

Subjects	Autumn Term 1 Healthy Humans	Autumn Term 2 Why do we explore?	Spring Term 1 Turrets and Tiaras	Spring Term 2 Seeds and Scarecrows	Summer Term 1 Rainy Rainforests	Summer Term 2 It's a Bug's Life
Immersion and Trips	- Food tasting - Cleaning teeth activities	- School exploration to find a historical artefact	- Visit to Oakham Castle - Mosque visit	- Farm trip - Building scarecrows	- Zoo Lab in school	- Watch the film - Mini beast hunts
Celebrations / Parental engagement		- Christmas Carol Concert. - Books and Bagels				- End of year achievement awards.
English	Core Text: Handa's Surprise Fiction: Character Description Non-Fiction: Instructions	Core Text: A picture book of Christopher Columbus Fiction: Setting Description Poetry (1 week) Non-Fiction: Recount	Core Text: The Princess and the White Bear King Fiction: Story Non-Fiction: Recount	Core Text: The Scarecrow's Wedding Fiction: Story Non-Fiction: Instructions	Core Text: The Great Kapok Tree Fiction: Story Non-Fiction: Letter	Core Text: Diary or a Spider/Worm Fiction: Poetry (1 week) Description Non-Fiction: Diary
Maths	Place Value Addition and Subtraction Measure – time	Geometry – properties of shape Fractions Division Multiplication Statistics Measure – Money	Place Value Addition and Subtraction Multiplication and Division Measure – time	Measure - Length Addition and Subtraction Multiplication and Division Fractions Geometry – Position and direction	Geometry – properties of shape Place Value Measure – Capacity and Mass Addition and Subtraction Multiplication and Division Measure - Time	Addition and Subtraction Multiplication and Division Fractions Statistics Geometry
Science	<u>Exercise</u> - Why we need exercise? - Different types of exercise. <u>Nutrition</u> – Food groups - Healthy eating, balanced lunchboxes. <u>Hygiene</u> – Keeping ourselves clean, investigate the spreading of germs. - Dental hygiene. - Chalk in different drinks experiment.	<u>Animals including humans</u> – Basic needs for survival. - What do humans/animals need to survive? - How do our basic needs change in different environments? Link to the moon. - Extinction – What caused animals to become extinct? Which basic need was not met?	<u>Materials</u> – Identifying materials and their properties. (Identifying and classifying) - Investigating materials and if they bend, stretch and squash. - Ask simple scientific questions. - Investigating which material is best for different things.	<u>Seeds and Bulbs</u> - Observations of seeds growing. (Observation over time) - What do seeds and bulbs grow into? - Investigating what plants need to grow. – Best conditions for growth. - Ask simple scientific questions. - Use simple equipment to make observations. - Carry out simple test.	<u>Living and non-living</u> – What is alive/not alive? - What has been alive/never been alive? <u>Animals including humans</u> – Life cycles of butterfly, frog and chick. - How babies grow and change into adults. - Life cycle of a human.	<u>Habitats</u> - Micro habitats and mini beasts. (Identifying and classifying) - Macro habitats. – Different features of the habitats. - Identifying animals in a range of habitats. - Which animals suit which habitat and why? <u>Food chains</u> – Look at simple food chains.

Computing	<u>Computing systems and Network – ICT around us</u> <ul style="list-style-type: none"> - What is information technology? - Where have we seen technology at home and in the world? - How does IT improve our world? - Safe use of IT 	<u>Data and Information – Pictograms</u> <ul style="list-style-type: none"> - Entering data - Creating pictograms - Understanding what an attribute is - Presenting information 	<u>Creating Media – Making Music</u> <ul style="list-style-type: none"> - Rhythms and patterns - How music can be used - Notes and tempo - Creating digital music 	<u>Programming A – Robot Algorithms</u> <ul style="list-style-type: none"> - Giving instructions - Making predictions - Mats and routes - Algorithm design Debugging	<u>Creating Media – Digital Photography</u> <ul style="list-style-type: none"> - Understanding different devices that give us photographs - Landscape vs portrait - Understanding what makes a good photo - Lighting and focus - Using different effects - 	<u>Programming B – Introduction to Quizzes</u> <ul style="list-style-type: none"> - Scratch recap - Using and changing a design - Designing and creating a program - Evaluating a program
History	<u>How do things change over time?</u> <ul style="list-style-type: none"> • Asking questions to an older person. • Compare things now to things that were different when our grandparents were younger. 	<u>Why do we explore?</u> <p>Columbus (October 1492) Armstrong (July 20th 1969) Wright Brothers (1903, December 17th – first flight)</p> <p>Impact of these within national life – what was going on in Britain at the time?</p> <p>Timeline</p>	<u>What does the monarch do for us?</u> <p>Queen Victoria, Queen Elizabeth II and King Charles III.</p> <p>Role as the monarch. What they do? How they do it? Are they still important today? Was is the same/different between Queen Victoria and Elizabeth?</p> <p>Local history – link to Oakham castle. Link back to both queens and their living arrangements.</p> <p>Link to aspects of change within national life.</p>			
Geography	<u>What makes up the UK?</u> <ul style="list-style-type: none"> • Name the capital cities of countries in the UK. • Use maps and atlases to locate them. 	<u>What makes up the world?</u> <ul style="list-style-type: none"> • Name and locate 7 continents. • Name and locate the world's oceans. • Use maps, atlases and globes to locate countries, continents and oceans. 		<u>What are the features of the UK?</u> <ul style="list-style-type: none"> • I can 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. • I can use basic geographical vocabulary to refer to key human features including, city, town, village, factory, farm, house, office, port, harbor and shop. <p>(UK focus)</p>	<u>How is Brazil different to Peterborough?</u> <ul style="list-style-type: none"> • Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in contrasting non-European country. 	<u>How do we recognise places?</u> <ul style="list-style-type: none"> • Use fieldwork and observational skills to study the geography of the school. • Use aerial photography 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. • Use simple grid references.

D&T	Food <u>Making soup</u> - Plan what to do. - Describe the ingredients that I am using. - Understand where food comes from. - Understand a healthy and varied diet. - Select and use appropriate tools, explaining why I have chosen them. - Evaluate what went well. User – Children Product – Soup (chn choose ingredients) Purpose – to understand what is healthy and to make a healthy meal to try at home.	<u>Other experiences:</u> <u>Sewing a Christmas decoration</u>	Workshop mechanism <u>Making a toy with wheels (using wheels and axels)</u> - Designing and communicating ideas based on design criteria. - Select and use appropriate tools, explaining why I have chosen them. - Explore and use mechanisms. - Join components in different ways. - Measure materials I am going to use. - Testing and evaluating what went well. User – Year 1 Product – toy with wheels Purpose – for the year 1's to play with after their toy topic		Textiles <u>Scarecrows – sew on a button and simple stitch</u> - Think of an idea and plan what to do. - Choose materials and explain why I have chosen them. - Explain why I have chosen specific textiles. - Evaluate what went well. User – school Product – something for a scarecrow to wear Purpose – to dress a scarecrow to use in the school garden to help plants grow <u>Other experiences:</u> Food (Fruit Salad) - Follow a recipe. - Cutting, peeling, mixing and measuring.	
Art & Design		Pencil Drawing <u>(Painted, imaginary background)</u> <u>Peacock Feather by John Ruskin</u> - Choose and use different grades of pencils when drawing. - Use a viewfinder to draw a specific part of an artefact. - Develop pencil control with line and texture. - Suggest how artists have used pattern and shape.		Printing <u>(Polystyrene tile leaf shapes)</u> <u>Henri Rousseau</u> - Look at how artists have used colour, pattern and shape. - Create a piece of art in response to the work of another artist. - Create tints by adding white and tones by adding black. - Create printing by pressing, rolling, rubbing and stamping.		Clay Minibeasts <u>(Imaginary minibeasts made from joining clay pots)</u> - Make a clay finger pot. - Join two clay finger pots together. - Carve detail into the pot to create a ladybird. - Make own imaginary insect.
Music	Singing Develop an understanding of a warm up and vocal health . Develop an understanding of pitch through singing, movement, note names and games. Sing with attention to pitch shape of a phrase . Sing with a sense of control of dynamics and tempo . Develop use of vocal sounds to express feeling and emotion. Call and response songs/chants Rehearse and refine a	Playing Listen and repeat rhythmically Mark and play a steady beat . Follow a leader Play rhythm patterns and ostinato accompaniment. Play and improvise pitch lines on tuned percussion Recognise and play varied tempo and dynamics . Use instruments expressively. Perform a melody , using a graphic score . Rehearse and refine a performance with stagecraft	Exploring Ways to produce sound through timbre . Identify ways sound is made Structure and sequence . Explore and invent graphic score symbols. Sound length (Duration) Rhythm patterns through words Pitch changes Sound and the effect on mood. Movement Collaboration	Composing Devise music from a stimulus Create short melodic phrases. Create short repeated rhythmic patterns (Ostinato) Make use of drones .Use graphic score notation . Make rhythm word patterns. Compose with awareness of structure .	Listening Listen with increasing concentration to varied pieces from mixed genres. Compare Identify and recognise sounds relating to pitch, timbre, dynamics, tempo .	Reflecting and Appraising Participate in appropriate peer feedback Identify and respond to the mood created by a piece of music Recognise, describe, evaluate and respond using interrelated dimensions .

	performance with stagecraft.					
PE/Games	<u>Multi Skills</u> <ul style="list-style-type: none"> - Stop and catch a ball with control. - Follow rules of different games. - Use space effectively in games. - Healthy eating 	<u>Fundamental Skills</u> <ul style="list-style-type: none"> - I decide the best space to be in during a game - I follow rules - I copy and remember actions - Healthy eating 	<u>Gymnastics</u> <ul style="list-style-type: none"> - Identify the difference between my performance and that of others. - Understand what is happening to my body during exercise. - Copy, remember and repeat varying speed and level. - Select simple actions to construct basic sequences. 	<u>Net/Wall Games</u> <ul style="list-style-type: none"> - Take part in opposed conditioned games. - Understand about exercising, safety and healthy eating. 	<u>Striking and fielding</u> <ul style="list-style-type: none"> - Strike a ball with a bat confidently. - Stop a ball and throw it accurately to a target. 	<u>Athletics</u> <ul style="list-style-type: none"> - Change speed and direction whilst running. - Jump accurately from a standing position. - Throw a variety of objects with one hand.
RE	<u>What is special about the Bible and the Qu'ran?</u> <u>Sacred texts and showing respect to the texts.</u> <u>Bible Stories</u> <ul style="list-style-type: none"> - The Lost Sheep - Jonah and the Whale - Stories from the Qu'ran - The Crying Camel - The Prophet and the Ants <p>Story of Joseph</p> <p>(Both the Bible and the Qu'ran)</p>	<u>Why do people give gifts at Christmas?</u> <u>Christmas</u> <ul style="list-style-type: none"> - Recapping the Christmas story through sensory objects. - Focus on the gifts given by the wise men and their journey. - Is it better to give or to receive? 	<u>What signs and symbols do Muslims use?</u> <u>Islamic Preparation and Prayer</u> <ul style="list-style-type: none"> - Process before prayer. (Wudu, removing shoes, covering hair) - Prayer positions. (facing Mecca) - Symbol of the crescent and star. 	<u>Why is Easter important to Christians?</u> <u>Easter</u> <ul style="list-style-type: none"> - The Easter story (Palm Sunday, Last Supper, Crucifixion and Resurrection) - Signs and Symbols of Christianity. (Cross, washing feet, bread and wine) 	<u>How is a Mosque similar to a Church?</u> <u>Places of Worship</u> <ul style="list-style-type: none"> - Stories about the mosque and how it came to be. - How are they different? - Comparing the 2 buildings in terms of appearance and use. 	<u>Who is important to you?</u> <u>Special People</u> <ul style="list-style-type: none"> - Who is important in the lives of the children? - Who is important to Christians? (God, Jesus, church leader.) - Who is important to Muslims? (Allah, Muhammed, Imam) - The life of the Prophet Muhammed.
SMSC / PSHE	<u>Citizenship</u> <ul style="list-style-type: none"> - Jobs and responsibilities at school and home. - What I and others are good at. - Skills needed in a group, listening, negotiating. 	<u>Myself and My Relationships</u> <ul style="list-style-type: none"> - Good friendships. - Difficult friendships - Personal space. <u>Anti-bullying</u> <ul style="list-style-type: none"> - Bullying behavior. - What to do. - Positive relationships in school. 	<u>Financial Capability</u> <ul style="list-style-type: none"> - Money – Where does it come from/where does it go? - How do we pay for things? - What is a charity? - How do we pay for things? 	<u>Healthy and Safer Lifestyle</u> <ul style="list-style-type: none"> - Early Warning Signs - Worrying and who to tell - Private body parts <u>Sex and Relationships Education</u> <ul style="list-style-type: none"> - Babies changing and growing. - How children have changed as they grow. - Responsibilities for a 7-year old. 	<u>Managing Change</u> <ul style="list-style-type: none"> - Achievements/skills and responsibilities. - Changing behavior. - Coping when friendships change. - Coping with losing something special. 	<u>Drug Education</u> <ul style="list-style-type: none"> - Medicines. - Roles of medical services. - What to do when poorly. - Risky substances. - Keeping safe. - Being persuaded.
Learning Outdoors	<ul style="list-style-type: none"> - Science investigation linked to exercise. 	<ul style="list-style-type: none"> - Exploring activities. - Compass and directions work. 	<ul style="list-style-type: none"> - Castle visit. 	<ul style="list-style-type: none"> - Making Scarecrows. - Visit to the Farm. 	<ul style="list-style-type: none"> - Leaf collecting for printing in art. - Possible visit to Johnsons of Old Hurst? 	<ul style="list-style-type: none"> - Minibeast and habitat hunts around the school grounds. - Data collection.