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| **Topics** | **All About me** | | | | **Through My Eyes** | | | | **Everyday Superheroes** | | | **Down at the bottom of the Garden** | | | **We’re on the Move** | | | **Under the Sea** | |
| **Vocabulary** | **Tier 2**  family  like  dislike  special  home  country  same  different  local area  grow  change  map  hot  cold  weather  wind  sun  safety  order  sequence  behind  in front  on top  underneath  next to  before  after  past  present  feelings | | **Tier 3**  house  flat  body  healthy  unhealthy  castle  zoo  school  Knight  Princess  King  Queen  Mother  Father  Brother  Sister  Grandparent  relative  diet  hydrate  exercise  happy  sad  angry  scared  excited  worried  unique  fingerprint touch/feel  hear  see  taste  smell | | **Tier 2**  invite  celebrate  different  same  special  tradition  family  religion  belief  together  acceptance  hot  cold  weather  wind  rain  season  winter  safety  order  sequence  behind  in front  on top  underneath  next to  before  after  past  present  feelings | | **Tier 3**  Birthday  Christmas  Eid  Hannakah  Halloween  Bonfire night  local area  map  travel  home/house/flat  happy  sad  angry  scared  excited  worried  calm  sad  confused  axious  tired | | **Tier 2**  help  support  teamwork  before  after  past  present  jobs  careers  good deeds  kind  hot  cold  weather  wind  sun  safety  order  sequence  behind  in front  on top  underneath  next to  feelings | **Tier 3**  rescue  special  unifom  emergency  services  danger  first aid  unique  fingerprint | | **Tier 2**  change  watch/observe  describe  time  after  before  above  below  ground  taste  cook  hot  cold  weather  wind  sun  safety  order  sequence  behind  in front  on top  underneath  next to  feelings | **Tier 3**  grow  fruit  vegetable  bulb  sand  soil  water  sunlight  plant  seed  root  flower  leaf  stem  root | | **Tier 2**  vehicle  move  map  road  journey  material  ticket  float  sink  hot  cold  weather  wind  sun  safety  order  sequence  behind  in front  on top  underneath  next to  before  after  past  present  feelings | **Tier 3**  transport  sea  sea travel  air travel  land  city  town  village  traffic  passenger  holiday  beach  aeoplane  boat  hot air balloon  car  train  bus  suitcase | | **Tier 2**  place  map  human  animal  float  sink  hot  cold  weather  wind  sun  season  summer  safety  order  sequence  behind  in front  on top  underneath  next to  before  after  past  present  feelings | **Tier 3**  sea  land  beach  ocean  sand  wave  pollution  sea creature  coastline  sunlight zone  midnight zone  twilight  shells  starfish  fish  shark  whale  dolphin  turtle  octopus  seahorse |
| Art – artist, draw, pencil, brush, colour, paint, shade, pattern, picture, pastels, design, create, texture, detail  DT – design, build, detail, create, cut, join, measure, tools, explain and improve  Music –  play, sing, listen, clap, share, tap, shake, bang, scrape, perform, rhythm, repetition, beat, pulse  PE – jump, crawl, hop, balance, skip, jog, run, climb, leap, walk, throw, catch, coordination, roll, control,  Science – investigate, observe, predict, changes, hard/ soft, stretchy/stiff, bendy/ not bendy, rough/smooth, shiny,  Maths – See WR vocab | | | | | | | | | | | | | | | | | | |
| **Texts, Rhymes and Songs** | Princess and the Pea  King and the King  Families, families, families  I love us!  Not all princesses wear pink  Red Riding Hood (Map her journey on a story map)  Little Red  The Colour Monster  Daisy eat your peas  You choose  We’re different, We’re the same  Tomas loves  Funny Bones  I want to do it by myself  All are welcome  Guess how much I love you  The skin you live in  The Same but different  Where are you from?  Pink is for boys  My shadow is pink  Susan laughs  **Rhymes and Songs**  Grand Old Duke of York | | | | Jolly Christmas Postman  Mr. Men Little Miss Happy Diwali  Have you filled a bukcet today?  Scarecrows Wedding  3 Little Pigs (Materials and house types)  3 Little Pigs from the wolf’s perspective  Look up!  **Rhymes and Songs**  5 current buns | | | | Supertato (Last text of term)  Jolly Postman  Burglar Bill  Cops and Robbers  Franklin goes to hospital  Visit to the dentist  Kindness is my superpower  **Rhymes and Songs**  Miss Polly had a Dolly  Humpty Dumpty  Jack and Jill  Monkey’s on the bed | | | Jack and the Beanstalk  Enormous Turnip  Oliver’s Vegetables  Handra’s Surprise  Window  10 seeds  Tiny seed  **Rhymes and Songs**  Vegetable counting song (1 potato, 2 potato) | | | Stick Man  Naughty Bus  My two Blankets  Bear Hunt  Tidy  Who sank the boat?  Room on the broom  Lighthouse keepers lunch  **Rhymes and Songs**  Row, row, row your boat  Wheels on the bus | | | Flotsam  Someone Swallowed Stanley  The Snail and the Whale  Tiddler  Rainbow Fish  Billy’s Bucket  Commotion in the Ocean  Mr Seahorse  The Sea Book  Rocket says ‘Clean up!’  **Rhymes and Songs**  Row, row, row your boat  Sailor went to sea  Big ship sales | |
| **Skills** | **The children can…**  Compare and contrast characters from stories, including figures from the past.  Recognise and continue developing positive attitudes about the differences between people.  Draw information from, follow and draw simple maps (my walk to school and the school site).  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Draw on previous knowledge to identify environments that are different to the one in which they live.  Recall and describe the effect of changing seasons on the natural world around them.  To describe a simple journey and the things they see on the way, to use/follow a simple map.  Identify and talk about features in the locality such as the castle (include some work on knights and princesses).  Children use their knowledge of careers to talk about those they are interested in.  Talk about their different senses and identify which ones are being used for different purposes.  Children demonstrate understand of portraits and use observation to add detail. | | | **The children can…**  Compare and contrast characters from stories, including figures from the past.  Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Develop positive attitudes towards differences between people.  Draw information from, follow and draw simple maps (map the walk and what they see on the way).  Describe what they see, hear and feel whilst outside.  Listen carefully and express feelings and responses to music.  Recognise why some places are special to members of their community.  Recognise that people have different beliefs and celebrate special times in different ways.  Recall and describe the effect of changing seasons on the natural world around them.  Begin to observe, explore and describe changing states of matter (water freezing overnight) | | | | **The children can…**  Talk about the lives of the people around them and their roles in society.  Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.  Describe what they see, hear and feel whilst outside.  Name a range of different materials.  Recall and describe the effect of changing seasons on the natural world around them.  Begin to observe, explore and describe changing States of matter (water freezing overnight) | | | **The children can…**  Explore the natural world around them.  Discuss how we care for the natural world around us.  Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.  Describe what they see, hear and feel whilst outside.  Name some foods which grow below the ground and some above the ground.  Identify food that does not grow in this country e.g some food needs hot weather (alternative climate) whereas others need lots of rain.  Name parts of a plant (see vocab list)  Recognise some environments that are different to the one in which they live.  Recall and describe the effect of changing seasons on the natural world around them.  Observe and describe the changes that they see. (Linked to us changing overtime)  Compare and describe the same food when cooked in different ways (Potatoes).  Through observation, begin to observe, explore and describe changing States of matter (adding water to mud) | | | **The children can…**  Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.  Identify the difference between land and sea and that leaving the UK may require other modes of transport due to it being an island.  Identify different map types. Draw information, follow and draw simple maps. (Road map)  Identify food that does not grow in this country and explain how other foods reach us. (Journey of food from growing to supermarkets to dinner table).  Recognise the past through different settings, characters and events encountered in books read in class and storytelling.(Vehicles)  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.  Recall and describe the effect of changing seasons on the natural world around them.  Reason and justify choices for transport to different locations. | | | **The children can…**  Comment on images of familiar situations in the past. (Beach)  Draw information, follow and draw simple maps. (Treasure and UK- sea/land and school site – year 1)  Explore the natural world around them.  Discuss how we care for the natural world around us. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.  Name different species/creatures that live under the sea.  Identify the different ocean zones and talk about what could live there.  Recall and demonstrate water and sun safety.  Recognise some environments that are different to the one in which they live.  Recall and describe the effect of changing seasons on the natural world around them.  Recognise the past through different settings, characters and events encountered in books read in class and storytelling.(Beach)  Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (Pirates)  Begin to observe, explore and describe changing States of matter (ice/ice cream to liquid) | | |
| **Skills**  **(Same skill different context)** | **The children can…**  **Prime**  Manage their own personal hygiene, know when they do and don’t need help, talk about feelings, use talk to solve conflict, moderate their own feelings and behaviours and show resilience and perseverance in the face of challenge. Build constructive and respectful relationships, think and take into account the perspectives of others.  Listen and engage with a range of fiction and non-fiction books, re-read texts and learn new vocabulary, learn how to listen, ask questions to clarify and find out more, articulate their ideas and thoughts in full sentences, connect ideas and actions when speaking through the use of conjunctions, describe events in detail, develop social phrases, use talk to solve problems and express ideas and use new vocabulary in different contexts.  Negotiate space and move with fluency and grace, develop balance, coordination, strength and agility to access sports in the future, demonstrate good core muscle strength to sit at a table with correct posture, demonstrate healthy living and wellbeing through food, sleep, screen time, toothbrushing and personal safety.  Demonstrate a preference over dominant hand, show control with one handed tools, demonstrate a secure pencil grip (tripod), handle a range of tools effectively including knives and forks and demonstrate control and accuracy when drawing and writing.  **Specific**  **Literacy**  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their range of books. Read individual letters by saying the sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their range of books. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.  **Maths**  Subitise to 5, link number with value, number bonds and doubles to 10 reducing aids across the year. Count accurately reciting and 1:1 correspondence, Count verbally beyond 10, compare numbers using mathematical language, 1 more/less and relationship between consecutive numbers, repeating patterns, compose and decompose shapes, use language of measure to compare , odds and evens, doubles and sharing between 2-3 people.  **Being Imaginative**  Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Develop a storyline to their pretend play, Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; hare their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. | | | | | | | | | | | | | | | | | | |
| **Knowledge** | **The children can…**  Begin to make sense of their own life-story and family’s history.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand and be able to talk about themselves including their names, likes and dislikes (Including food).  Know and be able to talk about their daily routines and relate to the different times of the day.  Understand everyday language of time to describe the sequence of a day.  Know and can talk about members of their family and family tree/history – who lives in your house?  Know and name special people to them.  Understand and demonstrate the importance of keeping healthy, making sensible food and exercise choices.  Understand and demonstrate factors that make up a healthy lifestyle.  Know and describe how their body changes overtime.  Understand and demonstrate an awareness and acceptance of the way we look.  Know and talk about similarities and differences between themselves and others within the class or community.  Individuals know and talk about their countries of origin (create a pin map).  Know and discuss famous artists, designers, architects and musicians they have studied. | | | **The children can…**  Know their own and others family traditions.  Know different celebrations, both those they personally celebrate ad others that members of the class might celebrate.  Know and name members of their immediate family and community and discuss their role.  Know what foods they like and don’t like and explore unknown foods. (Food from around the word – related to celebrations)  Know differences and similarities between different celebrations.  Know and retell religious stories related to those represented in the class.  Understand and explain how their name is chosen for them and describe how names can be celebrated.  Know and talk about any family history or people in the past that have the same name.  Understand the need for awareness and acceptance of difference and in what they celebrate and the way they celebrate.  Know and discuss details about people from the past. (Bon fire night)  Understand and demonstrate how we keep ourselves safe.  Know and discuss famous artists, designers, architects and musicians they have studied. | | | | **The children can…**  Understand different jobs held within their family and community.  Understand and talk about what makes them special and the things they are good at and what they are still getting better at.  Begin to understand and talk about the importance of school/learning and can link this to sharing information related to jobs they would like to do when older and why.  Describe and demonstrate knowledge of keeping themselves safe and knowing who to ask for help in a range of different circumstances.  Understand (Focus on importance of education). What do you need to do/have to achieve that career?  Know and discuss famous artists, designers, architects and musicians they have studied. | | | **The children can…**  Understand, learn and describe how food grows.  Know and talk about foods which grow in the UK.  Understand and demonstrate how to care for living things and compare the needs of a plant to their own.  Know and discuss likes/dislikes of cooked own grown produce.  Understand and talk about personal preferences in relation to home grown and tinned foods.  Know and discuss famous artists, designers, architects and musicians they have studied. | | | **The children can…**  Know the different ways they can move their body.  Know and describe their route to school.  Know different methods of transportation and discuss those they have experienced.  Know different modes of transport.  Know and explain which modes of transport are best for which journeys.  Can relate their knowledge of floating and sinking to the different modes of transport.  Understand and make links between modes of transport and holidays they have had. Talking about where they have been and why they might require a certain mode of transport to get there. (Could you walk abroad? What are the options?)  Know and talk about different maps.  Know and talk about different emergency vehicles and why they might be designed in a particular way or have particular features.  Understand and demonstrate their knowledge of how to keep themselves safe – particularly related to road safety.  Know, recognise and observe difference between our country and other countries in terms of food, travel, houses.  Know and discuss famous artists, designers, architects and musicians they have studied. | | | **The children can…**  Explore different materials and demonstrate they understand which one’s float and which ones sink.  To understand and explain the origin of treasure maps.  To understand, recognise and follow a simple treasure map.  Understand and talk about the different environmental damage issues experienced at the beach and in the Ocean. (Water and plastic pollution)  Demonstrate day to day an understanding of caring for our environment/world.  Understand, compare and describe sea creatures to those living on land. Describe the differences. (How do they look, breathe and what do they eat)  Know and talk about the types of food they eat and explain whether it comes from the sea or from the land.  Know and discuss famous artists, designers, architects and musicians they have studied. | | |
| **Writing Opportunities**  **and Wow Writes** | | **Adult Led**  Naming family members on the family tree  Labelling a map with features seen on the journey.  **Wow Writes**  The Colour Monster can remove all the colours off an object/display and children need to write to ask for the colours back/write what each colour was for | | | | **Adult Led**  Cards, invites, Christmas lists, firework acrostic poem  **Wow Writes**  Get an elf on the shelf to take something and get the children to write letters to get it back/ write down number combinations to unlock a padlock to get it back | | | **Adult Led**  **Wow Writes**  Crime scene- finger prints, taped off. Who's been in? What have they taken? (Class mascot) - link to prior stories to see who could have taken (Goldilocks/ Big bad wolf) | | | **Adult Led**  Stop part way through a story and predict.  Butterflies/ Sunflowers documenting  Life cycles  **Wow Writes**  Plant the bean when they leave – beanstalk arrives the next morning on return – what is at the top?  Footprints in the classroom – who has been in our classroom?  Legs hanging down – who could it be? | | | **Adult Led**  Naughty Bus sight seeing book  What questions would you ask the naughty bus?  Create a class book – the naughty scooter  **Wow Writes**  Tyre tracks can be left around the classroom so children need to write to the bus company to report this behaviour | | | **Adult Led**  Sun safety poster  Postcards  **Wow Writes**  Hide a treasure chest indoors/ outdoors, get the children to find it using a simple map of the school. Once the treasure is found, get the children to write descriptive sentences about what the treasure looks like. | |
| **Everyday wow writes** | | **Locking up something important I.e bikes/ class mascot** | | | | | | | | | | | | | | | | | |
| **Possible School Visits/Enhancements**  **11B411** | | Walk around the local areas  Post a letter  Follow a map  Possible bus trip to the castle when looking at Knights etc  Story telling/journey sticks collected on walk to remember the journey | | | | Visit local place of worship  Walk around the locality  Post Christmas lists  Halloween decoration walk  Pumpkin carving - soup  Eid - food | | | Visits from people in the community with varied careers  Making capes  Fire service visit  Police station visit  Careers fair/day  Enhance with current community figures in the news at the time.  Locality specific jobs – university, stadium, castle, zoo, | | | Growing and tasting own produce.  All children grow their own bean.  Sell vegs - set up a stall and leave a legacy gift with the money raised.  Vegetable printing | | | Least damaging mode of transport  Roman town  Train/bus journey  Junk modelling boat race  Making vehicles  Story telling/journey sticks collected on walk to remember the journey  Use instruments to t=describe a journey, relating the sound to an action. | | | Trip to seaside  Litter pick on the beach  Sand sculptures  Sculptures using beach litter  Sand story telling  Shell art  Tasting seaweed and fish (allergy dependent)  RNLI visit | |
| **Significant People**  People from the past, Artists, Musicians, Architects and Designers | | Don’t select too many – less is more!!!!  Art – Piet Mondrian – shapes and primary colours  Art - Giuseppe Arcimboldo (fruit faces)  Art – Van Gogh (portraits)  Diversity- Helen Keller – Braille | | | | Art- Alma Thomas (Collage- focussing on hot and cold)  History- Mae Jemison, Guy Fawkes  Art - Yayoi Kusama | | | Art – Any Warhol (pop art portraits)  History- Mary Seacole | | | Art – Andy Warhol (flowers)  Art – Van Gogh (sunflowers)  Art- Georgia O’Keefe (Abstract Flowers)  Art- Yayoi Kasama (Pumpkin sculpture/ Panier de fruits) | | | History- Amelia Earhart- woman | | | Art – Goldsworthy (shells)  Art- Maggi Hambling (Shell Sculpture)  History- David Attenborough  Textiles- Jo Atherton (Weaving) | |
| **Role Play Ideas** | | Home corner  Doctors | | | | Restaurant  Post office | | | Vets, Police Station, Fire Station, Doctors | | | Garden Centre | | | Vehicle, Aeroplane/airport | | | Seaside | |
| **Key Subject Links** | | PSHE, Geography, History, Science, Art, DT | | | | RE, Geography, DT, Music | | | PSHE, History, DT | | | Art, Science, DT, PSHE, History | | | Science, Geography, History, Music, DTistoryH | | | Science, History | |