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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Science**  **LC** | Humans  (Discrete unit)  **Why are our bodies amazing?**  **Seasonal changes** | Animals  (discrete unit)  **In what ways are common animals similar and different?** |  | **What are the best materials for outdoor toys?** | Plants  (discrete unit)  **What plants are in my environment and how are they structured?** |  |
| **History/Geog. LC** | **What is our school locality like?** |  | **How do our favourite toys and games compare with those of children in the 1960s?**  **How does the weather affect our lives?** | **Why is the history of my locality significant?**  **Extra local objectives** | **Why is the history of my locality significant?** | **How does the geography of Kampong Ayer compare with the geography of where I live?** |
| **Key Knowledge** | **Science:**  **Biology**  -know the names of parts of the human body that can be seen  **Geography:**  **Human and Physical Geography**  -know the main differences between city, town and village  -explain some of the advantages and disadvantages of living in a city or village  **Skills and Fieldwork**  -know which is N, E, S and W on a compass  -know their address, including postcode  -know why the school address is ‘Beechwood Avenue’  -know and use the terminologies: left and right; below, next to  -know and name the roots, trunk, branches and leaves of the beech tree in our own locality  Science:  Physics  -name the seasons and know about the type of weather in each season  -track the impact of the seasons on Floodbrook Clough | **Science:**  **Biology**  -know how to classify a range of animals by amphibian, reptile, mammal, fish and birds  -know and classify animals by what they eat (carnivore, herbivore and omnivore)  -know how to sort by living and non-living things | **History:**  **Changes within living memory**  -know that the toys their grandparents played with were different to their own  -organise a number of artefacts by age  -know what a number of older objects were used for  -know the main differences between their school days and that of their grandparents  **Geography:**  **Human and Physical geography**  -know which is the hottest and coldest season in the UK  -know and recognise main weather symbols | **Science:**  **Chemistry**  -know the name of the materials an object is made from  -know about the properties of everyday materials  **History:**  **Local**    Know why Halton Castle was built  **Know how the local area is different to the way it used to be a long time ago**  Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc)  **Know the name of a famous person, or a famous place, close to where they live**  Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after | **Science:**  **Biology**  -know and name a variety of common wild and garden plants found in and around Floodbrook Clough  -know and name petals, stem, leaves and root of a plant  **History:**  **Lives of significant people**  -name a famous person from the past and explain why they were famous (Lewis Carroll – local famous author) | **Geography:**  **Place knowledge / Study of Non-European Country**  **Place knowledge:**  -know the main differences between a place in England (Runcorn) and that of a small place in a non-European country  **Human and Physical Geography:**  -identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach |
| **Retrieval** | In EYFS children will have been taught nursery rhymes to include parts of the body, e.g. head, shoulders, knees and toes  In EYFS, it is very likely that pupils will have named the four seasons at some stage.  They may have knowledge of months of the year linked to their birthdays.  They will almost certainly know that summer is a hot period and winter is generally cold. | They may have pets at home and will have observed what they eat.  They will have come across a variety of animals but may not have classified them as in Year 1. | They will almost certainly know that summer is a hot period and winter is generally cold.  -children are likely to have come across photographs of their grandparents and great grandparents when they were young  -they may have had a collection of such photographs in EYFS or been shown them by parents and grandparents  -they may have seen some older artefacts such as record players or cassettes or kitchen equipment from 20 to 50 years ago, etc. | Pupils in EYFS will have explored a variety of resources that are made of different materials.  Most will be familiar with the name of the material, i.e. wood, glass, metal, etc.  -children will have some knowledge of their locality and understand that it has changed  -they will have explored their immediate locality in different ways, both in school and with their parents  -they may have walked to interesting places like parks or woodlands or taken a short bus ride to somewhere important  -children can recount what they have done in their immediate past | In EYFS children will have grown plants from seeds.  They will have observed plants and will know names such as leaf, flower, petal, etc.  They may have walked in a woodland area or noticed trees in forest areas  -children have spoken about past and present events in their own lives and in the lives of their families  -children will have some understanding of why people’s lives and objects were different in the past  -children will have met the term ‘famous’ and will associate it appropriately | They know that they live in England and may know we live on an island |
| **Texts to be used** | Rosie’s Walk by Pat Hutchins | Tyger, Tyger by William Blake  The Ugly Five by Julia Donaldson | Famous texts from 1960s, including Where the Wild Things Are by Maurice Sendak | Traction Man by Mini Grey | Oliver’s Vegetables by Alison Bartlett and Vivian French | Meerkat Mail by Emily Gravett |
| **Creative Arts** | Self portraits  Matisse – Humans in motion, 2D and 3D | Tiger in a Tropical Storm by Henri Rousseau – large piece  Compare textures of animal coats/skins and draw/paint. Camouflage. | Create own depiction of weather, looking at techniques from famous artists: Monet, Van Gogh | Rubbings of natural and man-made materials in local area  Observational drawings of toys | Observational drawings.  Sunflowers by Van Gogh | Printing linked to traditional art associated with Kampong Ayer - mythical beasts/repeating patterns |
| **Expressive Arts** | Body percussion – what sounds can we make with our bodies?  Vivaldi: The Four Seasons - autumn | Carnival of the Animals by Camille Saint-Saens - related dance/movement  Dance to ‘I Just Can’t Wait to be King’ from The Lion King | Songs and rhymes from the 1960s  Vivaldi: The Four Seasons - winter | Vivaldi: The Four Seasons - spring | The Four Seasons by Vivaldi  Vivaldi: The Four Seasons - summer | Traditional music/dance of Kampong Ayer – create our own dance/music |
| **Hook** | Exploring the local environment | Chester Zoo visit  Animal inspired art / music | Own favourite toys and games  Create own weather forecast to perform | Exploring outdoor toys | Exploring school grounds – plant hunt and observation | Drama – take a ’journey’ through the village  Video of traditional dance/music |
| **Writing Genre** | Labelling  Autumn locality walk recount | Non-chronological reports  Instructional writing – e.g. how to ‘make’ a bear  EXCITING WRITING:  Report about known animals | Toys and games questionnaire for relatives to complete  Labelling toys  Descriptions of hot and cold places  Diaries related to Captain Scott  EXCITING WRITING:  Own diary from a cold/hot place | Non-chronological reports (science)  Labelling toys  Non-chronological report:  Role of different castle parts | Plant diary  Fiction:  Story writing linked to Alice in Wonderland. Create own ‘Jabberwocky’ monster  EXCITING WRITING:  Write short story using their newly created monster | School diary  Fiction and non-fiction linked to fairytales |
| **Experiences (visit)** | Locality Walk – Floodbrook Clough (seasonal changes) | Chester Zoo visit | Visitors to discuss own childhood toys and games  Exploring weather in our environment  Locality Walk – Floodbrook Clough (seasonal changes) | Castle visit | Exploring school grounds – plant hunt and observation  Locality Walk – Floodbrook Clough (seasonal changes) | Exploring school grounds for local animals |
| **Outdoor Learning** | Fieldwork- School Grounds and Floodbrook Clough (seasonal changes)  Bear Hunt |  | Playground games from 1960s  Fieldwork- School Grounds and Floodbrook Clough (seasonal changes) | Local fieldwork | Exploring school grounds – plant hunt and observation  Fieldwork- School Grounds and Floodbrook Clough (seasonal changes) | Exploring school grounds for local animals |
| **Global Neighbours** |  | Look at habitats of certain animals that live in other countries and not ours e.g. the Big Five | How does extreme weather affect people’s lives? | How did other countries defend themselves in the past? (links to William the Conqueror and motte and bailey castles) | How do we know Lewis Carroll is famous worldwide? | Study of contrasting non-European country  Unusual plants from other countries  Fruit kebab tasting from other countries |
| **Community** | Fieldwork- School Grounds and Floodbrook Clough (seasonal changes) |  | Family member’s experiences of childhood games and toys | Famous places in our locality and the wider locality –Halton Castle | Famous people and places in our locality and the wider locality –Lewis Carroll/Daresbury – how is he celebrated there? | Compare Runcorn with Kampong Ayer |
| **Spiritual Development** | Sense of awe and wonder at seasonal changes – Autumn colours and the enduring history of where we live | Beauty in nature – animals | Sense of awe and wonder at seasonal changes | Thanks for the materials/technology that help to make our lives easier and acknowledgement of less privileged places  Sense of awe and wonder at natural weather and its effects of our geography | Sense of awe and wonder at seasonal changes | Appreciating the differences, positive and negative, between ourselves and people in other, less privileged countries |
| **Citizenship** | Staying safe  Consider how people living with disabilities cope – Helen Keller | Why should we look after animals?  Conservation – why is this important? (link to Chester Zoo conservation drive) | Why should we support people who have suffered through extreme weather conditions? | Discussion of why it is important to know our history and what we can learn from it and why we should look after it | Discussion of why it is important to know our history and what we can learn from it and why we should look after it | Look at how less privileged places problem solve and the differences in living challenges for citizens of Kampong Ayer compared to Runcorn |
| **Homework** | Learning Log –  British wildlife – what animals live in our country?  Set up a record for 12 points in year of what the sky looks like when they have their tea (with times) | Learning Log – Christmas Traditions | Toys and games questionnaire  Learning Log -  History – find out about famous places or people in the local area | Learning Log –  Science  Materials | Learning Log -  Maths  Grow own plant and measure changes; look for patterns in nature - flowers |  |
| **Additional Science** | (Seasonal changes)  In what ways do the seasons change?  (see above) | (Seasonal changes)  In what ways do the seasons change?  (see above) | (Seasonal changes)  In what ways do the seasons change?  (see above) | (Seasonal changes)  In what ways do the seasons change?  (see above) | (Seasonal changes)  In what ways do the seasons change?  (see above) | (Seasonal changes)  In what ways do the seasons change?  (see above) |

**Local history September 2nd and 3rd – focus on Norton Priory**

**Linked history objective:**

**Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc)**

* **The Brooke family left 1921 Norton Priory in 1921 – exactly 100 years ago. What was life like there at that time and how is it different now?**
* **Create vegetable gardens and link data handling/pictographs. Possible food tasting.**