoria was and why she was important to Britain.</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p>	<p>Explore events beyond living memory that are significant nationally or globally.</p> <p>Explore the lives of significant individuals in the past who have contributed to national or international achievements.</p>	<p>Monarch</p> <p>Queen Victoria</p> <p>Heir</p> <p>Steam train</p> <p>Invention</p> <p>Queen Elizabeth II</p> <p>Reign</p>	

		<p>I know why the Victorian era was an important time for Britain.</p> <p>I know that many of the inventions from the vitorian era are still used today and can comment upon how they have changed and been further developed.</p>	<p>Order a set of events or objects</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>			
Geography	4 countries that make up the UK + capital cities	<p>I know the names of the four countries in the United Kingdom.</p> <p>I know the capital cities in the UK.</p> <p>I know the seas that surround the United Kingdom.</p>	<p>Recall some facts about people/events before living memory</p> <p>Say why people may have acted the way they did.</p>	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<p>England Northern Ireland Scotland Wales London</p> <p>(Edinburgh Cardiff Belfast)</p>	<p>Lesson 1 – vocab</p> <p>Lesson 2 – Name & locate the 4 countries on the uk, label on the map.</p> <p>Lesson 3- Capital cities</p> <p>Lesson 4 -</p>
Art	Painting Plants Van Gough	<p>I know about the work of Van Gough.</p> <p>I know how to mix colours to create new ones.</p> <p>I know a variety of painting techniques.</p> <p>I know how to paint in the style of Van Gough.</p> <p>I know how to evaluate my artwork.</p>	<p>Mix and match colours to artefacts and objects</p> <p><u>Colour</u> Identify primary and secondary colours by name Mix primary shades and tones Mix secondary colours</p>	<p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>Artist Paint Bright Mix Paintbrush Palette</p>	

PSHE	People Who Help Us Internet Safety	I know the role of the emergency services. I know how to contact the emergency services. I know how to keep myself safe when using technology.		L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.	Emergency Police Ambulance Fire fighter Doctor Nurse	Weekly (5 weeks) Lesson 1: Vocabulary Lesson Lesson 2: Role of emergency services: Start with a discussion linked to topic about who might help the queen? If the bus was driving around London, who would we see helping people in London? Make links for example between the queen's guards and the police. Outcome: outline of a London Map and chn to stick on people who help us and note down what they are called and how they help. Lesson 3: People who help us in our community: Start with game where they have images of the ppl who help us and match to definitions. Role play activity contacting emergency services Outcome: pictures / speech bubbles in floor book. Internet safety: Linked to internet safety day (see separate planning)
R.E.	Easter Story	I can retell the Easter Story I know that Jesus died on the cross	Recall, name and talk about materials in R.E. Retell Religious stories		Easter Celebration Cross Crucify Good Friday Palm Sunday	Lesson 1 Lesson 2 Lesson 3 Lesson 4

		I know that Jesus came back to life I now that this is a special time for Christians	Recognise some different symbols and actions which express a community's way of life			
--	--	---	--	--	--	--

Summer 1 +2	Question: Why can't penguins live close to the equator?	High quality text: The Way Back Home		Visit / Hook: Zoo	Links to wider community : Adopt an animal in Pakistan	
Subject	Topic	Knowledge	Skills	National Curriculum Objectives	Vocab	Outcome
Science	Animals including humans (humans)	I know the names of common animals. I know the animals that are carnivores, herbivores and omnivores.	Identify and classify	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	Amphibian Reptile Mammal Domestic Carnivore Herbivore Omnivore	
Geography	Hot and cold countries	I know the geographical features of a hot country. I know the geographical features of a cold country. I can identify hot and cold countries on a world map. I know where hot and cold	Identify seasonal and daily weather patterns in the United Kingdom. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	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 identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,	Equator North Pole South Pole Climate Antarctica Arctic	

		countries are in relation to the equator.	Use basic geographical vocabulary to refer to physical and human features.	continents and oceans studied at this key stage		
Art	Printing – Pattern and Shape Wassily Kandinsky	<p>I know about the work of Wassily Kandinsky.</p> <p>I know how to use line and shape in my artwork.</p> <p>I know how to use space effectively.</p> <p>I know how to create art in the style of Kandinsky.</p>	<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Design more repetitive patterns</p> <p><u>Colour</u> Experiment with overprinting motifs and colour</p> <p><u>Texture</u> Make rubbings to collect textures and patterns</p>	<p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>Pattern</p> <p>Repeating</p> <p>Print</p> <p>Straight</p> <p>Curved</p> <p>Press</p>	
DT	Food Technology Food from Hot and Cold Countries	<p>I know the types of foods that are eaten in hot and cold countries.</p> <p>I know how to make healthy food choices.</p>	<p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Use basic food handling, hygienic practices and</p>	<p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p>	<p>Hot</p> <p>Cold</p> <p>Food</p> <p>Meal</p> <p>Chop</p> <p>Wash</p>	

		<p>I know who Prophet Mohammad was and why he is important to Muslims.</p> <p>I know what makes a place and a object special to us and to Muslims.</p> <p>I know what happens at a celebration of Eid ul Fitr and why.</p>	<p>Retell Religious stories</p> <p>Recognise some different symbols and actions which express a community's way of life</p>		Eid-ul-Fitr	Lesson 4
R.E. Summer 2	What can we learn from sacred books? (1.4)	<p>I know what a holy book is.</p> <p>I know what Jesus said about how to treat others.</p> <p>I know how holy books are treated.</p> <p>I know what Jewish people can learn from the Torah.</p>	<p>Recall, name and talk about materials in R.E.</p> <p>Retell Religious stories</p> <p>Recognise some different symbols and actions which express a community's way of life</p>		<p>Holy book</p> <p>Bible</p> <p>Torah</p> <p>Slaves</p> <p>Egypt</p> <p>parable</p>	<p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p>