

<b>Subjects</b>	<b>Autumn Term 1 Brilliant Bears</b>	<b>Autumn Term 2 Time Travelling Toys</b>	<b>Spring Term 1 Helpful Heroes</b>	<b>Spring Term 2 Great Fire of London</b>	<b>Summer Term 1 All creatures great and small</b>	<b>Summer Term 2 The Little Mermaid (Seaside)</b>
<b>Immersion and Trips</b>	Art morning - Drawing bears using different materials (pastels, pencils, paint, material)  Trips – Local Walk	Bring their own toys in and activities around their own toys.  Trip – Peterborough Museum	Local heroes to come in to school and children hear the different jobs and what they do. Children can ask/prepare questions before hand.  Trip – Nurses to come in and talk about job/bandage etc with chn	Trip – fire station/fire engine to come in and discuss fire safety, burn tudor houses and talk about job.	Go on a mini-beast and plant-hunt  Trips – Rutland Water – pond dipping and minibeast hunting	Come to school in tshirt/shorts (summer beach clothing) or a character from the little mermaid.  Trips – go to Old hunstanton
<b>Celebrations / Parental engagement</b>	Teddy Bears picnic	Christmas play/carolling	Plant hunt with parents towards the end?		Parents to create bug hotels with children	
<b>English</b>	-I can write sentences using: finger spaces, capital letters, full stops. -I can write dictated sentences given to me by the teacher. -I can say out loud what I am going to write and compose it orally before writing it. -I can sequence stories -I can sit correctly at a table, holding the pencil correctly.  (Goldilocks and the three bears, Going on a Bear hunt bear stories for comparison)	-I can write sentences using: finger spaces, capital letters, full stops. -I can write dictated sentences given to me by the teacher. -I can say out loud what I am going to write and compose it orally before writing it. -I can sequence stories -I can sit correctly at a table, holding the pencil correctly. -I can write questions and start to use question marks  Dinosaurs and all that rubbish (materials/rubbish)	-I can spell common exception words -I can use prefix 'un' -I can use suffixes er, est, ing, ed -I can use exclamation marks -I can re-read my work to check it makes sense -I can sequence sentences to create a short narrative -I can form letters in the correct direction -I can form capital letters -I can use plurals adding s and es -I can use capital letters for names  Send for a superhero Supertato/evil pea	-I can spell the days of the week -I can spell common exception words -I can name letters of the alphabet in order -I can edit my work and discuss it with teacher and peers -I can read my work out -I can use 'and' to extend  Samuel Peyps diaries	All objectives  The odd egg	All objectives  Little Mermaid Lighthouse keepers lunch

<b>Maths</b>	Number and place value Addition Subtraction  (comparing sizes – goldilocks)	Number and place value Measure – money Addition and subtraction (money) Measure – length Addition and subtraction (length) Geometry – properties of shape  (money – toy shop) (Length – measure plants)	Measure – time Number and place value Addition and subtraction Measure – capacity and mass Addition and subtraction (capacity and mass)	Geometry – position and direction Addition Multiplication Division Fractions	Measure – time Geometry – properties of shape Number and place value Measure – money Addition and subtraction	Addition and subtraction Multiplication Division Fractions
<b>Science</b>	<p><i>-I can identify and classify</i>  <i>-I can identify, name, draw and label basic parts of the human body.</i>  <i>-I can say which part of a body associated with which sense.</i>  <i>-I can describe and compare structure of a variety of common animals</i></p> <p>Make porridge and use senses.          Human body parts (post it note, outline)          Compare humans to bears.          Compare different bears.          Compare different animals to bears.</p>	<p><i>-I can ask simple questions and recognize they can be answered in different ways.</i>  <i>-I can use ideas to answer questions</i>  <i>-I can distinguish between an object and material it is made from.</i>  <i>-I can name materials</i>  <i>-I can compare and group materials based on their properties.</i>  <i>-I can describe properties of materials.</i></p> <p>Identify and describe the materials the toys are made from.          Talk about physical properties of materials of toys.</p>	<p><i>-I can identify and name a variety of common wild and garden plants and trees.</i>  <i>-I can identify and describe the structure of plants and trees.</i>  <i>-I can observe closely.</i>  <i>-I can perform simple texts and gather and record data</i></p> <p>What super powers do plants have? Discuss what they need to grow.          Grow bean plant – what do they need, what are there nemesis?          Go on a plant hunt to identify and name, matching game, draw and discuss the plants.</p>	<p><i>-I can say which part of a body associated with which sense.</i>  <i>-I can ask simple questions and recognize they can be answered in different ways.</i>  <i>-I can use ideas to answer questions</i></p> <p>Think about how people would have felt, what they would have seen, heard, smelt etc when role playing GFoL.</p> <p>Set up and do an experiment.</p>	<p><i>-I can identify and name a variety of common animals (fish, amphibians, reptiles, bird, mammals)</i>  <i>-I can identify and name a variety of carnivores, herbivores and omnivores.</i>  <i>-I can describe and compare the structures of common animals.</i></p> <p>Look at animals, classify and name them – sorting          Make animal poo and decide if carnivore, herbivore or omnivore.</p>	<p><i>-I can identify and name animals (seaside ones)</i>  <i>-I can identify the structure of animals (fish)</i>  <i>-I can distinguish between the object and the material it is made from</i>  <i>-I can describe simple physical properties of a variety of everyday materials.</i></p> <p>Look at the beach/seaside area and what animals are found here/characters found under the sea in Little Mermaid.          Look at the materials used of things we take to the beach – what if a bucket and spade was made out of paper?          Sun safety experiment</p>
<b>Computing</b>	<p><i>-I can use programs to execute by following precise and ambiguous instructions.</i>  <i>-I can predict behavior of simple programs.</i></p> <p>Give instructions verbally to a friend.</p>	<p><i>-I can create and debug simple programs.</i>  <i>-I can use technology safely</i>  <i>-I can identify where to get help when I am concerned.</i></p> <p>Use beebots to direct to toys. Predict where they are</p>	<p><i>-I can use technology to purposefully create, organize, store, manipulate and retrieve content.</i></p> <p>Use paint to create a picture of a plant/superhero</p>	<p><i>-I can use technology safely and respectfully</i>  <i>-I can use technology purposefully to create, organize, store, manipulate and retrieve digital content</i></p>	<p><i>-I can use technology purposefully to create, organize, store, manipulate and retrieve digital content.</i></p> <p>Create their own poster on paint and add words about</p>	<p><i>-I can use technology safely and respectfully.</i>  <i>-I can identify where to go for help when concerned.</i></p> <p>esafety</p>

	Use beebots and map mats to direct.	going, if going the wrong way then debug. Esafety and discuss technology in the community.		Type, save and retrieve a diary entry in word.	an animal they have found out about.	
<b>History</b>		<i>-I can discuss changes within living memory.</i>  Discuss how toys have changed (materials, how they look, what children play with)	<i>-I can discuss events beyond living memory which are significant nationally and globally.</i> <i>-I can discuss the life of a significant individual in the past.</i> <i>-I can compare life in different periods.</i>  Look at Florence Nightingale and Edith Cavell	<i>-I can discuss events beyond living memory which are significant nationally and globally.</i> <i>-I can discuss the life of a significant individual in the past.</i> <i>-I can compare life in different periods.</i>  Great fire of London. Look at the diaries of Samuel Peyps.	<i>-I can talk about the lives of significant individuals who have contributed to national or international achievements.</i>  Look at Charles Darwin, link to animals and adaption/evolution.	
<b>Geography</b>	<i>-I can do simple fieldwork and use observational skills to study the geography of my school.</i> <i>-I can name and use human and physical features.</i> <i>-I can devise simple maps with simple symbols in a key.</i> <i>-I can use basic geographical vocabulary.</i>  Use the bear hunt story to recreate a map. Go on a local walk and create a map and key of the local area.			<i>-I can name, locate and identify the 4 UK countries and their capital cities</i>  Use a map to plot the places in UK and relate to GFOL in the capital city.		<i>-I can name a locate the five oceans</i> <i>-I can name the UK's surrounding seas</i> <i>-I can use world maps, atlases and globes.</i> <i>-I can use geographical vocabulary</i> <i>-I can devise simple maps and keys.</i>  Songs to name the 5 oceans Name physical and human features at the seaside Create a map of old hunstanton when back
<b>D&amp;T</b>	<i>-I can use the basic principles of a healthy and varied diet to prepare dishes.</i>	<i>-I can design purposeful, functional, appealing products.</i> <i>-I can use a wide range of materials and components</i>		<i>-I can design appealing, functional, purposeful products for themselves and other users.</i> <i>-I can use a range of tools and equipment.</i>		

	Make sandwiches for the teddy bears picnic. Make porridge.	<p><i>-I can evaluate ideas and products.</i> <i>-I can explore and use mechanisms (sliders)</i></p> <p>Create a pop up toy at Museum. Sew Christmas decorations.</p>		<p><i>-I can select and use a range of materials.</i> <i>-I can evaluate my ideas</i> <i>-I can make my work stronger/stiffer.</i> <i>-I can use mechanisms (door hinge)</i></p> <p>Design and create a tudor house with a hinge door. Evaluate the house. Burn the house with fire fighters like the GFOL.</p>		
<b>Art &amp; Design</b>	<p><i>-I can use a range of materials creatively.</i> <i>-I can use a range of art techniques.</i></p> <p>Use different materials to create bear art.</p>	<p><i>-I can use sculpture to share ideas and imagination.</i></p> <p>Make salt dough decorations.</p>	<p><i>-I can use drawing and painting to share and develop ideas and imagination</i> <i>-I can look at the work of a range of artists and describe differences and similarities.</i></p> <p>Look at Van gogh Pencil techniques Still life drawing of flower Paint flower/colour mixing Evaluate own work against</p>	<p><i>-I can use painting to develop and share ideas.</i> <i>-I can discuss the work of artists, compare differences and similarities and make links to my own work.</i></p> <p>Create a landscape painting with silhouettes and look at Monet artist.</p>	<p><i>-I can use drawing, sculpture and painting to develop and share ideas, experiences and imagination.</i></p> <p>Create a paper mache caterpillar Look at the artist Andy Goldsworthy Create art outside like Andy Goldsworthy.</p>	<p><i>-I can develop a wide range of art and design tehcniques in using colour, pattern, texture, line</i></p> <p>Create a collage picture of the seaside/lighthouse/under the sea</p>
<b>Music</b>	<p><i>-I can use my voice expressively and creatively by singing songs, chants and rhymes.</i> <i>-I can play tuned and untuned instruments</i> <i>-I can experiment with sounds</i></p> <p>Use instruments along with the bear hunt story. Sing songs together/nursery rhymes.</p>	<p><i>-I can use my voice expressively and creatively.</i></p> <p>Sing playground rhymes, games, clap rhythms to songs</p>	<p><i>-I can use tuned and untuned instruments</i></p> <p>Use instruments in different ways to represent a flower growing/superhero sounds</p>	<p><i>-I can experiment, combine, create and select sounds.</i></p> <p>Use instruments to recreate sounds they may have heard (burning, dull, harsh sounds – not happy etc)</p>	<p><i>-I can listen with concentration and understanding to a range of high quality live and recorded music.</i> <i>-I can experiment with sounds.</i></p> <p>Choose instruments to represent different animals (big, small, stomping, light etc)</p>	<p><i>-I can use my voice expressively and creatively</i></p> <p>Listen to songs from the Little Mermaid, sing songs and keep rhythm.</p>
<b>PE/Games</b>	Playground games?	Use different toys in games? (old toys?)				Gymnastics/ribbons?

<b>RE</b>	<i>What makes a Christian person special?</i>  Talk about what a Christian is, what they may believe, what is special to them. Harvest festival.	<i>What is Christmas and advent?</i>  Take part in an advent calendar and discuss what this is/why Christians have them. Discuss the story of Christmas.	<i>What makes Judaism special?</i>  Look at the local community and religions, who is special, why are they special? Look at what Judaism is and what they believe.	<i>What is a Jewish Festival?</i>  Discuss Jewish festivals from the year – look at Easter as a Christian festival to compare.	<i>What do Christian and Jewish stories tell us?</i>  Read stories from both religions – compare and discuss What would they tell someone who is in that religion? Retell some stories.	
<b>SMSC / PSHE</b>	<ol style="list-style-type: none"> <li>1. Myself and My Relationships 4&amp;5 – beginning and belonging – feelings (New to Year 1) sex and relationships (body parts)</li> <li>2. Healthy safer lifestyles 5/9 - Anti-bullying and personal safety/safety contexts</li> <li>3. Myself and my relationships – Family and friends – care for family and friends. – jobs, people who help us, communities</li> <li>4. Citizenship 4 – diversity and communities – being different, people around the world.</li> <li>5. Healthy safer lifestyles 4 - Managing risk,</li> <li>6. Healthy safer lifestyles 6 - Sex and relationships - keeping clean. Citizenship 5 - Rights and rules.</li> </ol>					
<b>MFL</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Learning Outdoors</b>	Outdoor area	Outdoor area	Outdoor area	Outdoor area	Outdoor area	Outdoor area