

Topic heading	Where do I live?		Let's go on Safari		Once Upon a Time	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Literacy Pathways text	Lost and Found 	Nibbles 	The Lion Inside 	The Curious Case of the Missing Mammoth 	Toys in Space 	Goldilocks and just the one bear
Additional texts						
Writing outcome	Outcome Fiction: story based on the structure of Lost and Found Greater Depth Change the setting of the story	Outcome Recount: diary Greater Depth Add in further details about other characters' feelings	Outcome Fiction: story based on the structure of The Lion Inside. Greater Depth Change both animals in the story.	Outcome Fiction: story based on the structure of The Curious Case of the Missing Mammoth. Greater Depth Change the setting of the story.	Outcome Fiction: story based on the structure of Toys in Space. Extension: Instructions Greater Depth Choose their own toy to write about and change the space creature.	Outcome Fiction: story based on the structure of Goldilocks and just the one bear. Extension: Non-chronological report Greater Depth Change the animal and the setting

Phonics Scheme followed: RWI						
Maths	Number Place Value (Within 10) Number: Addition and subtraction (within 10) Geometry: Shape Number: Place Value (within 20)		Number: Addition and subtraction (within 20) Number Place Value (Within 50) Measurement: Length and Height Measurement: Weight and volume		Number: Multiplication and division Number: fractions Geometry: Position and Direction Number: Place value (within 100) Measurement: money Measurement: Time	
Science	Animals Including Humans Describe and classify birds, amphibians, fish, reptiles and mammals.	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.	Animals Including Humans Identify and name a variety of common animals that are carnivores, herbivores and omnivores, linking to The Lion Inside	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 simple physical properties.	Plants Identify and describe the basic structure of a variety of common flowering plants, including trees.	Consolidate learning from the year. Animals Including Humans. Everyday Materials including properties of materials. Plants including everyday trees. Seasonal changes.
Topic enrichment	In class investigation stations – linking to science a range of interesting objects to explore.		Trip to Chester Zoo		Growing our plants and keeping a diary of growth and changes.	
History / Geography	Where do I live? Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		Travel, Transport and Tourism Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the		Heroes – linking to heroes in traditional tales Look at the lives of significant individuals in the past who have contributed to national and international achievements.	

	<p>Look at key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</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>In History, we will look at changes in living memories and events beyond living memory that are significant nationally or globally. As well as looking at significant historical events, people and places in their own locality.</p>		<p>world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</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>Events beyond living memory that are significant nationally or globally.</p>		<p>Discuss the journey that Christopher Columbus went on.</p> <p>Discuss hot and cold places around the world and comparing Winsford to the Bahamas.</p>	
Art	<p>Drawing</p> <p>Charcoal penguins</p>	<p>Painting</p> <p>J.M.W. Turner - storms/weather L.S Lowry – Landscapes (past)</p>	<p>Print and sculpture</p> <p>Christopher Marley – insect art Elizabeth Frink – sculpture animals Rousseau – animals/ forests</p>		<p>Collage and textiles</p> <p>Fabric faces</p>	<p>3D form</p> <p>Clay</p>
DT	<p>Textiles</p> <p>Puppets – Penguin Creating an enclosure for a penguin</p> <p>Topic Link: Animal from cold places</p>	<p>Structures</p> <p>Make a cage for Nibbles</p> <p>Topic Link: English – Nibbles the book monster</p>		<p>Cooking and Nutrition</p> <p>Make a fruit salad</p> <p>Topic Link: Science - body</p>	<p>Mechanisms: Wheels and Axels</p> <p>Make a moving farm vehicle</p> <p>Topic Link: Space</p>	<p>Mechanisms: Sliders</p> <p>Make a moving storybook</p> <p>Topic Traditional Tales</p>

Music (Music Express)	<p>Our School Musical focus: Exploring sounds Subject link: Geography</p> <p>Number Musical focus: Beat Subject link: Mathematics</p>	<p>Seasons Musical focus: Pitch Subject link: Science</p> <p>Weather Musical focus: Exploring sounds Subject link: Geography</p>	<p>Animals Musical focus: Pitch Subject link: PE</p> <p>Ourselves Musical focus: Exploring sounds Subject link: English</p>	<p>Travel Musical focus: Performance Subject link: PE</p> <p>Water Musical focus: Pitch Subject link: Art</p>	<p>Machines Musical focus: Beat Subject link: PSHE</p> <p>Pattern Musical focus: Beat Subject link: Mathematics</p>	<p>Story time Musical focus: Exploring sounds Subject link: English</p> <p>Our bodies Musical focus: Beat Subject link: Science</p>
Computing	<p>Technology around us Becoming familiar with different components of a computer including the mouse and keyboard.</p>	<p>Creating media- Digital Painting developing computer art using a variety of software's.</p>	<p>Data and information Using labels to put objects into groups and labelling these groups.</p>	<p>Moving a robot Identification of what each floor robot command does. Using knowledge to start predicting the outcome. Algorithms.</p>	<p>Digital Writing Typing on a keyboard. Using tools to change the look of writing.</p>	<p>Introduction to animation Exploration of the way a project looks by investigating sprites and backgrounds. Programming blocks to use, modify, and create programs.</p>
PE	<p>Running Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently.</p> <p>Health and Wellbeing Pupils will understand what agility means and explore ways of</p>	<p>Dance: Heroes Pupils will create a range of controlled movements that represent a superhero. They will learn how to control and coordinate their bodies to perform a sequence of movements.</p> <p>Ball Skills: Hands The focus will be developing bouncing and understand why</p>	<p>Gymnastics Exploring and linking basic movements, performing different shapes with balance and control. Using different levels and equipment safely.</p> <p>Ball Skills: Feet Recapping the different ways of using our feet to</p>	<p>Dance Respond to the stimulus of being animals and how we could move around like them. Building character expression and moving our bodies in different ways. Develop our coordination and control their movements to represent big animals.</p>	<p>Jumping Recap jumping in different directions and speeds and begin to understand different reasons when, where and why we jump (skipping).</p> <p>Ball Skills – Rackets, bats and balls Explore moving the ball using the</p>	<p>Team Building Introducing teamwork and why it is important. Discuss how it feels to be left out of a game and learn what makes an effective team.</p> <p>Attack and Defence – Games for understanding Understand basic terms of attack and learn what attacking</p>

	being more agile when moving.	we need to keep the ball away from the defender.	move with a ball. Explore the meaning of control and why it is important to keep the ball close to them.	Ball Skills: Hands 2 Recapping what we have already learnt. Introduce under arm throwing.	racket and beginning to understand how we move with the racket and ball.	means during a game.
RE	Christianity How special is the relationship Jews have with God?	Islam How do Jews show faith through practices and celebrations?	Judaism Why is the Bible a special book for Christians?	Hinduism Who was Jesus and why is HE important to Christians today?	Sikhism Why did Jesus teach people through stories?	What is religion?