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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* |  Scienceanimals/body parts  |  History |  DT | Geography | HistoryScience WS/ Materials K&U |  Phonics ScreeningD&TScience 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 yearDear ZooOwl 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 PostmanORChildren write postcards home | Narrative MA ‘life story’ (T4W script) / diary entry (ind writing)  | Own designed salad to take homeT4W 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 PicturesChristmas performancepresent from father christmasTeddy Bear | Cultural diversity of the class (British Values)  | Local area walkLocal artists?Weather music *Monet?* *Landscape paintings?* | Sedgewick Fossil BoxSalt Dough fossilsTin forrest/jungle images |  *Self portrait: progress? - look how I’ve changed over the year?* |
| **Trips & Visits** | Shepreth Visit |  |  | Local walkLocal postal worker? |  | Fitzwilliam museum visit provisional (book early!) |
| **English** | My family/jobsPresentation & sentence punctuationRepetitive stories | Seasons, senses poetryConjunctions adventure stories | Narrative:Characters in stories: adjectives/feelingsNon-fiction | narrative: sequencing eventsnon-fiction - Letterpoetry | narrativedescribing charactersnon fiction alphabetical text (fossils glossary) | narrative from other culturestransition 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 Zoofamiliar & patterned storyOwl BabiesnarrativeWh/school writing assessment piece | *Beach Odyssey**or a different bk - e.g. Naughty Bus* | All about the UK - non fictionWh/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 humansOngoing Seasons / weather | Senses | WeatherOngoing 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 & CrossesTextile/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 AnningWho was Mary Anning?What is a paleaontologist? |  |
| **Geography** | Hey You!Harvest festival: Big Blue Tractor |  | UK geography.  | Home: Carson EllisWhere 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 WalkBanana 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 ChristianityWhat difference does belonging to a faith make to a family? | People to remember: Why are they important? |  |
| **Outdoor P.E.** | FundamentalsUnit 1 Rolling, throwing, striking and receiving | FundamentalsUnit 2 Agility, Balance and Co-ordinationMulti-skills unit | Outdoor and Adventurous Activities – Trails, Trust and Teamwork | Chance to Shine CricketAthletics: 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 |