

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Writing focus from Babcock Teaching and Learning Sequences Make links to topics below where possible Ensure full range of writing genres: fiction/non-fiction/poetry across a full term – see Writing Genres document as a guide					
English Units	<b>A Mouse Called Julian by Joe Todd-Stanton</b>  To write a version of the story with different animals in a different setting	<b>How to Wash a Woolly Mammoth by Michelle Robinson</b>  To write a set of instructions about caring for an animal/pet – imaginary or otherwise.	<b>Meerkat Mail by Emily Gravett</b>  To write a series of letters, character descriptions and predictions based on characters from the story.	<b>The Book of Cars and Trucks by Neil Clark</b>  To write an information double page spread which includes an introductory paragraph, a drawing (or photo) with information labels and a question or comment  Link to Science topic	<b>Little Red Riding Hood (Nosy Crow, Illustrated by Ed Bryan)</b>  To rewrite the story of Little Red Riding Hood changing some key details	<b>Seed to Sunflower by Camilla de la Bédoyère</b>  To create a poster or booklet about the life cycle of another plant or animal which includes an introduction, labelled pictures, clear information and an associated glossary using the non-fiction voice of a scientist
Cross-curricular writing	<b>History</b> Diary writing entries for Great Fire of London  <b>Science</b> Recount piece from the zoo trip.	<b>Science</b> How to wash a ....– write up a set of instructions based on learning from English from an animal of children’s choice.	<b>History</b> A day in the life of a member of the royal family (i.e. Coronation)	<b>Science</b> Newspaper report on the 3 little pigs – 2/3 lesson mini sequence	<b>Science</b> Seasonal poetry relating to seasons	<b>Geography</b> Information page all about rainforests i.e. locations, climates, flora and fauna.
Maths	Maths focus from White Rose Maths Hub Make links to topics where possible Ensure full range of coverage of maths topics					
Science	Living Things & Their Habitats <b>Why are humans not like tigers?</b> <ul style="list-style-type: none"> <li>Explore and compare differences between things that are living, dead and things that have never been alive;</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats</li> </ul>	Staying Healthy <b>How will 5 a day help me to stay healthy?</b> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring, which grow into adults;</li> </ul>	Materials & Their Properties <b>What materials should the three little pigs have used to build their house?</b>	Seasons <b>How do the seasons impact what we do?</b> <ul style="list-style-type: none"> <li>Observe changes across the 4 seasons</li> <li>Observe and describe weather associated</li> </ul>	Plants <b>How can we grow our own salad?</b> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants;</li> </ul>	

	<p>provide for the basic needs of different kinds of animals and plants, and how they depend on each other;</p> <ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats;</li> <li>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.</li> <li>Notice that animals, including humans, have offspring, which grow into adults;</li> <li>Find out about and describe the basic needs of animals, including humans for survival (water, food and air);</li> <li>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans for survival (water, food and air);</li> <li>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</li> <li>Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses;</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>Ask simple questions and recognise that they can be answered in different ways;</li> </ul>	<p>with the seasons and how day length varies</p>	<ul style="list-style-type: none"> <li>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy</li> <li>Can they use some scientific words to help them answer questions?</li> <li>Can they use some scientific words to describe what they have seen and measured?</li> <li>Can they compare several things?</li> </ul>
Trips	Paignton Zoo		Bygons/Exeter Dungeons		Shillingford Farm
History	<p>Time travelers: The Great Fire of London. <b>Did Zog start the great fire of London?</b></p> <ul style="list-style-type: none"> <li>Can they use a range of appropriate words and phrases to describe the past?</li> <li>Can they sequence a set of events in chronological order and give reasons for their order?</li> <li>Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?</li> <li>Can they say at least two ways they can find out about the past, for example using books and the internet?</li> <li>Can they explain why eye-witness accounts may vary?</li> </ul>		<p>Time Travellers: The Royal Family <b>Who was famous when my mum and dad were little?</b></p> <ul style="list-style-type: none"> <li>Can they sequence events about the life of a famous person?</li> <li>Can they try to work out how long ago an event happened?</li> <li>Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</li> <li>Can they give examples of things that are different in their life from that of their grandparents when they were young?</li> <li>Can they explain why Britain has a special history by naming some famous events and some famous people?</li> </ul>		<p><b>Why was Rosa Parks a significant person in history?</b></p> <ul style="list-style-type: none"> <li>Can they explain why someone in the past acted in the way they did?</li> <li>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>Can they use the words 'past' and 'present' accurately?</li> <li>Can they sequence a set of events in chronological order and give reasons for their order?</li> <li>Can they sequence events about the life of a famous person?</li> <li>Can they try to work out how long ago an event happened?</li> </ul>

Geography		<p>Mapping and Fieldwork UK Geography (countries, counties, capital cities, seas) <b>What would Tin Tin and Snowy find exciting about our town/city?</b></p> <ul style="list-style-type: none"> <li>• Can they find the longest and shortest route using a map?</li> <li>• Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</li> <li>• Can they explain what facilities a town or village might need?</li> <li>• Can they name the continents of the world and find them in an atlas?</li> <li>• Can they name the world's oceans and find them in an atlas?</li> <li>• Can they name the major cities of England, Wales, Scotland and Ireland?</li> <li>• Can they find where they live on a map of the UK?</li> <li>• Can they locate some of the world's major rivers and mountain ranges?</li> <li>• Can they point out the North, South, East and West associated with maps and compass?</li> </ul>		<p>Weather <b>Where do the leaves go in winter?</b></p> <ul style="list-style-type: none"> <li>• Can they make inferences by looking at a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like in different parts of the world?</li> <li>• Can they explain how the weather affects different people?</li> </ul>		<p>Life in a Contrasting Locality <b>What are the differences between Haldon forest and the rainforests?</b></p> <ul style="list-style-type: none"> <li>• Can they describe some human features of their own locality, such as the jobs people do?</li> <li>• Can they explain how the jobs people do may be different in different parts of the world?</li> <li>• Do they think that people ever spoil the area? How?</li> <li>• Can they explain what makes a locality special?</li> <li>• Can they describe some places which are not near the school?</li> </ul>
Art	Drawing & Painting Van Gough		Collage/Printing/ Drawing		3D – Clay/Photography Buildings/Architecture	

	Sunflowers		Natural Materials (Andy Goldsworthy/William Morris)			
DT		Food Focus Pizza/Bread		Moving Pictures Simple Pop-Up		Things that Fly!
RE F = EYFS units 1 = KS1 units	F4 – Being special: where do we belong?  1.6 -Who is a Muslim and how do they live?	F2 – Why is Christmas so special to Christians?  1.3 -Why does Christmas matter to Christians?	F1 – Why is the word 'God' so important to Christians?  1.6 (pt 2) – Who is a Muslim and how do they live?	F3 – Why is Easter special to Christians?  1.5 – Why does Easter matter to Christians?	F5 – What places are special and why?  1.4 – What is the 'good news' Christians believe Jesus brings?	F6 – What times/ stories are special and why?  1.8 – What makes some places sacred to believers? (C,M)
PSHE	Being Me in My World (Ages 5-6 Y1)	Celebrating Difference (Ages 5-6 Y1)	Dreams and Goals (Ages 5-6 Y1)	Healthy Me (Ages 5-6 Y1)	Relationships (Ages 5-6 Y1)	Changing Me Individual Year Groups
PE						
Music	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zoo Time	Friendship Song	Reflect, Rewind, Replay
Computing	Unit 1:1 Online Safety (4 weeks) Unit 1:2 Grouping and Sorting (2 weeks)	Unit 1:3 Pictograms (3 weeks) Unit 1:4 Lego Builders (3 weeks)	Unit 1:5 Maze Explorers (4 weeks)	Unit 1:6 Animated Stories (5 weeks)	Unit 1:7 Coding (6 weeks)	Unit 1:8 Spreadsheets (3 weeks) Unit 1:9 Tech Outside School (2 weeks)
<b>E-Safety</b>	Hector's World/Smartie the Penguin					
<b>Rights Respecting</b>	Recap/Learn Children's Rights Create school/class charter linked to different articles	Rights Respecting Assemblies Talking about rights through everyday behaviour and learning A Global Goal linked to each topic				
<b>British Values</b>	Review values and key texts for each one	British Values afternoon Democracy	British Values afternoon Individual Liberty	British Values afternoon Rule of Law	British Values afternoon Tolerance	British Values afternoon Mutual Respect