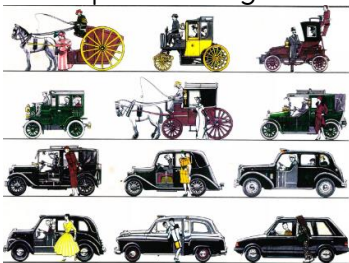




Theme	Main subject focus	Texts	WOW moments	First-hand experiences	End of Unit Celebrations	Outcomes
Transport through time 	History D&T Art	Mrs Armitage on Wheels (Quentin Blake) Emma Jane's Aeroplane (Katie Howorth) Lost and found (Oliver Jeffers)	Wheels day- bringing in bikes, scooters, skates etc Car visit (cars on our playground to compare)	Coventry Transport Museum	Car Showroom to display cars	Make a car
Growing Game 	Science D&T Art	Oliver's vegetables (Vivian French) The Carrot Seed (Neville and the Law)	Scavenger Hunt	Brandon Marsh Inter-class Dissecting a plant	Sunflower growing competition	Making a healthy breakfast (pancakes or smoothie) Observational drawing/painting
Beside the Seaside 	History Art D&T Geography	Winnie The Witch at the seaside Winnie the Witch under the sea At the beach The Lighthouse Keeper's Lunch Storm Whale (Benji Davies) Flotsam (David Wiesner)	DT making a bag for the seaside day	Seaside trip/ Beach day	Beach day Perform seaside performance to parents	Seascape collage Perform own punch and judy show

The Growing Game

History (person/event -)

Geography (location school - & skills/fieldwork walk in forest to identify features)

-use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (relate to looking for habitats, allotments, green space, sports facilities, draw maps of local area with these on, mapping habitats

Art (artist Georgia O'Keefe & outcome Observational Drawing)

Focus: Drawing (based on plants and still life and observational drawing-pencils and oil pastels)

Pupils should learn:

the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and other 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 – Pancake/smoothie)

Focus: Cooking and Nutrition Breakfasts

-use the basic principles of a healthy and varied diet to prepare dishes

-understand where food comes from (global) Children develop skills to make their own breakfasts-focus on a cooking element

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

Science

Animals including humans

Pupils should be taught to:

-notice that animals, including humans, have offspring which grow into adults

-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Plants

Pupils should be taught to:

-observe and describe how seeds and bulbs grow into mature plants (link to using Computing)

find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Living things and their habitats (this could be plotted in anywhere across the year but come back to it during this theme)

Pupils should be taught to:

-explore and compare the differences between things that are living, dead, and things that have never been alive

-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, and how they depend on each other

-identify and name a variety of plants and animals in their habitats, including micro-habitats (focus in on own habitat first)

-describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Transport Through Time

History (person James Starley Benz and Otto Ford /event – Invention of modern transport)

-events beyond living memory that are significant nationally
 -the lives of significant individuals in the past who have contributed to national (James Starley) and international (Benz and Otto Ford) achievements. Some should be used to compare aspects of life in different time periods (inventors of forms of transport through time-up to space travel)

Geography (location – & skills/fieldwork –)

Art (artist – Derek Gores & outcome – Collage)

Focus: Drawing and Painting (detailed sketches of parts of transport, e.g..)

Pupils should learn:

the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and other 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 – Car)

Focus: Mechanisms (making a motor car or a moving vehicle/object-what is the purpose, who is the audience?)

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

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

Beside the Seaside

History (person/event – Victorian Era)

-changes within living memory (own and family seaside holidays)

Geography (location – Beach TBC & skills/fieldwork beach study)

-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a non-European country
 -use basic geographical vocabulary to refer to:
 -key physical features, including: beach, cliff, coast, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
 -use world maps, atlases and globes to identify the United Kingdom and its countries as well as other locations studied

Art (artist - Lowry & outcome - Seascapes)

Lowry - seascapes

Focus: Drawing, Painting, Collage (based on seaside materials), Textiles (DT-using art skills on their bag)

Pupils should learn:

the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and other 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 - a beach bag)

Focus: Textiles (A simple bag for their lunch on visit or a sunshade, sunhat etc.)

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

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

Discreet subjects taught

<h3>Science</h3> <p>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:</p> <ul style="list-style-type: none"> ♣ 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. 					
<h4>Living things and their habitats</h4> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ explore and compare the differences between things that are living, dead, and things that have never been alive ♣ 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, and how they depend on each other ♣ identify and name a variety of plants and animals in their habitats, including microhabitats ♣ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<h4>Plants</h4> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ observe and describe how seeds and bulbs grow into mature plants ♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<h4>Animals, including humans</h4> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ notice that animals, including humans, have offspring which grow into adults ♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<h4>Uses of everyday materials</h4> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and 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. 		

<h3>Physical Education</h3> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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	Tennis	Junior Cricket	Athletics
Football	Gymnastics	Dance	Kickball	Kickball	Athletics

<h3>Computing</h3> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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
Staying safe on the internet	We are games testers	Digital Artists	Picture perfect	The computer can help...	Make it move.

<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>Hands, feet, heart</u> South African music and freedom songs</p>	<p><u>Clockenspiel stage 1</u> Learning basic instrumental skills</p>	<p><u>Morning of Music</u> Performing as a group</p>	<p><u>I wanna play in a band</u> Rock</p>	<p><u>Zoo time</u> Reggae</p>	<p><u>Reflect, rewind and replay</u> Consolidation Western classical music</p>

NON-STATUTORY but deemed essential by school

<p><u>Religious Education</u></p>		
<p>Who is a Sikh and how do they live? Strand: Believing</p>	<p>How and why do we celebrate special times? (Judaism and Islam) Strand: Expressing</p>	<p>How should we care for others and the world and why does it matter? Strand: Living</p>

<p>PSHE NON-STATUTORY until Sept 2020 but deemed essential by school</p>						
Emotions	Growing and changing/ Protective behaviours	Hygiene	Communication	Fairness	Money & Finance	Communities