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| 1 | Autumn 1  | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Topic Heading**  | **Where will we go and what will we find?** | **What is the animal inside of me?** | **Where would you travel to?** |
| P2W texts  | * **Lost and Found by Oliver Jeffers**
* Salina Yoon’s Penguin stories
* Be brave little penguin by Giles Andreae
* The Emperor’s egg by Martin Jenkins
* The penguin who wanted to find out by Jill Tomlinson
 | * **Nibbles by Emma Yarlett**
* Goldilocks and the three bears by Emma Chichester Clark
* Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson
* Where the wild things are by Maurice Sendak
 | * **The Lion Inside by Rachel Bright**
* How to be a lion by Ed Vere
* The tiger who came to tea by Judith Kerr
* Mog the forgetful cat by Judith Kerr
 | * **The Curious Case of the Missing Mammoth by Ellie Hattie**
* Lost in the toy museum by David Lucas
* Woolly Mammoth by Mick Manning
* How to wash a woolly mammoth by Michelle Robinson and Kate Hindley
 | * **Toys in Space by Mini Grey**
* Space Dog by Mini Grey
* It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan
 | * **Goldilocks and just the one bear by Leigh Hodgkinson**
* Old bear stories by Jane Hissey
* Dogger by Shirley Hughes
* Scaredy bear by Steve Smallman
 |
| Writing keys  | Sentence  | Combine words to make sentences | Join words using and | Join words and clauses using and | Join words and clauses using and | Join words and clauses using and | Join words and clauses using and Use simple description |
| Text |  | Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun) | Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding the prefix un | Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est | Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding prefix un | Sequence sentences to form short narratives (link ideas or events by pronoun) |
| Punctuation  | Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun ‘I’ | Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people | Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks | Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark |
| Word  | Throughout each unit of Pathways to Write there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught Spell common exception words |
| Science  | Seasonal changes will be taught throughout  |
| - using their observations and ideas to suggest answers to questions- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. |
| Animals including Humans | Materials | Plants |
| 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)identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | 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. | 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. |
| History  |  | Travel and Transport |  | Toys |  | World Explorers |
| changes within living memory. Changes to national life | changes within living memory | the lives of significant individuals in the past who have contributed to national and international achievements. |
| Geography  | Pip the penguin gets lost in our school. |  | What environment do different animals live in around the world. |  | World explorers  |  |
| -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop- 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-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-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |  | identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles- 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 |  | -name and locate the world’s seven continents and five oceans- 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 |  |
| D&T |  | Can you design and make a healthy snack (wrap) to tempt him back to his cage? |  | Can you design and make a cage to help Oscar catch the mammoth and return him to the museum?  |  | Can you design and make a rocket to help them to orbit the Earth and return safely to their garden? |
| 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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic Evaluate evaluate their ideas and products against design criteria Cooking and Nutrition use the basic principles of a healthy and varied diet to prepare dishes  | 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 evaluate their ideas and products against design criteria Technical Knowledge build structures, exploring how they can be made stronger, stiffer and more stable  | 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 evaluate their ideas and products against design criteria Technical Knowledge explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  |
| Art  | Where the Wild Things Are  Henri Rousseau   |  | Self Portraits  Andy Warhol, Pablo Picasso, Leonardo Da Vinci   |  | Sunflowers/Plants  Vincent Van Gogh     |  |
| to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  | to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  | to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  |
| RE | What do people believe about God? How are people special? | How do people celebrate special times? | How do people decide what is right and what is wrong? | Why do people mark Easter in different ways? | What does it mean to belong? How do groups express this differently? | Why are some places more important to people than others? |
| How do people describe God? What do Christians believe about God? What does the Bible say about creation? What do Jews & Christians believe about creation? | How and why do people celebrate Christmas? How do Christians celebrate Christmas? What can we learn that Christians believe about Jesus from the nativity story? | How do people decide what is right & wrong? | What happened when Jesus went to Jerusalem? How do Christians celebrate Easter in church? At home? What happens in church at Easter? Why was the empty tomb good news for Christians? | What does it mean when someone belongs to a Christian community? What do Christians mean by the word ‘church’?Belonging to other groups? | What can we find about Judaism by exploring a synagogue? Why is going to synagogue important to Jews? What is the role of the rabbi? Is it similar or different to other leaders of religious/non-religious worldviews? |
| Computing (Purple Mash) | Online Safety | Pictograms | Maze Explorers | Animated Stories | Coding | Spreadsheets |
| Grouping and Sorting | Lego Builders | Tech Outside School |
| MFL (Primary Languages Network) | **KS1 explorers**Greetings & Numbers | **KS1 explorers**Playground Games | **KS1 explorers**Mini-beasts | **KS1 explorers**Dinosaurs | **KS1 explorers**Plant Pot Story | **KS1 explorers**Mr Biscuit |
| PE | Fundamental Skills 1 | Dance  | Fundamental Skills 2 | Gymnastics | Target Games | Fundamental Skills 3 |
| Locomotion | Yoga | Invasion Games | Gymnastics | Tri Golf  | Striking & Fielding Games Skills |
| Music(Love Music Trust) | Tell Me a Story | Fireworks and Fantasy | Get on Board | Changes | Under the Sea | Blast Off! |
| Begin with simple songs with a small range (mi-so/ a third / C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E) (Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy e.g. Q + A Hello, how are you...) Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films Identify the pulse Recognise the changes in pitch between high and low pitch (pitched patterns) within a small section of melody e.g. trace the pattern of the melody and also identify long and short sounds   | Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy Perform simple repeated rhythmic patterns (ostinato) as an accompaniment Perform chants Understand that symbols can be used to represent and organise sound Recognise the changes in pitch between high and low pitch within a small section of melody  | To practise and control sounds as part of a class performance To play untuned and tuned percussion with an awareness of tempo To create new lyrics for a well known song To correctly identify pitch, timbre and dynamics To understand that pictures can be used to represent sound  | Perform a simple accompaniment on percussion instruments showing an awareness of pulse Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C D and E Use basic dynamics and tempo for musical expression e.g., piano, forte, fast, slow Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques Understand the difference between creating a rhythm pattern and a pitch pattern Understand that symbols (pictures) can be used to represent and organise sound Develop a basic understanding of how music is organised e.g., beg, mid, end  | To perform simple accompaniments To develop a basic understanding of how music is organised To select appropriate instruments for a particular task  | To perform simple accompaniments To practise, control and refine performances as a class To change words to songs and rhymes whilst maintaining rhythmic patterns To understand that pictures can be used to represent and organise sound  |
| No Outsiders | Elmer  | Going to the Volcano | Hair, it’s a family affair | My world, your world. | Red, a crayon’s story | Want to Play Trucks |
| I know ways we are different I know how to make my class welcoming | I know we are all different I know we can play togetherI can join in | I know we are all different I know I am different I like the way I am | I know I live in the worldI know the world is full of different people | I know why people sometimes don’t speak up.I know everyone in my school should be proud of who they are. | I know we might like different thingsI can find ways you can join my gameI can make sure no one is left out. |
| PSHE |  | Different Friends  |  | Growing and changing |  | Families and Care |
|  | Understand we are all different but we can be friends. |  | Understand how children grow and change. |  | Explore different families and who to ask for help.Identify when families make us unhappy or unsafe. |
|  | Staying Healthy |  | Medicines |  | Who gives use medicine? |
|  |  | Identify how to stay healthy |  | Explore when and how to take medicines safely |  | Identify who should give us medicine |