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| **Learning Dispositions** | **Motivated** | **Resilient** | **Courageous** | **Curious** | | **Collaborative** | **Reflective** |
| **Subjects/**  **Focus** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1**  ***Y2/6 SATS*** | **Summer 2**  ***Y1/2 Phonics Screening***  ***Y4 Times Tables Check*** |
| **Topic Question** | **The Carnival of the Animals**  What is an animal?  *What is different?*  *What is the same?* | | **Wonderful World**  Where in the world am I?  *How do I know?* | | | **Stones & Bones**  What is a palaeontologist?  *What is it made of? What is it like?* | **Stones & Bones ctd**  **Treemendous Tales?**  Do all plants have the same parts? *(And which parts can we eat?)* |
| **Main & Secondary**  **Subject**  **Focus** | Science: Animals  *English:*  *Animal Stories* | History: Toys (Teddy Bears) | Geography: The UK and the World  *DT: Sewing (a travel game)* | | Geography: Local Area  *Science: Seasonal changes* | History: Mary Anning  *Science: Materials* | DT: Food Tech - salad  *Science: Plants* |
| **Assessment Focus**  *Statutory, NFER, WR etc* | Science  animals/body parts | History | DT | | Geography | History  Science WS/ Materials K&U | Phonics Screening  D&T  Science plants K&U |
| **‘Wow’ Starter** | Animal Pattern Pebbles | Victorian play time |  | Local Walk using maps | | Paleontology Day | Salad tasting  (Pabulum) |
| **Final Outcome** | T4W class book (3 texts this term) then build over the year  Dear Zoo  Owl Babies | Make an old fashioned toy. | Where am I mobile. Children’s personal mobile of where they are and where they are from. | Jolly Cambridge Postman  OR  Children write postcards home | | Narrative MA ‘life story’ (T4W script) / diary entry (ind writing) | Own designed salad to take home  T4W extended story |
| **Creative Provision**  *Arts & culture, community links etc* | Who am I? Self portraits for transition. (link with Geography/ where we come from?)  *Take one picture/ Inspire 2020* | Animal Pictures  Christmas performance  present from father christmas  Teddy Bear | Cultural diversity of the class (British Values) | Local area walk  Local artists?  Weather music  *Monet?*  *Landscape paintings?* | | Sedgewick Fossil Box  Salt Dough fossils  Tin forrest/jungle images | *Self portrait: progress? - look how I’ve changed over the year?* |
| **Trips & Visits** | Shepreth Visit |  |  | Local walk  Local postal worker? | |  | Fitzwilliam museum visit provisional (book early!) |
| **English** | My family/jobs  Presentation & sentence punctuation  Repetitive stories | Seasons, senses poetry  Conjunctions adventure stories | Narrative:  Characters in stories: adjectives/feelings  Non-fiction | narrative: sequencing events  non-fiction - Letter  poetry | | narrative  describing characters  non fiction alphabetical text (fossils glossary) | narrative from other cultures  transition letter |
| **Class Texts: Core Books or Visual Text** | I wish I were a Pilot (T4W)  Dear Zoo (T4W)  Owl Babies (T4W)  *Grrr*  *Blown Away*  *Odd Dog Out (T4W?)* | Traction man (needs a T4w for Beach Odyssey)  *Naughty Bus T4W)Maybe better for ch own writing*  *Toys in Space*  *That Rabbit belongs to Emily Brown* | UK (t4w)  The Lost Thing (Imaginary Location)  *Any other books related to the UK?*  *E.g. Katie Morag - delivers the Mail? New Pier? (Scotland)*  *2 Giants - Ireland/Scotland -* | *Jolly Postman - places in local area link?*  *Hello Mr Postmouse*  *Own story journey writing link?*  *Weather Poetry?* | | Stone Girl Bone Girl (t4w)  The Tin Forest  (Science link) | Pattan’s Pumpkin(t4w)  Transition writing: report sheet etc |
| **Extended Writing inc Talk for Writing** | Dear Zoo  familiar & patterned story  Owl Babies  narrative  Wh/school writing assessment piece | *Beach Odyssey*  *or a different bk - e.g. Naughty Bus* | All about the UK - non fiction  Wh/school writing assessment piece | letter | | Mary Anning - recount & diary entry (also in Sum 2) | Pattan’s Pumpkin - T4W narrative |
| **Whole school extended writing task** | Jungle narrative (based on an image of a bridge) | Winter poems based on an image (for Christmas Bazaar display) | Narrative based on an image  <http://www.pobble365.com/raining-diamonds/> | Book review - Read it Again | | Narrative based on an image (for Summer Fete display) | Words of wisdom - letter to the next year group |
| **Phonics**  *EY & KS1* | Phase 3 and 4 recap | Phase 5 | Phase 5 | Phase 5 | | Phase 5 | Recap all and extension into Phase 6/ punctuation & grammar |
| **Maths**  **White Rose SoW** *inc end of unit assessments* |  |  |  |  | |  |  |
| **Science** | Animals including humans  Ongoing Seasons / weather | Senses | Weather  Ongoing Seasons / weather | Working scientifically: building a weather station and recording the weather. | | Materials: what is it made of? What are the characteristics of materials? | Plants? What are the main features of plants? What do plants need to grow and survive? |
| **Computing**  *discrete & embedded* | Beebots | Logging on, using Chrome books. | Simple mapping | Algorithms: navigate your partner around school. | | Using Chromebooks to make a scientific report. | Making a class recipe book. |
| **Design & Technology** |  | Christmas cards | Make a travel game: Noughts & Crosses  Textile/sewing focus  . |  | | Moving dinosaur pictures including levers. | Healthy food – Where vegetables come from,  Smoothie testing, designing and making  Make Gingerbread men. |
| **Art** | Self portraits: observing and sketching. | Charcoal still life. | Colour mixing, Kandinsky circles. | Watercolour painting of local area in style of Monet. | | Clay fossil sculptures. | Anthony Gormley, nature art. |
| **History** |  | Toys in the Past What did our grandparents and parents play with? |  |  | | Mary Anning  Who was Mary Anning?  What is a paleaontologist? |  |
| **Geography** | Hey You!  Harvest festival: Big Blue Tractor |  | UK geography. | Home: Carson Ellis  Where is my home? How does it compare to other homes?  What are homes like in my local area. Exploration of local area and different landmarks. | |  | The world: continents and oceans |
| **Music**  Ongoing singing assembly | Hey You !  *( Old school hip hop)* | Little Angel Gets Her Wings.  *(General Christmas )*  Christmas Performance | In the Groove  *(Blues, Latin, Folk, Funk, Baroque, Bhangra)* | Rhythm in the Way We Walk  Banana Rap  *(Reggae, HipHop )* | | Round and Round  *(Latin, Bossa Nova, Film Music, Big Band Jazz, Mash Up, Latin Fusion )* | Stories told through Music  *(Western Classical Music – ballet, opera, tone poem, musical )* |
| **RE Cambs Agreed Syllabus** | Babies | Birthdays | Places in Christianity- What makes a church a special place for Christian people? | The family in Christianity  What difference does belonging to a faith make to a family? | | People to remember: Why are they important? |  |
| **Outdoor P.E.** | Fundamentals  Unit 1 Rolling, throwing, striking and receiving | | Fundamentals  Unit 2 Agility, Balance and Co-ordination  Multi-skills unit | | | Outdoor and Adventurous Activities – Trails, Trust and Teamwork | Chance to Shine Cricket  Athletics: Sports Day |
| **Indoor P.E.** | Dance - Moving Words  (Link to animal actions) | | Gymnastics – Jumping Jacks | | | Gymnastics – Rock and Roll | Dance – Weather |
| **P.S.H.E.**  **Cambs PDP**  **Year A 19-20**  **Year B 20-21** | **Myself and My Relationships:** Beginning and Belonging 4  **Healthy and Safer Lifestyles:** Healthy Lifestyles 7 | **Myself and My Relationships:**  Family and Friends 6  (and Anti-bullying Week 11-15th November) | **Healthy and Safer Lifestyles:** Personal Safety 9  **Healthy and Safer Lifestyles:** Managing Risk 4 | **Citizenship:**  Diversities and Communities 4 | | **Economic Wellbeing:**  Financial Capability 1 | **Healthy and Safer Lifestyles:**  Sex and Relationships Education 6  **Healthy and Safer Lifestyles:**  Sex and Relationships Education 10 |
| **Long term home learning (KS2)** |  |  |  |  | |  |  |
| **Independent**  **Core Skills**  **Opportunities**  *e.g. role play in EY & KS1, learning environment, opportunities for children to access curriculum topics independently etc* | Transient Art;  Explore & Draw (Science skills focus);  Counting, sorting and grouping (Maths Skills focus)  Write Area (Cross-curricular independent writing)  Puppets in reading area - spoken language/story telling focus | | | | | | |