





Theme	Main subject focus	Texts	WOW moments	First-hand experiences	End of Unit Celebrations	Outcomes
Here's the weather 	Geography	We're going on a bear hunt	Seasonal walks	Weather walks	Seasonal weather report within the year group	Weather forecast Using weather station in nursery
Superheroes 	PSHE Science Art (pop art) Geography (Drones) PE D&T (snacks)	Super-tato Super-worm Comic books	Superhero day	Local area walk Real life superheroes Police, firefighters drs	Share pop art within year group	Pop art – class comic book
Once Upon a time 	History Art	Fairy Tales	Fairy tale day – dressing up	Castle visits to Warwick and Kenilworth Pantomime	Invite parents in for art exhibition	Art Exhibition – Royal Portraits
Rumble in the Jungle 	D&T Science Geography Art (Jim Henson other puppet makers)	Rumble in the Jungle	Dressing up as animals	Twycross Zoo Herbert Art Gallery animals	Perform puppet show to reception	Puppet Show

Here's the weatherHistory (person/event -)Geography (location – Foleshill Road & skills/fieldwork – local walk)

- name and locate the four countries and capital cities of the United Kingdom
- identify seasonal and daily weather patterns in the United Kingdom.
- use basic geographical vocabulary to refer to: key physical features, including season and weather
- use simple compass directions (North, South, East and West)
- use simple fieldwork and observational skills to study the weather

Art (artist - & outcome -)D&T (product -)ScienceSeasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (all year around)
- identify and describe the basic structure of a variety of common flowering plants, including trees (focus on practical application in summer term)

Superheroes

History (person/event -)

Geography (location - UK & skills/fieldwork drones)

- name and locate the four countries and capital cities of the UK
- understand the human and physical geography of a small area of the United Kingdom (immediate local area)
- use basic geographical vocabulary to refer to:
 - key physical features, including: hill, river, soil, valley, season and weather
 - key human features, including: city, factory, house, office and shop town
- use world maps and globes to identify the United Kingdom and its counties
- use 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 to recognise landmarks and basic human and physical features and devise a simple map 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.

Art (artist - Lichtenstein/Warhol & outcome - cartoon)

Focus: Drawing, Painting, Photography, Portraits Pop Art

Pupils should be taught:

- the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and others work
- 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.

D&T product – Healthy snacks

Focus: Cooking and Nutrition - Preparing healthy snacks

Use the basic principles of a healthy varied diet to prepare dishes

To understand where food comes from

When designing and making, pupils should be taught to:

Design

design purposeful, functional, appealing products for themselves and other users based on design criteria
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

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

Evaluate

explore and evaluate a range of existing products
evaluate their ideas and products against design criteria

Technical knowledge

See above for cooking and nutrition

Science

Animals including Humans

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Once Upon a TimeHistory (person/event – Lady Godiva, Queen Victoria)

- the lives of significant individuals in the past who have contributed to national and international achievements (significant monarch/s)
- significant historical people in their own locality Lady Godiva
- events beyond living memory that are significant nationally or globally

Geography (location – & skills/fieldwork –)Art (artist – Holbein & outcome – painting)

Focus: Drawing, Painting,

Pupils should be taught:

- the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and others work
- 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.

D&T (product –)Science

Rumble in the Jungle

History (person/event -)

Geography (location - UK, Africa , India & skills/fieldwork - N/A)

- name and locate the four countries of the UK, capital cities and surrounding seas (recap)
- name and locate the world's seven continents and five oceans
- use basic geographical vocabulary to refer to:
- key physical features, including: forest, hill, mountain, sea, ocean,
- use world maps and globes to identify the United Kingdom and its countries and other countries studied (relate to animals all over the world)

Art (artist - Jim Henson & outcome - puppets)

Focus: Textiles (animal puppet linked to a book) Jim Henson Puppets

Pupils should be taught:

- the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and others work
- 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.

D&T (product - animal puppet linked to a performance of a book)

Focus: Textiles (animal puppet linked to a performance of a book)

When designing and making, pupils should be taught:

Design

design purposeful, functional, appealing products for themselves and other users based on design criteria
generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

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

Evaluate

explore and evaluate a range of existing products
evaluate their ideas and products against design criteria

Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable
explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Science

Animals including humans

- 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
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Living things and their habitats (This is from Y2 however Year 1 can do some exploration into this as a starting point)

- identify and name a variety of plants and animals in their habitats, including micro-habitats
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants

Discreet subjects taught

Science

Working scientifically:
 During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ♣ asking simple questions and recognising that they can be answered in different ways
- ♣ observing closely, using simple equipment
- ♣ performing simple tests
- ♣ identifying and classifying
- ♣ using their observations and ideas to suggest answers to questions
- ♣ gathering and recording data to help in answering questions.

<p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 ♣ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ♣ 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>Everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. 	<p>Seasonal Changes Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies.
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Physical Education

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Fundamental Movements	Fundamental Movements	Multiskills	Multiskills	Fundamental Movements	Athletics
Multiskills	Dance	Gymnastics	Football	Athletics	Gymnastics

Computing

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let's Get Started.	Let's Get Started.	Read it, Write it.	Read it, Write it.	Make it happen	Tell me a tale.

<p><u>Music</u> Taught weekly using Charanga music scheme Pupils should be taught to</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 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 					
<p><u>Hey You!</u> Hip hop. Composing Rap</p>	<p><u>Little Angel gets her wings</u> Christmas songs</p>	<p><u>In the Groove</u> Different styles of music , historical context of musical styles</p>	<p><u>Rhythm in the way we walk and Banana rap</u> Action songs</p>	<p><u>Round and round</u> Music linked to countries from around the world</p>	<p><u>Reflect, Rewind and Replay</u> Consolidation of language of music</p>

<u>Religious Education</u>		
Believing	Expressing	Living
Who is a Christian & what do they believe?	How & why do we celebrate special time?(Easter)	What does it mean to belong to a faith community?

<u>PSHE NON-STATUTORY until Sept 2020 but deemed essential by school</u>					
Healthy Lifestyles	Keeping Safe	Bullying	Family and Friends	Rules & responsibilities	Protective behaviours