

Term	Autumn Term 1 (7 weeks) Harvest	Autumn Term 2 (7 weeks) Christmas	Spring Term 1 (6 Weeks)	Spring Term 2 (6 Weeks) Easter	Summer Term 1 (5 weeks)	Summer Term 2 (7 weeks)
Topic	Superheroes	Moon Zoom	Enchanted Woods	Dinosaur Planet	Bright Lights, Big City	Paws, Claws and Whiskers
Memorable experience	Superhero hunt around the school grounds. Children in dress up.	Dramatic Crash scene with a broken rocket, alien footprints, alien slime, jet pack - clues for the children to find.	Go on an enchanted woodland walk. Collect treasures along the way. Describe using senses and take photos.	Dino-hunt in the local environment using maps. Looking for clues to reach a dinosaur egg. Use excavation tools.	Royal invitation to be delivered to school.... Afternoon tea! Dress in your best attire!	Visitor who owns a pet or works for an animal charity to visit. Children to plan and ask questions. Learn about animal needs.
Literacy	Descriptive sentences Comic strips Narrative Fact files Labels and captions	Posters Character profiles Non-chronological reports Adverts Science fiction	Recounts Information books and letters Lists and instructions Narratives	Fact files Poetry and riddles Non-chronological reports Narrative Writing for different purposes	Recounts Labels and captions Adventure narrative Instructions Emails Character study	Recounts Fables Booklets and lists Instructions Nursery rhymes and poems
National Curriculum objectives.						
Lesson ideas & activities	Talk for Writing: Supertato (structure of a story) <u>Writing: Composition</u> - Saying out loud what they are going to write about. - Composing a sentence orally before writing it. - Discuss what they have written with the teacher. <u>Writing: Transcription</u> - Spell words containing each of the 40+ phonemes already taught. - Spell common exception words. - Spell the days of the week. - Name the letters of the alphabet in order. <u>Writing: VG&P</u> - Leaving spaces between words. - Beginning to punctuate sentences using a capital letter and a full stop. - Use a capital letter for names of people and the days of the week.	Talk for Writing: Beegu (time connectives and feelings) <u>Writing: Composition</u> - Composing a sentence orally before writing it. - Discuss what they have written with the teacher or other pupils. - Read aloud their writing clearly enough to be heard by their peers and the teacher. <u>Writing: Transcription</u> - Spell words containing each of the 40+ phonemes already taught. - Using letter names to distinguish between alternative spellings of the same sound. - Spell common exception words. - Spell the days of the week. <u>Writing: VG&P</u> - Leaving spaces between words. - Beginning to punctuate sentences using a capital letter and a full stop,	Talk for Writing: The Owl Babies (description) <u>Writing: Composition</u> - Composing a sentence orally before writing it. - Discuss what they have written with the teacher or other pupils. - Read aloud their writing clearly enough to be heard by their peers and the teacher. - Sequencing sentences to form short narratives. - Re-reading what they have written to check that it makes sense. <u>Writing: Transcription</u> - Spell words containing each of the 40+ phonemes already taught. - Spell common exception words. - Using letter names to distinguish between alternative spellings of the same sound. <u>Writing: VG&P</u> - Leaving spaces between words.	Talk for Writing: Poetry <u>Writing: Composition</u> - Composing a sentence orally before writing it. - Discuss what they have written with the teacher or other pupils. - Read aloud their writing clearly enough to be heard by their peers and the teacher. - Sequencing sentences to form short narratives. - Re-reading what they have written to check that it makes sense. <u>Writing: Transcription</u> - Spell words containing each of the 40+ phonemes already taught. - Spell common exception words. - Using letter names to distinguish between alternative spellings of the same sound. <u>Writing: VG&P</u> - Leaving spaces between words. - Joining words and joining	Talk for Writing: Vlad and the Great Fire of London, Fire Cat, Toby and The Great Fire or Magic Grandad -> Great Fire of London (Non-fiction or Diary Writing) <u>Writing: Composition</u> - Composing a sentence orally before writing it. - Discuss what they have written with the teacher or other pupils. - Read aloud their writing clearly enough to be heard by their peers and the teacher. - Sequencing sentences to form short narratives. - Re-reading what they have written to check that it makes sense. <u>Writing: Transcription</u> - Spell words containing each of the 40+ phonemes already taught. - Spell common exception words. - Using letter names to distinguish between alternative spellings of the	Talk for Writing: Lost & Found or The Tiger who Came to Tea <u>Writing: Composition</u> - Composing a sentence orally before writing it. - Discuss what they have written with the teacher or other pupils. - Read aloud their writing clearly enough to be heard by their peers and the teacher. - Sequencing sentences to form short narratives. - Re-reading what they have written to check that it makes sense. <u>Writing: Transcription</u> - Spell words containing each of the 40+ phonemes already taught. - Spell common exception words. - Using letter names to distinguish between alternative spellings of the

<p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly. - Start to form capital letters. - Start to form digits 0-9. - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p><u>Spoken language</u></p> <p>Talk about our favourite superheroes and what they can do and why they are so super! Create superhero scenarios with figures and think about what they might say to each other.</p> <p>Talk about how writing is presented in comics.</p> <p>Talk about the villainous instructions Professor Slime left.</p> <p><u>Reading</u></p> <p>Look at a range of comic-style superhero stories. Talk about how to read them and repeat phrases. Look at onomatopoeic words eg. Boom, crash.</p> <p>Read the story, 'Charlie's Superhero Underpants' by Paul Bright.</p> <p>Read the 'Supertato' stories.</p> <p><u>Writing</u></p> <p>Make a list of words to create a 'superhero word</p>	<p>question mark or exclamation mark.</p> <ul style="list-style-type: none"> - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters, - Form digits 0-9. - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p><u>Spoken language</u></p> <p>Look and talk about photographs taken during their memorable experience.</p> <p>Look at an uninspiring space related advert and discuss how it could be improved with a partner.</p> <p><u>Reading</u></p> <p>Read and explore a range of posters - identify their features.</p> <p>Share the book Beegu (by Alex Deacon) Make predictions about what might happen and act out/role play parts of the story.</p> <p>Looking at Non-fiction Space books. Discuss favourite pages, facts, Identify features of the non-fiction</p>	<ul style="list-style-type: none"> - Joining words and joining clauses using 'and'. - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters; - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p><u>Spelling rules</u></p> <ul style="list-style-type: none"> - tch sound. - Adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. - Using the prefix un-; - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. - The /v/ sound at the end of words - add 'e'. <p><u>Spoken language</u></p> <p>Discuss the woodland walk (memorable experience) using photographs as visual prompts. Sequence and retell.</p> <p>Invite a woodland creature</p>	<ul style="list-style-type: none"> clauses using 'and'. - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters; - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p><u>Spelling rules</u></p> <ul style="list-style-type: none"> - tch sound. - Adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. - Using the prefix un-; - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. - The /v/ sound at the end of words - add 'e'. <p><u>Spoken language</u></p> <p>Perform a dinosaur puppet show.</p> <p><u>Reading</u></p> <p>Listen to and discuss poems and rhymes about dinosaurs.</p> <p>Read simple non-fiction</p>	<p>same sound.</p> <p><u>Writing: VG&P</u></p> <ul style="list-style-type: none"> - Leaving spaces between words. - Joining words and joining clauses using 'and'. - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters; - Form digits 0-9; Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p><u>Spoken language</u></p> <p>Discuss what it felt like to have tea with 'the Queen.' What was their favourite part of the experience.</p> <p>Present their work to parents. Show and explain their writing.</p> <p>Read, listen to and join in with the book This is London, Miroslav Sasek. Talk about the different buildings and structures mentioned in the</p>	<ul style="list-style-type: none"> - Joining words and joining clauses using 'and'. - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters; - Form digits 0-9; Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p><u>Spoken language</u></p> <p>Talk about the animals they met.</p> <p>Share photos of our pets.</p> <p>Nursery rhymes eg. Old McDonald had a farm.</p> <p><u>Reading</u></p> <p>Read animal stories.</p> <p>Read Just so stories.</p> <p>Read the Tiger who came to tea.</p> <p><u>Writing</u></p> <p>Write about an animal visit.</p>
--	--	---	--	--	--

<p>bank' to help write about or label a superhero.</p> <p>Describe their favourite superhero.</p> <p>Use a picture comic strip with blank speech and thought bubbles to tell a story in their own words.</p> <p>Use a given comic strip format to tell a short story about superheroes and villains.</p> <p>Imagine that a real-life hero could develop superpowers to help them do their work. Describe the difference they make to people's lives.</p> <p>Write a fantasy story about a rescue carried out by their new hero.</p> <p>Write about their own super qualities. Labels and then turn into sentences about their 'superselves'</p> <p>Make their own cards showing captions that describe heroic actions.</p> <p>Draw around someone in the class and label what makes a super kid and write sentences about how they may behave in school.</p> <p>Make how to behave in school in a 'super' way poster.</p>	<p>books.</p> <p>Read science fiction stories.</p> <p><u>Writing</u> Read and discuss alien stories and poems. Make links to memorable experience.</p> <p>Use information above to make an incident report about the memorable experience.</p> <p>Create a poster to inform people about the crash incident.</p> <p>Look at animated alien clips - toy story, ET, Beegu - discuss and describe them - similarities and differences.</p> <p>Beegu character profile.</p> <p>If you were meeting Tim Peake what would you ask? - questions for an astronaut.</p> <p>Read non-chronological reports - Write facts that were learnt and look up any new words. Identify features of a non-chronological report. Make a checklist.</p> <p>Plan a non-chronological report on an area of space that interests them.</p> <p>Create their own improved version of the advert for their space buggy or rocket including identified features (checklist).</p>	<p>into school for the children to ask questions.</p> <p>Discussing British woodland plants - describing and talking about their features.</p> <p><u>Reading</u> Reading a set of instructions to make a woodland crown. Reading the story of Hansel and Gretel - Discuss and sequence, give a sentence for each image.</p> <p><u>Writing</u> Sequence woodland images and write a sentence to describe each one. Using time adverbials. Writing a recount. - re-read and edit recounts.</p> <p>Write questions using question marks asked to the woodland animal.</p> <p>Research and record facts about visiting woodland creature - answer questions they raised. Create a mini fact book about a woodland animal of their choice.</p> <p>Write a letter to the woodland animal telling them what they have learnt and to say thank you. (Identifying features of a letter).</p> <p>Write their own instructions using 'bossy verbs' to make a woodland crown.</p> <p>Look at a range of woodland paths - choose a path and write a woodland adventure about what they find.</p>	<p>books. Read and discuss a variety of picture books about dinosaurs - what ones are you favourite and why. Identify the key parts of the story (beginning, middle and end).</p> <p><u>Writing</u> Sequence photographs from the memorable experience, talk about them and rehearse sentences then write captions for them images.</p> <p>Write a recount of the memorable experience. For a school newspaper or website.</p> <p>Meet Dino the dinosaur - ask him questions about dinosaurs.</p> <p>Write a dinosaur riddle - writing clues.</p> <p>Brainstorm and writing exciting dinosaur words. Describe appearance, character and movements of the dinosaur.</p> <p>Write similes to describe their chosen dinosaur.</p> <p>Write a fact book about a chosen dinosaur.</p> <p>Write a dinosaur story - a dinosaur as a pet that hatches from an egg (have an egg hatching in the class) plan, write and edit.</p> <p>Dino the dinosaur goes missing - making lost posters.</p>	<p>story.</p> <p>Listen to an adult talk about a trip to London. Ask questions to find out more.</p> <p>Consider their opinion of whether it is best to live in a town, city or the countryside. Hold a simple debate.</p> <p>Role play and retell, perform the story of Dick Whittington or The Town Mouse.</p> <p><u>Reading</u> Look and talk about pictures associated with the Queen. Use a range of non-fiction books and from online to read and search for information about the Queen. Make a list of Queen facts and share them with the group.</p> <p>Work alone or in pairs to read and listen to a range of stories about visits and adventures in big cities. Retell and sequence using pictures, finger puppets.</p> <p>Read the story of the Great Fire of London, making predictions at various points about what might happen next.</p> <p>Read non-fiction books about the Great Fire of London. Look at how the text is organized with writing devices such as headings, sub-headings, photos.</p>	<p>Create a class story inspired by Just so stories.</p> <p>Pretend to be Sophie and use the washing line to recount the story to Daddy when he comes home from work.</p> <p>Write a story inspired by Owl Babies.</p> <p>Watch clips about a zoo keeper and discuss their job - write a least and order from most fun to least.</p> <p>Write their own instructions for being a good zoo keeper.</p>
---	---	---	--	--	---

		<p>Plan their own version of the science fiction story, including the middle and end.</p>		<p>Make their own dinosaurs and think of funny names for it. Make up their own dinosaur facts for it.</p> <p>Plan a dinosaur party for the end of the topic - what will we do, what do we need? Plan, write, develop, illustrate.</p>	<p>Imagine they are Thomas Farriner's assistant at his bakery in Pudding Lane. Work together to read a set of instructions on how to bake bread rolls.</p> <p>Listen to the nursery rhyme London's Burning, joining in with predictable phrases.</p> <p>Listen to the story The Town Mouse and the Country Mouse, one of Aesop's Fables.</p> <p>List to and read the story of Dick Whittington and His Cat.</p> <p><u>Writing</u> Put afternoon tea photos in chronological order and recall the sequence of events. Write a recount of the tea party.</p> <p>Make an information collage about the Queen and the Royal Family. Use labels and captions. Re-read and check their work.</p> <p>Look at pictures of different types of transport that people use in London and talk about any that the children have travelled on themselves.</p> <p>Write a short adventure narrative about an imaginary day out in London. Plan their story by thinking about what they might do at different times of the day and the places they might visit.</p> <p>After doing the baking</p>	
--	--	---	--	---	---	--

					activity, use photographs of the experience to create a new set of instructions for Thomas Farriner.	
Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
National Curriculum objectives.	Sequence events in chronological order using language eg. before and after, yesterday, tomorrow Use language relating to dates, including days of the week, weeks, months and years. Change the date daily. Regular use of time language. Days and months songs sung regularly. Put each other's' birthdays and ages in date order.	Sequence events in chronological order using language eg. before and after, yesterday, tomorrow Use language relating to dates, including days of the week, weeks, months and years. Change the date daily. Regular use of time language. Days and months songs sung regularly.	Sequence events in chronological order using language eg. before and after, yesterday, tomorrow Use language relating to dates, including days of the week, weeks, months and years. Change the date daily. Regular use of time language. Days and months songs sung regularly.	Sequence events in chronological order using language eg. before and after, yesterday, tomorrow Use language relating to dates, including days of the week, weeks, months and years. Change the date daily. Regular use of time language. Days and months songs sung regularly.	Sequence events in chronological order using language eg. before and after, yesterday, tomorrow Use language relating to dates, including days of the week, weeks, months and years. Change the date daily. Regular use of time language. Days and months songs sung regularly.	Sequence events in chronological order using language eg. before and after, yesterday, tomorrow Use language relating to dates, including days of the week, weeks, months and years. Change the date daily. Regular use of time language. Days and months songs sung regularly.
Lesson ideas & activities	<u>Place value (within 10)</u> - Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number. Superhero counting - Read and write numbers from 1 to 10 in numerals and words. - Given a number, identify one more and one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	<u>Addition and subtraction (within 10)</u> - Represent and use number bonds and related subtraction facts within 10. - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Add and subtract one-digit and two-digit numbers to 10, including zero. - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. <u>Shape</u> recognise and name common 2-D and 3-D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and	<u>Addition and subtraction (within 20)</u> - Represent and use number bonds and related subtraction facts within 20. - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Add and subtract one-digit and two-digit numbers to 20, including zero. - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. <u>Place value (within 50)</u> - Count to 50, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers from 1 to 50 in	<u>Place value (within 100)</u> - Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - count, read and write numbers to 100 in numerals. - Given a number, identify one more and one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <u>Multiplication & Division</u> - Count in multiples of twos, fives and tens - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the	<u>Measurement: Money</u> - Recognise and know the value of different denominations of coins and notes Toy shop - groups <u>Measurement: Length & height:</u> - Measure and begin to record lengths and heights. - compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]. <u>Measurement: Weight</u> - measure and begin to record mass/weight - compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]. <u>Fractions</u>	<u>Position & Direction</u> - Describe position, direction and movement, including whole, half, quarter and three-quarter turns. <u>Measurement: Volume:</u> - measure and begin to record capacity and volume. - compare, describe and solve practical problems for: capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. <u>Animal potions</u> <u>Time</u> - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. - Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]. - Measure and begin to record

	<p>mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <ul style="list-style-type: none"> - Add and subtract one-digit numbers to 10, including zero. - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. 	<p>triangles] Space shape picture.</p> <ul style="list-style-type: none"> - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p><u>Place value (within 20)</u></p> <ul style="list-style-type: none"> - Count to 20, forwards and backwards, beginning with 0 or 1, or from any given number. - Count, read and write numbers from 1 to 20 in numerals and words. - Given a number, identify one more and one less. - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. 	<p>numerals.</p> <ul style="list-style-type: none"> - Given a number, identify one more and one less - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - Count in multiples of twos, fives and tens 	<p>teacher</p> <p><u>Time</u></p> <ul style="list-style-type: none"> - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. - Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]. - Measure and begin to record the following: time (hours, minutes, seconds) 	<ul style="list-style-type: none"> - recognise, find and name a half as one of two equal parts of an object, shape or quantity - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<p>the following: time (hours, minutes, seconds)</p>
<p>Science</p> <p>National Curriculum objectives.</p> <p>Lesson ideas & activities</p>	<p>Observe the changes across the four seasons</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Summer/Autumn</p> <p>Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense.</p> <p>Labelling parts of the human body (link to superpowers with labels). Investigate senses and how they help us in everyday life.</p> <p>Distinguish between an object and the material</p>	<p>Observe the changes across the four seasons.</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Autumn</p> <p>Describe the simple physical properties of a variety of everyday materials. Explore samples collected from the space crash site.</p> <p>Working Scientifically Gather and record data about the sun, moon and planets and answer questions about them. Children to be researchers.</p> <p>Working Scientifically</p>	<p>Observe the changes across the four seasons.</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Spring Personal weather journal over a half term</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Woodland animals Bird watching</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Learn about evergreen and</p>	<p>Observe the changes across the four seasons.</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Winter Personal weather journal over a half term</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals. Reptiles - linked to dinosaurs</p> <p>Identify and name a variety of common animals including herbivores, omnivores and</p>	<p>Observe the changes across the four seasons.</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Summer</p> <p>Describe the simple physical properties of a variety of everyday materials. Distinguish between an object and the material from which it is made. Recreate Pudding Lane. List what materials the buildings were made from and why. Make Tudor-style houses from boxes etc.</p>	<p>Observe the changes across the four seasons.</p> <p>Observe and describe weather associated with seasons and how the length of day varies.</p> <p>Whole class weather chart Summer</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and that are carnivores, herbivores and omnivores. Look at different animal groups like pets, under the sea animals, birds, zoo animals. Sort animals into animal groups and based on the type of food they eat.</p>

	<p>from which it is made. Identify, name, compare and describe simple physical properties of a variety of everyday materials. Materials used for superhero costume. Working Scientifically Investigate how our senses rely upon each other.</p>	<p>Make air propelled rockets to launch into 'outer space' (materials link) Investigate whether the size of a balloon affects how far a balloon- powered rocket will go. Make mini exploding rockets.</p>	<p>deciduous trees – images to discuss and sort – look for them at Forest School. Identify and describe the basic structure of a variety of common plants and trees. Plant British woodland plants. How to look after a plant. Working Scientifically Investigate how pine cones open and close in different conditions.</p>	<p>carnivores. Be a dinosaur dentist! Learn about different dinosaur teeth, sort them into groups of plant eater and meat eaters. Make a clay dinosaur tooth.</p>		<p>Describe and compare the structure of a variety of common animals. Look at the structure of birds – create their own bird. Working Scientifically Investigate variation amongst peers. Explore the basic parts of the body and how they vary between people.</p>
<p>History National Curriculum objectives. Lesson ideas & activities</p>	<p>The lives of significant individuals in the past. Historical heroes eg. Rosa Parks, Florence Nightingale, Mary Seacole.</p>	<p>The lives of significant individuals in the past. Yuri Gagarin Significant historical events, people and places in their own locality. Look at images from space history and order them chronologically.</p>		<p>Significant historical events, people and places in their own locality. Mary Anning –paleontologist Learn about event beyond living memory that are significant nationally or globally. Compare the life during the period of the dinosaurs to modern life. Discuss extinction theories – children can then draw image to illustrate some of these.</p>	<p>Learn about changes within living memory. Explore how humans change. Talk how transport, toys, clothes have changed. Look back over baby photos. Bring an item in from home that they had when they were a baby eg. Toy, clothes. Look at artefacts from the past and consider what they might have been. Order a range of story books from the oldest to newest. Look for clues of ways to date them eg. Marked date. Significant historical events, people and places in their own locality. How Shalford/Guildford has changed over the years. Look over old-fashioned toys.</p>	<p>The lives of significant individuals in the past. Jane Goodall Learn about changes within living memory. Look back over Year 1.</p>

<p>Geography</p> <p>National curriculum objectives</p> <p>Lesson ideas & activities</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Whole class weather chart Summer/Autumn</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and location of hot and cold areas of the world.</p> <p>Whole class weather chart Autumn</p> <p>Planet Earth</p> <p>Explore images of the Earth from space and identify geographical features.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>Whole class weather chart</p> <p>How trees/plants change over the four seasons.</p> <p>Winter</p> <p>Recognise human and physical features.</p> <p>Build a mini woodland in sand or mud tray. They will create tiny trees and use natural resources. Decide where to put coniferous and evergreen trees, paths, grassy areas and dens. Draw it out as a map.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Whole class weather chart Spring</p> <p>Study the key human and physical features of the school and its grounds.</p> <p>Dinosaur hunt around school</p> <p>Name and locate the worlds 7 continents and 5 oceans.</p> <p>Learn about the Dodo bird that is extinct. What animals around the world are also close to extinction?</p> <p>Look at where Dinosaurs came from.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Whole class weather chart</p> <p>Understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use simple compass directions (N, S, E, W) and directional language eg. Near, left).</p> <p>Look at the map and learn its layout and features. Location Buckingham Palace on the map and describe its position in relation to other buildings using words and phrases like 'behind'.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Identify the countries that make up the United Kingdom and look on a map. Draw a simple sketch map to show these features and label each country's capital city.</p> <p>Read labels and use simple keys to identify landmarks such as stations, parks.</p> <p>Use basic geographical vocab to refer to key human features:</p> <p>Look at a variety of maps and plans of London to appreciate its size, layout and physical and human features.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Whole class weather chart Summer</p> <p>Name and locate the worlds 7 continents and 5 oceans.</p> <p>Find out where a range of zoo animals come from and place images of them on a globe to show where they originated.</p>
--	--	--	--	--	--	---

<p>DT</p> <p>National curriculum objectives</p> <p>Lesson ideas & activities</p>	<p>Design products and list what they are going to use. Select from a range of tools and materials to complete practical tasks. Explore and evaluate a range of existing products. Design and make Superhero mask.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Super foods - make superhero super smoothie</p>	<p>Design products and list what they are going to use. Select from a range of tools and materials to complete practical tasks. Design and model alien spaceship – junk modelling. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and evaluate a range of existing products. Explore a range of moving vehicles and space toys. Make their own moving vehicle.</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and evaluate a range of existing products. Build a nest or a den for a woodland animal.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Make a small tea party for a woodland creature (making small treats)</p>	<p>Select from a range of tools and materials to complete practical tasks. Explore and evaluate a range of existing products. Make a Sock-o-saurus.</p> <p>Select from a range of tools and materials to complete practical tasks. Make decorations for the dinosaur party.</p> <p>Select from a range of tools and materials to complete practical tasks. Create a pre-historic landscape.</p>	<p>Design products and list what they are going to use. Explore and evaluate a range of existing products. Design and make a model of the London Eye using a construction kit, such as K'NEX.</p> <p>Understand where food comes. Bake wholegrain bread like Thomas Farriner.</p> <p>Select from a range of tools and materials to complete practical tasks. Work in groups to create big models of famous landmarks using a range of junk modelling materials.</p>	<p>Design products and list what they are going to use. Select from a range of tools and materials to complete practical tasks. Explore and evaluate a range of existing products. Under the Sea clay tile Design and make a label for a can of tiger food.</p> <p>Design products and list what they are going to use. Design and create a mini-zoo</p>

					Explore and use mechanism eg. Sliders in their products. Use drawing software to draw a vehicle that they would find in London. Save the image and print on card. Use a sliding mechanism to create a 2D moving picture.	
Art & Design National curriculum objectives Lesson ideas & activities	Use drawing, painting or sculpture. Develop a wide range of art and design techniques Draw favourite superhero Use materials creatively to design and make products. Superhero cape Learn about the work of a range of artists Pop art artist	Use materials creatively to design and make products. Use drawing, painting or sculpture. Papier Mache planets Develop a wide range of art and design techniques Solar System - chalk pastels	Use materials creatively to design and make products. Use drawing, painting or sculpture. Nature Boggart Paint a picture of a woodland creature. Use materials creatively to design and make products. Making a woodland crown. Learn about the work of a range of artists Use drawing, painting or sculpture. Nature sculptures. Artist: Andy Goldsworthy	Use drawing, painting or sculpture. Dinosaur paintings Clay dinosaur	Use drawing, painting and sculpture. Use materials creatively to design and make products. Develop a wide range of art and design techniques	Develop a wide range of art and design techniques. Print-making and collages based on animal skins, patterns. Use materials creatively to design and make products. Large-scale paintings and collages of animals. Animal masks. Use drawing, painting and sculpture. Animal drawings - half photo Clay tile Learn about the work of a range of artists Develop a wide range of art and design techniques. Dean Russo - animals paintings.
PSHE Shalford Values Lesson ideas & activities	Values: Friendship and Respect. Circle time - Rules Circle time - Calming down Circle time - Making good decisions (link to superheroes/villains) Growth Mindset • know that mental wellbeing is a normal part of daily life, in the same	Values: Honesty & Kindness. Circle time - Mindfulness Road Safety To know how to keep safe on the roads	Values: Responsibility and empathy. Clever never goes • Learn to recognise when someone outside of their family is trying to get them to go with them and how to keep themselves safe • Understand and explain the 'Clever never goes' rule - clever never goes with someone when it hasn't been arranged	Values - Tolerance Healthy living - link to Drugs and alcohol policy	Values - Courage and Thoughtfulness Pants are Private	Values - Resilience Achievement Elephant's Tea Party - Bereavement Sun Safety • Know about safe and unsafe exposure to the sun and how to keep themselves safe in the sun

	<p>way as physical health</p> <p>Emergency Services</p> <ul style="list-style-type: none"> Know how to make a call to emergency services if necessary 		<p>Mindfulness</p> <ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests 			
<p>Computing</p> <p>National curriculum objectives</p> <p>Lesson ideas & activities</p>	<p>Use technology safely and respectfully</p> <p>Learn about golden rules and make a poster.</p> <p>Recognise the use of IT outside of school.</p> <p>Use technology purposely to organise, create, store, manipulate and retrieve digital content.</p> <p>Make a superhero montage</p> <p>Adding images and adding text.</p>	<p>Use technology purposely to organise, create, store, manipulate and retrieve digital content.</p> <p>Use drawing software to make our own aliens.</p> <p>Understand what algorithms are.</p> <p>Barefoot introduction to algorithms</p> <p>Alien beebot - make a terrain and program the beebot to move around it</p>	<p>Use technology safely and respectfully</p> <p>Recognise the use of IT outside of school.</p>	<p>Use technology safely and respectfully</p> <p>Understand what algorithms are.</p> <p>Create and debug simple programs.</p> <p>Dinosaur Beebot mat for algorithm practice. Predict where the Beebot will go with different instructions.</p>	<p>Recognise the use of IT outside of school.</p> <p>Use technology purposely to organise, create, store, manipulate and retrieve digital content.</p> <p>Visit the official website for the British Monarchy and take a virtual tour around rooms at Buckingham Palace. Zoom in and out and use the cursor to look around.</p> <p>Insert themselves into a royal photos. Search the web for pictures. Copy and paste a cropped photograph of themselves into the royal picture.</p>	<p>Understand what algorithms are.</p> <p>Create and debug simple programs.</p>
<p>RE</p> <p>Discovery RE</p>	<p>Christianity</p> <p>Theme: Creation Story</p> <p>Concept: God/Creation</p> <p>Key question: Does God want Christians to look after the world?</p>	<p>Christianity</p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p>Christianity</p> <p>Theme: Jesus is a friend</p> <p>Concept: Incarnation</p> <p>Key question: Was it always easy for Jesus to show friendship?</p>	<p>Christianity</p> <p>Theme: Easter - Palm Sunday</p> <p>Concept: Salvation</p> <p>Key question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>Judaism</p> <p>Theme: Shabbat</p> <p>Key question: Is Shabbat important to Jewish Children?</p>	<p>Judaism</p> <p>Theme: Rosh Hashanah and Yom Kippur</p> <p>Key question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>
<p>PE</p> <p>Class teacher</p> <p>Lesson ideas & activities</p> <p>SCL</p>	<p>Dance</p> <p>Move like a superhero. Superhero rescue/travel. 'Superman says'.</p> <p>Slow motion conflict sequence.</p> <p>Ball skills</p>	<p>Gymnastics</p> <p>Gymnastics</p>	<p>Multi-skills</p> <p>Dance</p>	<p>Multi-skills</p> <p>Dinosaur movements.</p> <p>Dance</p>	<p>Team Games (Ball skills)</p> <p>Games (ball skills, fielding and sports games)</p>	<p>Athletics and Sports day</p> <p>Games (ball skills, fielding and sports games)</p>
<p>Music</p> <p>National curriculum</p>	<p>Use their voices expressively</p> <p>Harvest Songs to practice,</p>	<p>Use their voices expressively and play untuned instruments musically.</p> <p>Space songs and Twinkle,</p>	<p>Use their voices expressively and music appreciation</p> <p>Experiment with the inter-</p>	<p>Music appreciation</p> <p>Experiment with the inter-related dimensions of music -</p>	<p>Music appreciation</p> <p>Experiment with the inter-related dimensions of music -</p>	<p>Use their voices expressively</p> <p>Animal songs.</p> <p>Play untuned instruments</p>

objectives	Play untuned instruments musically. Use percussion instruments to create imaginative sound effects for superhero action sequences.	Twinkle, Little Star. Christmas songs Experiment with the inter-related dimensions of music - focusing on dynamics (loud and soft), Experiment with creating 'space sounds'.	related dimensions of music - focusing on pitch (high and low)	focusing on tempo (fast and slow), Dinosaur songs and nursery rhymes.	focusing on dynamics (loud and soft), tempo (fast and slow), pitch (high and low) Listen to, learn and join in with traditional and contemporary rhymes, poems, and songs that have a London theme.	musically. Animal rhythms
Possible Visits Visitors	Superhero hunt Dress up day	Planetarium Pantomime	Surrey Wildlife trust Woodland walk	Dinosaur dig excavation kit Dinosaur workshop Dinosaur hunt in the local area		Whole School trip. Marwell Zoo
Special days and events	Jeans4Genes Day Harvest Celebration	Dress the Christmas Tree Christmas Performance	ASH FOREST SCHOOL	ASH FOREST SCHOOL World Book Day. Easter concert	Pants are Private!	
Role Play	Superhero Headquarters.	Space Station	Enchanted Woodland	Dinosaur park. Fossils to discover.	London City and famous landmarks. Buckingham Palace	Zoo, Pet Shop, Safari, Wildlife Park.