

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dinosaur Planet	Let's go on Safari	Ice Kingdom	Enchanted Woodland	A Toy's Story	Fire, Fire!
Y1	<p>History: Mary Anning. Name a famous person from the past and explain why they are famous. Mary Anning the great fossil hunter -The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Science: Animals, including humans -Identify and name a variety of common animals that are carnivores,</p>	<p>Geography: A small area in a non-European country: Kruger, South Africa. - Use world maps, atlases and globes to identify countries, continents and oceans and locating South Africa. - Understand the physical geography of Kruger, South Africa. - Understand the human geography of Kruger, South Africa. -Use locational and directional language to find our way around Kruger, South Africa.</p> <p>Science: Animals including humans -Identify and name a variety of common animals including fish,</p>	<p>Geography: Polar region; comparing hot and cold places. -Know where the equator, North Pole and South Pole are on a globe. -identify key human and physical features of the polar regions and compare to a hot place. - use world maps, atlases and globes to identify how you would travel to the polar regions.</p> <p>Science: Animals including humans</p>	<p>Geography: My school grounds. -use locational and directional language to find ways around the school and its grounds. - use simple compass directions. -devise a simple map; and use and construct basic symbols. -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the school and its grounds.</p> <p>Science:</p>	<p>History: A Toy's Story. Know that the toys their grandparents played with were different to their own. Organise a number of artefacts by age. -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Science: Everyday 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.</p> <p>DT:</p>	<p>History: Great Fire of London. Great Fire of London. Know about an event or events that happened long ago, even before their grandparents were born. Know what we use today instead of a number of older given artefacts. -Events beyond living memory that are significant nationally or globally</p> <p>Science: Everyday Materials. -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</p>

	<p>herbivores and omnivores.</p> <p>DT: Mechanisms – moving storybook. Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.</p> <p>-Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. -Clearly label drawings to show which parts of their design will move and in which direction. -Make a picture, which meets the design criteria, with parts that move purposefully as planned.</p>	<p>amphibians, reptiles, birds and mammals. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Art: Painting and Mixed Media: Colour Splash Spotlight Artist: Ester Mahalangu.</p> <p>In this unit children learn about primary and secondary colours, colour mixing techniques, and applying these skills in painting and printing. The lessons encourage exploration and confidence in colour use, culminating in creating a painted plate in the style of an artist.</p> <p>PE: Gymnastics - unit 1</p>	<p>-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Art: Sculpture and 3D: Paper Play Spotlight Artist: Louise Bourgeois This unit introduces pupils to paper-based 3D art forms, focusing on techniques like rolling paper tubes, shaping paper strips, and constructing imaginative sculptures. Children develop skills in creating 3D structures and applying painting skills in three-dimensional art, enhancing their understanding of</p>	<p>Plants. -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. -Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Art: Drawing: Make Your Mark What is an Artist? This unit helps pupils to understand and use different line types and mark-making techniques in drawing; enhancing children's ability to describe lines, control drawing materials like pencils and chalk, and</p>	<p>Food – cooking and nutrition Fruit smoothies -Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging. -Describe fruits and vegetables and explain why they are a fruit or a vegetable. -Name a range of places that fruits and vegetables grow. -Describe basic characteristics of fruit and vegetables. -Prepare fruits and vegetables to make a smoothie.</p> <p>PE: Run Jump Throw - unit 1 -Begin to link running and jumping. -Learn and refine a range of running. -Develop throwing techniques to throw over longer distances.</p>	<p>simple physical properties.</p> <p>DT: Structure –Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. -Identify some features that would appeal to the client (a mouse) and create a suitable design. -Explain how their design appeals to the mouse. -Make stable structures, which will eventually support the turbine, out of card, tape and glue. -Make functioning turbines and axles that are assembled into the main supporting structure. -Say what is good about their windmill and what they could do better.</p> <p>PE: Hit Catch Run - unit 2</p>
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	<p>-Evaluate the main strengths and weaknesses of their design and suggest alterations.</p> <p>Textiles – Puppets -Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating. -Join fabrics together using pins, staples or glue. -Design a puppet and use a template. Join their two puppets' faces together as one. -Decorate a puppet to match their design.</p> <p>PE: Send and Return - unit 1 -Able to send an object with increased confidence using hand or bat.</p>	<p>-Use simple gymnastics actions and shapes. -Apply basic strength to gymnastic actions. -Begin to carry basic apparatus. -Recognise like actions and link them.</p> <p>Send and Return - unit 2 -Develop sending skills with a variety of balls. -Track, intercept and stop a variety of objects such as balls and beanbags. -Select and apply skills to beat the opposition.</p> <p>RSE Me, My Body, My Health -I Am Unique -Girls and Boys -Clean and Healthy (My Body)</p> <p>Computing -Grouping & Sorting -Pictograms</p>	<p>form and construction.</p> <p>PE: Gymnastics - unit 2 -Perform a variety of basic gymnastics actions showing control. -Introduce turn, twist, spin, rock and roll and link these. -Perform longer movement phrases and link with confidence.</p> <p>Hit Catch Run - unit 1 -Able to hit objects with hand or bat. -Track and retrieve a rolling ball. -Throw and catch a variety of balls and objects.</p> <p>RSE</p>	<p>experiment with various media, while responding to music.</p> <p>PE: Attack Defend Shoot - unit 1 -Practice basic movements including running, jumping etc. and begin to engage in competitive activities. -Experience opportunities to improve ABC's.</p> <p>Attack Defend Shoot - unit 2 -To recognise rules and apply them in competitive and cooperative games. -Use and apply simple strategies for invasion games. -Preparing for, and explaining the reasons why</p>	<p>Swimming -Swim short distances unaided between 5 & 20 metres using one consistent stroke. -Propel themselves over longer distances with the assistance of swimming aids. -Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently.</p> <p>RSE Keeping Safe -Being Safe -Good and Bad Secrets -Physical Contact -Harmful Substances -Can You Help Me?</p> <p>Computing -Coding</p>	<p>-Develop sending and receiving skills to benefit fielding as a team. -Distinguish between the roles of batters and fielders. - Introduce the concept of simple tactics.</p> <p>Swimming -Swim short distances unaided between 5 & 20 metres using one consistent stroke. -Propel themselves over longer distances with the assistance of swimming aids. -Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently.</p> <p>RSE Religious Understanding -Three In One -Who is My Neighbour? Living in the Wider World</p>
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	<p>-Move towards a moving ball to return. -Sending and returning a variety of balls.</p> <p>Dance - unit 1 -Respond to a range of stimuli and types of music. -Explore space, direction, levels and speeds. -Experiment creating actions and performing movements with different body parts.</p> <p>RSE Religious Understanding -Story Sessions - Let the Children Come</p> <p>Computing -Online Safety & Exploring Purple Mash</p>		<p>Emotional Well-Being - Feelings, Likes and Dislikes - Feeling Inside Out - Super Susie Gets Angry Life Cycles -The Cycle of Life</p> <p>Computing -Lego Builders -Maze Explorers</p>	<p>we enjoy exercise.</p> <p>RSE Religious Understanding -God Loves You Personal Relationships -Special People -Treat Others well -Say Sorry</p> <p>Computing -Animated Story Books</p>		<p>-The Communities We Live In</p> <p>Computing -Spreadsheets -Technology outside school</p>
<p>Science: Seasonal change (Mainly covered in Spring 1 but revisited throughout the year.) Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p>						

<i>Texts</i>	<p>Harry and the Bucketful of Dinosaurs by Ian Whybrow</p> <p>The Giganotosaurus by Jonny Duddle</p> <p>Ten little dinosaurs by Michael Brownlow</p>	<p>Handa's Surprise by Eileen Browne Handa's Hen by Eileen Browne</p> <p>Meerkat Mail by Emily Gravett</p> <p>Meerkat Christmas by Emily Gravett</p>	<p>The Great Explorer Chris Judge</p> <p>The Emperor's Egg by Martin Jenkins</p> <p>Range of non-fiction on Emperor penguins (books and websites.)</p>	<p>Jack and the beanstalk</p> <p>The flower by John Light</p> <p>Mad about Minibeasts! By Giles Andreae</p>	<p>Traction Man Is Here by Mini Grey</p> <p>Lost in the Toy Museum: An Adventure By David Lucas</p> <p>Dogger Shirley Hughes Paperdoll by Julia Donaldson</p>	<p>Range of non-fiction on the Great Fire of London (books and websites.)</p> <p>Toby and the great fire of London by Margaret Nash</p>
<i>Cultural capital</i>			Dt week		Aspiration week	
<i>Artists</i>		Ester Mahalangu	Louise Bourgeois	Georgia O'Keefe.		
<i>Visits/Visitors</i>		Animal encounters visit. Visit to post box			Hertford Museum	Fire service visit Paradise safari park