

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (6 weeks)	Theme weeks
	<p>People who help us (How famers help us in Autumn – Harvest link) Wonderful Weather Opportunities for conflict and resolution – Text Driver – Farmer Duck</p>	<p>Crime and punishment (Guy Fawkes story) Guy Fawkes, Diwali Once upon a night... Opportunities for conflict and resolution Text Driver – Owl Babies/Winter</p>	<p>Ever changing technology (use of google maps/earth, bee bots to plan route) Sticks and Stone and funny homes (Traditional Tales Science and DT) Opportunities for conflict and resolution –</p>	<p>Ever changing world (Rockets, homes and transport from the past and future) Memory box! Whatever next? Opportunities for conflict and resolution -</p>	<p>High View Cares (Contrasting environments, looking at lives in other countries, animals and the wider world) The wonders of Here and There! Opportunities for conflict and resolution - Paws, Claws and Whiskers!</p>		<p>Culture Anti-bullying week World book day/week Islam weeks</p>
SCIENCE	<p>Seasonal Changes/Earth and Space</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <p>Holiday experiences, weather in different seasons, Walk to Wombwell woods</p> <p>Autumn and Winter Changes / comparisons –</p> <p>Animal behaviour in Autumn/Winter (hibernation, gathering food for winter, waking up in spring – Continue into spring 1) Hibernation – night animals</p> <p>Owl Non Fiction study – link to naming the parts of the animal. – Owl babies</p> <p>Identify and name parts of an owl. Describe the structure of an owl. Observe seasonal changes – winter Describe the weather associated with winter, day length and clothes we wear. Winter animals/features.</p>		<p>Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Wolf - Non Fiction study – link to naming the parts of the animal. – Wolf n.fiction/The Three little pigs</p> <p>3 little pigs – house structures, what material would be most suitable for different homes, or Trolls bridge? Look at similarities and differences between 3 pigs and 3 billy goats TT's</p>	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <p>Autumn and Winter Changes / comparisons – Continue into summer 1</p> <p>Animal behaviour in Autumn/Winter (hibernation, gathering food for winter, waking up in spring – Continue into summer 1)</p>	<p>Animals including Humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Animals including Humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. 		
GEOGRAPHY	<p>Locational knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <p>Link to weather reporting. We are weather reporters.</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Use world maps, atlas and globes to identify the UK and its countries and their capitals Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom – Link to weather changes over January – arctic blast. <p>Link to where we find owls in the environemt (Geog P&H features)</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use aerial photographs 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 relative vocab; bigger/smaller, like/unlike -Draw picture maps of imaginary places and from stories. -Talk about own maps. <p>Map of the setting, where did the wolf go? Route. Construct a map of the school grounds</p>	<p>Map Work – Map of the Moon?</p> <ul style="list-style-type: none"> Follow directions; up/down, left/right, behind/in front of Use own symbols on imaginary maps Use relative vocab; bigger/smaller, like/unlike Draw picture maps of imaginary places and from stories. Talk about own maps. 	<p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Handa's Surprise – Comparing of life in Kenya and Barnsley</p> <p>Enquiry skills Use resources provided and their own observations to respond to questions about places.</p> <p>Human and physical geography Key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather. Human and physical geography key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		

			Map of wombwell high street.		
		<p>History</p> <ul style="list-style-type: none"> Understand some of the ways in which we find out about the past, and identify different ways which it is represented. Develop an awareness of the past using common words and phrases relating to the passing of time. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 			
H I S T O R Y		<p>Historical Enquiry</p> <ul style="list-style-type: none"> Begin to find answers to simple questions about the past from historical sources. <p>Historical interpretation</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented; look at books and listen to stories. Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? <p>Hook into the topic through use of artefacts?</p> <p>Historical knowledge and understanding</p> <ul style="list-style-type: none"> Find out some facts about people long ago. Find some facts about events that happened long ago. Say why people may have acted as they did. significant historical events, people and places in their own locality. events beyond living memory that are significant nationally or globally <p>Guy Fawkes – Gunpower plot</p> <p>Remembrance – Poppy Day</p>	<p>Significant historical events, people and places in their own locality.</p> <p>Changes in homes</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally <p>Neil Armstrong</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Homes and transport changes</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <p>My life, your life? Your imaginative future? Neil Armstrong.</p> <p>Mae Jemison? – ties in with international women's day – 8th March</p> <p>Historical knowledge and understanding</p> <ul style="list-style-type: none"> Find out some facts about people long ago. Find some facts about events that happened long ago. Say why people may have acted as they did. 	<p>Chronological understanding</p> <ul style="list-style-type: none"> Show awareness of the distinction between present and past in their own and other people's lives. Sequence events in their own lives Match objects to people of different ages Sequence 3 or 4 artefacts from distinctly different periods of time Use everyday terms about the passing of time. <p>Historical knowledge and understanding</p> <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives 	
A R T	<p>Practicing Formal elements of art – shape, line and colour.</p> <ul style="list-style-type: none"> Shape – Abstract compositions (inspired by Beatriz Milhazes) Line: Exploring line Line – Making waves Colour – Making colour <p>Additional art links: Autumn leaves – collected from walk use in art - collage</p> <p>Autumn colours – shades of Autumn</p> <p>Experiment with mixing different shades of 1 colour</p>	<p>Developing Art and Design skills –</p> <ul style="list-style-type: none"> Introduction to a sketchbook Learning about the artist – Louis Wain Painting – colour mixing Craft – Printing (linked to Guy Fawkes) Drawing – Experimenting with media Designing – Lego printing <p>Additional art links: Bonfire artwork/Collage – Mixed Media</p> <p>Poppy collage – Flanders field – wash background, experiment with texture and scrunching to create poppies.</p>	<p>Creating landscapes using different media –</p> <p>Linked to seaside. Exploring great art to inspire a seaside themed collage and a textured piece of work.</p> <ul style="list-style-type: none"> Creating textures and mixing colours Making colours lighter and darker Compare similarities and differences between artwork Making connections between artist work and their own. <p>Additional art links: 3D house for the pigs (Parent workshop)</p> <p>Sketching artefacts from the past – charcoal, pencil</p> <p>Drawing an imaginary creature</p>	<p>Sculptures and collages –</p> <p>Linked to living things. Sculpting 3D forms using clay, newspaper and natural materials</p> <ul style="list-style-type: none"> Etching patterns in to clay Creating original artwork based on given themes Create a large piece of art Looking at the artwork of people from around the world. <p>Animal print creating pattern Masks.</p> <p>Animal Print pattern – effect large collage</p>	

		<p>Christmas Calendar – Threading/Sewing – link to autumn animal/firework</p> <p>Weaving Christmas card</p>				
MUSIC	<p>Weaved in through using Charanga</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>					
PHSE	<p>How to contribute to the life of the classroom.</p> <p><i>Positive use of technology – class blog</i></p> <p>To help construct and agree to follow group and class rules. Understand how to keep these rules.</p> <p><i>Talk about the acceptable use policy and what it means. Ask the children to contribute their ideas. Appropriate behaviour in gaming and online communities.</i></p> <p>To listen to other people and play and work cooperatively (including strategies to solve simple arguments throughout negotiation)</p> <p><i>Lola Lion – Circle time.</i></p>	<p>To recognise what they like and dislike. How to make real informed choices that improve their physical and emotional health.</p> <p>To recognise that choices can have good and not so good consequences.</p> <p>About good and not so good feelings, a vocabulary to describe feelings to others and simple strategies for managing feelings.</p> <p>That there are different types of teasing and bullying and that these are wrong and unacceptable</p> <p>To recognise how their behaviour affects other people.</p> <p><i>Anti-bullying week</i> <i>Cyberbullying.</i></p>	<p>The importance of and how to maintain personal hygiene.</p> <p>What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>How some disease are spread and can be controlled and the responsibility they have for their own health and that of others.</p> <p><i>Screen time, no technology in bedroom or before bed. Mix of being online games/outdoor play.</i></p> <p><i>Health of ourselves</i></p>	<p>About the process of growing young to old and how people’s needs change.</p> <p><i>Age appropriate sites and games for their age. Discuss that what older siblings and parents play may not always be appropriate for them.</i></p> <p>To communicate their feelings to others. To recognise how others show feelings and how to respond. <i>Understand that feelings are the same on and off line. E.g. in Cyberbullying, unkind on online games.</i></p>	<p>About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences these choices</p> <p>The difference between secrets and surprise and the importance of not keeping adults secrets only surprises</p> <p>That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return thing that have been borrowed)</p> <p><i>Positive examples in games – managing resources n games (eg Minecraft)</i></p> <p><i>Highlight how easily children can be tricked into in App or game purchases.</i></p>	<p>To recognise what is fair and unfair, kind and unkind and what is right and wrong.</p>

<p>PE Dance Games Gym Athletics</p>	<p><u>Dance</u></p> <ul style="list-style-type: none">• Copy and explore basic movements and body patterns• Remember simple movements and dance steps• Respond to range of stimuli.• Change direction during travelling moves.• Link moves together.• Link travelling moves that change direction and level.• Use a variety of moves.• Explore basic body patterns and movements to music.• Use a variety of moves that change speed and direction.• Link together dance moves with gestures and changing direction in time to music.• Practise starting movements from different positions.• Complete an obstacle course with control Comment on own and others performance. <p><u>Evaluation</u></p> <ul style="list-style-type: none">• Begin to discuss their performance relative to others (what was the same what was different?) <p><u>Healthy Lifestyle</u></p> <ul style="list-style-type: none">• Know it is important to warm up before exercise.• Be able to follow instructions/ rules to stay safe.	
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Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria

Weather Mobiles – designed and made in parent workshop

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Autumn 1
Design and make a weather mobile. (Link to Science and Geography)

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria

Anti bullying week – Friendship biscuits

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Sewing/threading – Christmas Calendars – Autumn themed.

Autumn 2
Design and make a friendship biscuit for your secret friend. (Link to PHSE)

Threading Christmas Calendars, design first.

Make label for reindeer food – cut and hole punch. Mix the ingredients. Wrap in Christmas bag.

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Plan and design prior to making with parents.

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

PARENT WORKSHOP
Plan and design a home from junk modelling.

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable

Spring 1
Plan and design a home for the 3 Little Pigs

Build in Parent workshop out of a range of materials.

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products

Create a moving habitat scene at home

- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable

Build a model rocket structure

Design and make a moving vehicle – past or present.

Spring 2
Design and make a moving vehicle – past or present – link to model rocket structures.

Design and make a musical instrument – home learning

Food Technology

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

Fruit Kebabs – linked to healthy living week

Design and make an Animal moving picture

Summer 1
Fruit kebabs – design, make and evaluate (Healthy eating)

Summer 2
Design and make an Animal moving picture – Link ICT

	<p>Computing Opportunities</p> <ul style="list-style-type: none"> <input type="checkbox"/> use logical reasoning to predict the behaviour of simple programs <input type="checkbox"/> use technology purposefully to create, organise, store, manipulate and retrieve digital content <input type="checkbox"/> recognise common uses of information technology beyond school <input type="checkbox"/> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 				
C O M P U T I N G	<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</p>	<ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. <p>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</p>	<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.</p>	<ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs <p>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</p>	<ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. <p>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.</p> <ul style="list-style-type: none"> • Create and debug simple programs <p>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code</p>
R E	<p>CHRISTIANITY</p> <p>Question 1 linked to Christianity (Sacred Books) <i>Pupils will learn to name some of the special books and talk about the stories from them that they have heard.</i></p> <p>AT1 I can know that the Bible is a special book to Christians. I can retell a story/some stories from the bible (Moses, Jesus, Samuel)</p> <p>AT2 I can talk about how I feel when listening to a story from the Bible.</p> <p>Question 4 - Linked to Christianity (Festivals and families) <i>Pupils learn to name celebrations and festivals that are special to each religion, and to themselves.</i></p> <p>AT1 I can identify a time which is special for Christians and suggest why this time is special.</p> <p>AT2 I can share a special time of my own. I can respond sensitively to the feelings Christians have at special times.</p>		<p>ISLAM</p> <p>Question 1 linked to Islam (Sacred Books) <i>Pupils will learn to name some of the special books and talk about the stories from them that they have heard.</i></p> <p>AT1 I understand why the Quran is a special book. I can recognise what the Quran looks like. I can listen to and discuss stories from the Quran (The prophet Muhammad)</p> <p>AT2 I can talk about a book that is special to me. I can ask questions to find out about why a book is special to someone else.</p> <p>Question 2 - Linked to Islam (Local places of Worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages) <i>Pupils learn about places of worship, what they are like, and how special they are, and the objects and artefacts associated with them. Religious places where religious people love to go and remember, and think of their own favourite places.</i></p> <p>AT1 I can recognise that a mosque is a Muslim Holy building. I understand that a Mosque is a special place for Muslim worship.</p> <p>AT2 I can suggest a reason why praying daily matters to Muslims. (use a prayer mat and look at the organisation of the home)</p> <p>Question 4 - Linked to Islam (Festivals and families) <i>Pupils learn to name celebrations and festivals that are special to each religion, and to themselves.</i></p> <p>AT1 I understand why special days are celebrated.</p> <ul style="list-style-type: none"> • Ramadan - Fasting months. 		<p>CHRISTIANITY</p> <p>Question 2 - Linked to Christianity (Local places of Worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages) <i>Pupils learn about places of worship, what they are like, and how special they are, and the objects and artefacts associated with them. Religious places where religious people love to go and remember, and think of their own favourite places.</i></p> <p>AT1 I can identify a Christian place of worship, as a place which is special to Christians and suggest some reasons why it is an important place.</p> <p>AT2 I can respond sensitively to the feelings Christians have in a Christian place of worship by thinking about a special place of my own.</p>

			<ul style="list-style-type: none"> Eid-ul-fitr - celebration of the end of the fast. Birth and weddings <p>I can name a Muslim festival. I know some rituals associated with Eid. (foods/cards) I can retell a story of Eid.</p> <p>AT2 I can talk about what makes some days special</p> <ul style="list-style-type: none"> Birthdays Eid New year 		
TRIPS/HOOKS INTO LEARNING	Walk to Wombwell woods – seasonal changes and looking at homes in our locality.		<p>Clues from the wolf</p> <p>Walk around Wombwell to identify the town features and find the wolf clues!</p>	Visit to Butterfly House – preparation for Summer 1 to go at end of Spring 2.	RSPB – Plant Detectives @ Old Moor
BOOKS	<p>My many coloured days – wellbeing link</p> <p>Non Fiction – seasons Weather</p> <p>Stories linked to weather, Percy Park keeper – storm, windy day. Farmer duck Pumpkin Soup Stick man – family link.</p>	<p>Owl babies</p> <p>Owl babies – non fiction writing</p> <p>Once upon a raindrop – weather link</p> <p>The fox in the dark</p> <p>The Christmas story</p> <p>The remembrance story - ceebeebies</p>	<p>The 3 little Pigs</p> <p>Wolves non fiction text. Crunching munching caterpillar – spring changes</p>	<p>Peepo Whatever next! Aliens in underpants Smeds and the Smoos</p>	<p>The Box Funny bones- our body link The tigr who came to tea – animal link</p> <p>Amazing Grace Handas suprise</p>
PARENT WORKSHOPS	<p>Parent Workshop – Weather Mobile</p> <p>To do as a home project</p>	<p>Parent workshop activity – Bird feeder for owls in winter.</p>	<p>PARENT WORKSHOP –Making a house for a pig DT and Geography</p>	<p>Parent Assembly – show case learning</p>	<p>PARENT WORKSHOP –cardboard sculpture using junk card and shapes</p>