



Rec/Yr1 themes for learning and core books **CYCLE 1- 2022/23**

Geography Science Art and DT History

Autumn I – All about me Science & Art							Autumn II – The History of Food History & DT			
Week 1 Getting to know you/ Me/ Feelings Text: The Colour Monster	Week 2 Me/ Feelings Text: The Colour Monster	Week 3 Clothes Text: Julian is a Mermaid	Week 4 Family/ Friends Text: Julian is a Mermaid	Week 5 and 6 Home/ School (toys/ kitchen stuff) Text: Goldilocks and the Three Bears (Ghanaian Goldilocks)	Week 7 Beliefs Text: Non-Fiction Book	Week 1 and 2 Healthy Eating – Food Groups Text: The Very Hungry Caterpillar	Week 3 and 4 On the Farm Week 3 Text: Farmer Duck Week 4 Text: The Little Red Hen	Week 5 and 6 Food from around the World Past/ Present Text: Handa's Surprise	Week 7 Christmas Text: The Snowman (picture book and film)	
Getting to know you activities.	Intro week Chn settling in Routines etc. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	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 What would you use to make his mermaid tail?	Distinguish between an object and the material from which it is made 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.		Design purposeful, functional, appealing products for themselves and others based on design criteria - designing food packages/ tools/ healthy meals Begin to use a range of tools and equipment to perform practical tasks. Use a range of materials creatively to design and make products Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products Evaluate their ideas and products against design criteria		Have an awareness of the past using common words and phrases relating to the passing of time Use a range of materials creatively to design and make products Evaluate their ideas and products against design criteria		
Spring I – Animals Science & Art					Spring II – Growing Science & DT					
Week 1 Pets & Vets Text: The Three Billy Goats Gruff	Week 2 Baby Animals Text: The Three Billy Goats Gruff	Week 3 and 4 Different habitats/animals Text: Monkey Puzzle	Week 5 How habitats and animals change through the seasons Text: The Snail and the Whale	Week 6 Humans as animals Text: The Snail and the Whale	Week 1 Seeds Text: Jack and the Beanstalk	Week 2 and 3 Plants and flowers Week 2 Text: Jack and the Beanstalk Week 3 Text: Patan's Pumpkin	Week 4 Vegetables Text: Patan's Pumpkin	Week 5 Fruit Text: The Enormous Turnip	Week 6 Healthy Eating Text: The Enormous Turnip	

<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Evaluate their ideas and products against design criteria</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (IA)</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (IA)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores (IA)</p> <p><i>What do the baby animals eat? Does their diet change as they grow up?</i></p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (IA)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores (IA)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (IA)</p> <p>- Cover Arctic, African, jungle, ocean habitats and animals in them</p> <p>- Sorting animals into different categories i.e. amphibians</p> <p>Begin to use a range of art and design techniques using colour, texture, pattern, line, form, shape and space</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><i>Make different habitats using a range of different materials</i></p>	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><i>Look at a specific animal e.g. a bear. Look at how behaviour changes through seasons e.g. hibernating</i></p> <p>IPC Text: Tree seasons come, seasons go.</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (IA)</p> <p>IPC Text: Funny Bones</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p><i>Planting cress seeds</i></p> <p><i>Planting veg in outdoor veg patch to possibly use in cooking later in term</i></p>	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p><i>Life cycle and parts of a plant</i></p>	<p>D&T – cooking</p> <p>Know the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p>D&T – cooking</p> <p>Know the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	<p>Know the basic principles of a healthy and varied diet to prepare dishes</p> <p><i>What else is to do with a healthy lifestyle e.g. brushing teeth, sugar in drinks, exercise?</i></p>
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<p>Summer I – Explorers and Leaders</p> <p>History (each time a person is learnt about put onto class display timeline so there for week 6)</p>	<p>Summer II – The world</p> <p>Geography</p>
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Week 1	Week 2	Week 3 and 4	Week 5	Week 6	Week 1 and 2	Week 3	Week 4 and 5	Week 6	Week 7
<p>Exploring Frozen Worlds</p> <p>Text: <i>Lost and Found</i></p> <p>Focus person: <i>someone who went to the Arctic</i></p>	<p>Jungle Explorers</p> <p>Text: <i>Lost and Found</i></p> <p>Focus person: <i>Christopher Columbus</i></p>	<p>London</p> <p>Text: <i>Paper Bag Princess</i></p> <p>Focus person: <i>The Queen</i></p>	<p>Space Explorers/ Aliens</p> <p>Text: <i>Look up!</i></p> <p>Focus person: <i>Neil Armstrong</i></p>	<p>Timelines</p> <p>Text: <i>Look up!</i></p>	<p>The UK</p> <p>Text: <i>Paddington Bear at St Pauls</i></p>	<p>Holidays in the UK</p> <p>Text: <i>Red and the City</i></p>	<p>The World/Maps</p> <p>Text: <i>Dear Earth</i></p>	<p>Boats/Pirates</p> <p>Text: <i>The Night Pirates</i></p>	<p>Transition</p> <p>Text: <i>The Night Pirates</i></p>
<p>Have an awareness of the past using common words and phrases relating to the passing of time</p>	<p>Understand the lives of significant individuals in the past who have contributed to national and international</p>	<p>Have an awareness of the past using common words and phrases relating to the passing of time</p>	<p>Have an awareness of the past using common words and phrases relating to the passing of time</p>	<p>Discuss where significant people fit within a chronological framework</p>	<p>Locate and identify characteristics of the 4 countries and capital cities of the United Kingdom</p>	<p>Understand geographical similarities and differences of a small area of the United Kingdom, and of a</p>	<p>Name and locate the world's 7 continents and 5 oceans</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the</p>	<p>Use locational and directional language [for example, near and far, left and right]</p> <p>Describe the location of features and start to plan routes</p>	

<p>Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today)</p>	<p>achievements (and how it impacts us today)</p> <p>Discuss where significant people fit within a chronological framework</p> <p>Identify similarities and differences between ways of life in different periods</p> <p><i>Comparing how he had to travel around the world</i></p> <p><i>Compare what daily life was like in Elizabethan world e.g. school</i></p>	<p>Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today)</p> <p>Identify significant people in their own locality (and how it impacts us today)</p> <p>Discuss where significant people fit within a chronological framework</p> <p>Identify similarities and differences between ways of life in different periods</p>	<p>Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today)</p> <p>Discuss where significant people fit within a chronological framework</p>		<p>Kingdom and its surrounding seas,</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>small area in a contrasting non-European country</p> <p>Choose European country to compare to UK</p>	<p>countries, continents and oceans studied at this key stage</p>	<p><i>Treasure maps/placing boats on maps</i></p>
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