



	Term 1	Term 2		Term 3	Term 4	Term 5	Term 6
	Superheroes	Pattern & shape	Ho Ho Ho	People	At the Bottom of the Garden	Down on the farm	Let's Make a Splash
<b>Communication and languages</b> (reading, writing and Communication)	<p><i>Supertatoe Presenting information in a non-fiction book</i></p> <p>R – Listen to a range of texts, eg. <i>Non-fiction book about the body</i>. Discuss books.</p> <p>W – Write stories that mimic significant authors (<i>Own Superhero story in the style of Supertato</i>). Write captions.</p> <p>C- Listen to and tell stories often so as to internalise the structure. Practice and rehearse sentences and stories.</p>	<p><i>Aliens Love Underpants</i></p> <p>R – Become familiar with a wide range of texts of different lengths. Learn some poems by heart.</p> <p>W – Write recounts</p> <p>Poetry – Poems that use pattern, rhyme and description. (<i>Pants, Nick Sharratt</i>).</p> <p>C – Practice and rehearse sentences and stories.</p>	<p>R - Listen to traditional tales.</p> <p>W - Write stories and plays that use the language of fairy tales and traditional tales. -write stories with imaginary settings</p> <p>C - Through reading identify vocabulary that enriches and enlivens stories.</p>	<p><i>Fiction (Horrid Henry) and non-fiction books</i></p> <p>R- Listen to short novels over time.</p> <p>W-Write narrative diaries (<i>About themselves or a person covered in the topic</i>). Write non-chronological reports (<i>A factual report about a person included in the topic</i>).</p> <p>C – Speak to smaller and larger audiences at frequent intervals (<i>Share diaries and reports</i>).</p>	<p><i>Oliver's garden Non-fiction book about plants</i></p> <p>R- Listen to a range of texts.</p> <p>W-Write glossaries (<i>Class book about the plants we've grown</i>).</p> <p>C-Listen to and learn a wide range of subject specific vocabulary.</p>	<p><i>Fiction (Aesop's fables, Appletree farm books) and non-fiction books Visit to a farm.</i></p> <p>R – Become familiar with a wide range of texts of different lengths.</p> <p>W – Write recounts (<i>About a visit to a farm</i>). Write non-chronological reports (<i>A factual report about an animal included in the topic</i>).</p> <p>C – Listen to and learn a wide range of subject specific vocabulary (<i>Animal names, features, habitats</i>).</p>	<p><i>Fiction and non-fiction books (The Drop Goes Plop-A First Look at the Water Cycle). Canal visit/Sea Life centre (Early in the term)</i></p> <p>R – Listen to a range of texts.</p> <p>W - Write stories set in places pupils have been. Write labels (<i>Water cycle</i>).</p> <p>C – Through reading identify vocabulary that enriches and enlivens stories.</p>
<b>Maths</b>	<p>SSM</p> <p>Use language to describe position direction and movement</p>	<p>Number</p> <p>Count and calculate in a range of different contexts Explore the properties of shapes</p>	<p>Use language to describe position, direction and movement.</p>	<p>Number</p> <p>Explore numbers and place value up to at least 100</p> <p>Add and subtract using mental and formal written methods in practical contexts</p>	<p>Using and Applying</p> <p>Use and apply in practical contexts a range of measures. Time</p>	<p>Number</p> <p>Multiply and divide using mental and formal written methods in practical contexts</p>	<p>Using and Applying</p> <p>Use and apply mathematics in everyday activities across the curriculum. <i>Data Handling</i> Handle data in practical contexts</p>

<b>Understanding the World:</b> History /Geography			Geography – Plans, maps, routes, (symbols on maps)		Geography <b>Foods from around the world.</b>  Human and Physical Geography <b>Human</b> features such as shops and people. <b>Physical</b> features such as soil and vegetation. Explore the weather and climate in the UK and around the world. <b>Familiar Places</b> Going out to the garden or the shops to grow and buy food. Maps and routes.	Geography Explore the weather and climate in the UK and around the world. Compare and contrast a small area of the United Kingdom and that of a non-European country. Sort and classify objects.  Use fieldwork and observational skills.	Geography Investigate the world's continents and oceans. Locations functions and roles. (Visit to Pitsford Reservoir) Use simple compass directions.
	History The lives of significant individuals in Britain's past who have contributed to our nations achievements. Recognise themselves and others in the recent past.	History Identifying historical artefacts.  (History of clothing)	History – Stories of people and events in the past	History <b>Stories of people and events in the past.</b> The lives of significant individuals in Britain's past who have contributed to our achievements.  Taking part in past events.			
<b>Technologies:</b> Science / DT / computing		Science  Look at appliances and circuits  Perform simple tests.  Christmas/Winter Earth and Space- Observe seasonal changes.	Science – Materials Identify Name Describe Classify Compare properties and changes. Look at the practical uses of everyday materials.	Science Look at growth, basic needs, exercise, food and hygiene. Body parts and actions.	Science  Identify classify and describe plant structures  Observe and describe growth and conditions for growth		Science Identify name and describe materials  Describe basic movements  Changes in sources of movement  Push and pull

	<p>DT Structures</p> <p>Design functional appealing products for themselves based on design criteria.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Select from a range of tools and equipment ( cutting )</p>		<p>DT –</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>DT Mechanisms</p> <p>Explore mechanisms such as sliders and levers</p> <p>Model ideas through talking / drawing / mock-ups</p> <p>Select from a range of tools and equipment to perform practical tasks ( joining )</p> <p>Explore and evaluate a range of existing products</p>		<p>DT Food</p> <p>Use the basic principles of healthy and varied diet to prepare dishes</p> <p>Explore and evaluate a range of existing products</p> <p>Understand where food comes from</p>	
			<p>Computing -</p> <p>Using resources to make choices e.g. CD and preferred song.</p>				
<p><b>The Arts:</b> Art / Music / Drama</p>	<p><i>Explore 2D and 3D</i> Use experiences and ideas as the inspiration for artwork.</p>	<p><i>Pattern and Shape</i> Explore a variety of techniques and use a range of tools.</p>	<p><i>Art - Materials</i></p>	<p><i>Learn about a range of artists.</i></p> <p>Share ideas using drawing, painting and sculpture.</p> <p>Colour, form line and tone.</p>	<p><i>The natural world</i> Share ideas using drawing, painting and sculpture. Use experiences as the inspiration for artwork.</p>	<p><i>Painting techniques.</i> Colour, line and tone.</p>	<p><i>Exploration of famous water images.</i> Learn about the work of a range of artists, artisans and designers. <i>(Make a waterfall from materials/look at the work of artists such as Claude Monet)</i></p>
<p><b>Health &amp; Well-being:</b> PSHE</p>	<p><i>New beginnings.</i> Interactions Routines. Relationships. Rules.</p>	<p><i>Good to be me</i> Feelings, needs, preferences.</p>	<p><i>Concern for others</i> Consideration for people and things</p>	<p><i>Getting on and falling out.</i> Relationships. Consideration for people and things. Concern for others. Responding to consequences.</p>	<p><i>You've got a friend.</i> <i>(Playing together).</i> Relationships Responding to consequences. Turn taking. Rules.</p>	<p><i>Taking care of myself.</i> Asking for help. Sun safety. Road safety. Keeping healthy.</p>	<p><i>Changes.</i> Feelings, needs, preferences.</p>

RE	<p>My religion. Special to them.</p>	<p>Patterns in religion (Islamic patterns in buildings. Henna patterns. Diwali light patterns). Study at least one other religion.</p>	<p><b>Special Books and Stories</b></p> <p>Nativity story. Study the main stories of Christianity. (Christmas – RE)</p>	<p>Family and Friends. Relationships. Needs and Respect.</p>	<p>Easter Story and Passover. Study the main stories of Christianity. Study at least one other religion.</p>	<p>Understanding me. Feelings Reflect on feelings.</p>	<p>Water in religion eg. Baptism, ritual washing, water as sacred. (<a href="http://www.africanwater.org">www.africanwater.org</a>). Simple facts about religion. Study at least one other religion.</p>
PE	<p>Dance</p> <p>Perform dances using simple movement patterns Single action / variety of movements linked to special powers</p>	<p>Gym</p> <p>Working with a partner of small group Recognising small and large equipment Understanding equipment safety</p>	<p>Games</p> <p>Participate in team games , developing simple tactics for attacking and defending Link to historical development of some team games.</p>	<p>Outdoor and adventurous</p> <p>Working together with partner or small group Understanding equipment safety Changes to body when active</p>	<p>Country and traditional dance</p> <p>Perform dances using simple movement patterns Working together with a partner or small group</p>	<p>Athletics</p> <p>Participate in team games Understanding equipment safety Single actin variety of movements linked to track/ field events.</p>	



	Term 1	Term 2		Term 3	Term 4	Term 5	Term 6
Topic	Adventure Stories	Light and Sound	Ho Ho Ho	What's on my plate?	Life Cycles	Rainforest	Colour
<b>Communication and languages</b> (reading, writing and Communication)	<i>Barefoot Books</i> <i>What the dinosaurs did last night</i> <i>Around the World in Eighty Days</i>  R – Discuss books Learn some poems by heart Listen to short novels over time  W – Write stories with imaginary settings  C - identify vocabulary to enrich and enliven stories	<i>Can't you sleep little bear</i>  R – Listen to a range of texts  W – Write a Christmas list  C – Listen to and tell stories often so as to internalise the structure	<i>Christmas jolly postman book</i>  R - Listen to traditional tales. W - Write stories and plays that use the language of fairy tales and traditional tales. -write stories with imaginary settings C - Through reading identify vocabulary that enriches and enlivens stories.	<i>The tiger who came to tea</i> <i>Labels for food – which country</i>  R – Discuss books  W - Non-fiction-Write labels. Write instructions (Recipes).  C – Speak to an audience at frequent intervals (Food-likes/dislikes)	<i>Life cycle of Frankie the frog</i>  R – Listen to a range of texts ( fiction / non- fiction life cycles )  W-Non-fiction-Write labels. Present information.  C – Listen to and learn a wide range of subject specific vocabulary	<i>The rainforest grew all around</i>  R – Build up a repertoire of poems to recite.  W – Write nonsense poems and limericks (animals)  C-Debate issues	<i>Traditional tales</i> <i>The Ugly Duckling</i> <i>The Emperor's New Clothes</i> <i>The Elves and the Shoemaker</i>  R – Listen to traditional tales  W-Write stories and plays that use the language of fairy tales and traditional tales.  C - identify vocabulary to enrich and enliven stories
<b>Maths</b>	<b>Positional Language</b> Use language to describe position, direction and movement.	<b>Shape</b> Count and calculate in a range of practical contexts. Explore the properties of shapes.	Use language to describe position, direction and movement.	<b>Using / applying</b> Use and apply in practical contexts a range of measures, including time.	<b>Number</b> Count and calculate in a range of practical contexts. Explore numbers and place value up to at least 100. Multiply and divide in practical contexts	<b>Number</b> Add and subtract using mental and formal written methods in practical contexts.	<b>Data Handling</b> Handling data in practical contexts.
<b>Understanding the World:</b> History /Geography	<i>Following directions</i> Plans, maps, routes	What we did last year Taking part in past events	<b>History - Stories of people and events in the past</b>  Geography - Plans, maps, routes, (symbols on maps)	<i>Food around the world</i> Sort and classify objects.	<i>Today / yesterday</i> Recount events (today/yesterday) Recognise themselves and others in the recent past	<i>Country with a rainforest – Madagascar: animals, people, why they are disappearing</i> <i>Compare Northants with Madagascar</i>	<i>We are going on holiday</i> Familiar stories about own past

						<p>Environmental awareness (features and looking after).          Use basic geographical vocabulary to refer to and describe key physical and human features of locations.          Use world maps, atlases, globes and aerial photographs.          Compare and contrast a small area of the United Kingdom and that of a non-European country.</p>	
<p><b>Technologies:</b>          Science / DT / computing</p>	<p><i>Pull along toys</i>  <i>Wheel and axle</i></p> <p>Science          Forces- Describe basic movements.          Changes in sources of movement.          Push and Pull.</p>	<p><i>Light and dark</i>  <i>Exploration of light sources</i>  <i>Batteries and bulbs and circuits</i></p> <p>Science          Light-Look at sources and reflections.          Changes in sources of light.          Sound-Look at sources.          Changes in sources of sound.          Electricity-Look at appliances and circuits.          Sources of electricity.</p>		<p><i>Habitats</i>  <i>Ponds etc.</i></p> <p>Science          Working scientifically-features of objects, living things, events.          Look at the suitability of environments and at food chains.</p>	<p><i>Science</i>          Animals and humans-Identify, classify and observe.          All living things- Investigate differences.</p>	<p><i>Colour experiments</i>  <i>making paint light and dark</i></p> <p>Science          Perform simple tests.          Records of findings.          Planning and evaluating an experiment.          Materials-compare changes.</p>	
	<p>DT          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</p>	<p>DT - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p><i>Chinese food day</i>  <i>Pancake day</i>  <i>Valentines day</i>  <i>Food tasting</i></p> <p>DT          Cooking and nutrition- Use the basic principles of a healthy and varied diet to prepare dishes.          Understand where food comes from.</p>		<p><i>Design a rainmaker</i></p> <p>DT          Make- Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. Evaluate-evaluate their ideas and products against design criteria.</p>		

			Computing - Using resources to make choices e.g. CD and preferred song.				
<b>The Arts:</b> Art / Music / Drama	<p>Explore 3D techniques - paper Mache / junk modelling Josef Moravec Learn about the work of a range of artists, artisans and designers.</p> <p>Use experiences and ideas as an inspiration for artwork.</p> <p>3D processes.</p>	<p>Paint techniques Bonfire / firework pictures Remembrance day poppies - printing Andrew Goldsworthy Learn about the work of a range of artists, artisans and designers. Explore a variety of techniques.</p>	Art - Materials	<p>Still life – photography Photo manipulation Paul Cezanne</p> <p>Learn about the work of a range of artists, artisans and designers.</p> <p>Explore a variety of techniques.</p>	<p>Malleable materials Butterflies stamping / repeat patterns Barbara Hepworth</p> <p>Learn about the work of a range of artists, artisans and designers. Explore a variety of techniques. 3D processes.</p>	<p>Rainforest collage Exploration of materials Henri Rousseau</p> <p>Learn about the work of a range of artists, artisans and designers.</p> <p>Materials.</p>	<p>Art drama / mood music related to colour Impressionist painter, e.g. Renoir. Or Kandinsky.</p> <p>Learn about the work of a range of artists, artisans and designers.</p> <p>Colour, form, line and tone.</p>
<b>Health &amp; Well-being:</b> PSHE	<p>Good to be me Going for goals Appropriate behaviour / rules Routines</p>	<p>Relationships Feelings &amp; needs. Concern for others. Turn taking / rules</p>	<p>Concern for others Consideration for people and things</p>	<p>Healthy eating Eat your greens Keeping healthy. Understanding money comes from different sources.</p>	<p>Keeping myself safe. Road safety Sun safety Asking for help</p>	<p>All around me Appropriate behaviour. Consideration for people and things Looking after the environment</p>	<p>Changes Feelings / needs relationships.</p>
<b>RE</b>	<p>Special Occasions and Celebrations</p> <p>Rituals – Compare Christian Harvest festival with Hindu Pongal</p>	<p>Light (Diwail, Advent, Christmas) Sikhism Study the main stories of Christianity Simple facts about religion and important people Familiar stories, poems, music, drama Study at least one other religion,  (Christmas – RE)</p>		<p>Special Books and Stories/People Familiar stories Feeding of the 5000 Study at least one other religion Story from other religion - Judaism</p>	<p>Easter Study the main stories of Christianity Stillness and quietness Simple facts about religion and important people</p>	<p>Special Places and Religious Buildings</p> <p>Religious artefacts, symbols and places – Islam / Buddhism Respond to religious experiences</p>	<p>Religious Art and Music</p> <p>Familiar poems and music - Christianity</p>
<b>PE</b>	<p>Dance Moving Stories Perform dances using simple movement patterns.</p>	<p>Gym Balanced – Movement and Shape Understanding equipment safety. Perform single movements / linked movements.</p>		<p>Games Net and Wall Games Recognising equipment. Participate in team games, develop simple tactics for defending and attacking.</p>	<p>Outdoor and Adventurous Out and About Working with a partner or small group. Changes to the body when active.</p>	<p>Country/Traditional Dance Perform dances using simple movement patterns. Link movements together.</p>	<p>Athletics Participate in team games</p>