

Subject	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Topic (driver)	<i>The Big Dig</i>	<i>Stickman</i>	<i>Pirates and Pioneers</i> (Geography)	<i>Oliver's Vegetables</i>	<i>Out of this world</i>
Science	Investigate living things – explore and compare differences between things that are living, that are dead and that have never been alive Identify and name a variety of animals that are bird, fish, amphibians, reptiles and mammals – carnivores, herbivores and omnivores	Understanding the earth movement in space Observe changes across the four seasons, describe the weather associated with the seasons Identify that most living things live in habitats which they are suited to and describe how different habitats provide for the basic needs of different kinds of animals and plants Identify and name a variety of plants and animals in their habitats	Investigate materials – identify and name a variety of everyday materials. Distinguish between an object and the materials from which it is made. Working scientifically and performing simple tests Describe physical properties of everyday materials, identify and compare suitability of materials for particular uses	Understand plants – find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers Understand animals and humans – investigate and describe the basic needs of animals, including humans for survival Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene	Investigate materials - 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 Identify and compare the suitability of a variety of everyday materials, including wood, metal, glass, brick/rock and paper/cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
Geography		name and locate the world's seven continents and five oceans 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, continents and oceans studied at this key stage key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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.	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
History	Describe significant people from the past – important female in History – Mary Anning		events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. significant historical events, people and places in their own locality.	events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Describe significant people from the past to build an overview of world history	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally Describe historical events to build an overview of world history and describe significant people from the past. Investigate and interpret the past using artefacts, pictures, stories, online sources and databases to find out about the past
Art	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	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about the work of a range of artists, craft makers and designers, describing the differences and similarities between		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	

	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.	different practices and disciplines, and making links to their own work.		to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
DT		build structures, exploring how they can be made stronger, stiffer and more stable	design purposeful, functional, appealing products for themselves and other users based on design criteria (textiles) generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology explore and evaluate a range of existing products		design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Music		listen with concentration and understanding to a range of high-quality live and recorded music	use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music		play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
RE	Year 1 – God – What do Christians believe in? Year 2 – Being Human - Islam	Year 1 – Creation – Who do Christians believe made the world? Year 2 – Life Journey – Islam	Year 1 – God – Community – Islam Year 2 - Thankfulness	Year 1 – Places of Worship Year 2 – Salvation – Why does Easter matter to Christians?	Year 1 – Places of Worship Year 2 – Why does Christmas matter to Christians?
Computing					
PSHE					
British Value Links	Mutual Respect, Tolerance and Diversity linked to our school value of Respect	Democracy linked to our school values of Hope and Perseverance	Rule of Law linked to our school value of Forgiveness	Individual Liberty linked to our school value of Compassion	Mutual Respect, Tolerance and Diversity linked to our school value of Courage
Cooking Opportunities		Toasting marshmallows		Food tasting and pizza making	
Wow days/trips	Trip to the beach – fossil hunting like Mary Anning	Stickman Day – Forest school outdoor activities	Pirate Graduation	Pizza making	Space centre visit

Subject	Autumn (Transition)	Autumn	Spring	Summer 1	Summer 2
Topic (driver)	Madagascar	Space	Theres no place like home	Farms	Roots and shoots
Science					
Geography	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <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>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>name and locate the world's seven continents and five oceans</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, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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>
History		<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>significant historical events, people and places in their own locality.</p>		
Art	<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>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>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>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</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>

DT		<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>	<p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</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 ingredients, according to their characteristics</p> <p>evaluate their ideas and products against design criteria</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		
Music		<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
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