|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BOLD = YEAR 1** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| Diversity Texts | Non-fiction  The Great Big Book of Families by Mary Hoffman and Ros Asquith  Story  My Hair by Hannah Lee (Cultural)  Non-fiction  My Map Book by Sara Fanelli (revisit)  Here we are by Oliver Jeffers (Geographical)  Espresso  Story  The Colour monster (PSED) | Story  A Boy Just Like Me by Fraser Cocks and Alison Brown  Story  We are Going on a Lion Hunt by David Axtell (Ecological - Habitats)  Film  People going on safari (in Kenya!) – Link to Lion Hunt  Non-fiction  All about Diversity by Felicity Brooks | Story  Home by Carson Ellis –(Social)  Story  Handa’s surprise (Eco/cultural)  Story  Once they were Giants by Martin Waddell and Penny Dale (Social)  Non-fiction  We are all Born Free by Amnesty International  Rhymes  My Village: Rhymes from around the world by Mique Moriuchi, Danielle Wright, et al  Story  Stories from around the world by Usborne | Story  Robots, Robots Everywhere by Sue Fliess and Bob Staake (Techno)  Henry Tate  Bruce Ingram  **They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events**  Story  Lost in a Toy Museum | Story  Rosie Revere Engineer by Andrea beaty (Techno)  Story  Mrs Armitage on Wheels by Quentin Blake (Techno)  Story  Everywhere Babies by Susan Meyers (social)  Window by Jeannie Baker (Ecological) | Story  Plant Full of Plastic by Neil Layton (Ecological)  Story  Dear Greenpeace by Simon James (Ecological)  The Most Magnificent Thing by Ashley Spires (Techno)  Iggy Peck Architect by Andrea Beaty (Techno)  Where the Forest Meets the Sea by Jeannie Baker (Ecological)  Story  Coming to England by Floella Benjamin (cultural – black History Month) |
| **PSED**  **Jigsaw** | **Being Me in My World** | **Celebrating Differences** | **Dreams and Goals** | **Healthy Me** | **Relationships** | **Changing Me** |
| **Science**  **UTW** | Seasonal Changes throughout  Animals including Humans | Seasonal Changes throughout  Animals including Humans | Seasonal Changes throughout  Everyday Materials | Seasonal Changes throughout  Plants | Seasonal Changes throughout  Plants | Seasonal Changes throughout  Everyday Materials |
| Natural materials (P)  Seasonal changes – Weather (ops to record it)  Cooking – Let’s get cooking (processes) | The Natural World (Pics of animals)  Magnets – attracting objects (P) | Changing states   * Ice melting * Sound = vibration * Melt chocolate * Toast bread * Watch an apple go brown   Forces  Toys (P) | Planting – Speedy veg  Floating/Sinking   * A boat floating on water   Toy (mechanisms)  Materials – metal, plastic etc. (P) | Plants/Growing – Parts of a plant, dissect a plant – show variety.  What do you think is inside the pot?  Which part do we eat?  Which is fruit and which is veg?  Mini beasts  Grow you own butterflies | The Natural World – Drawing pictures of Animals  Light/dark (shadows)  - Light travelling through material  - Shadows  Electricity (P) |
| UTW  Welly walks | Observations of immediate environment – Tour of school.  Q: What can you see? | Seasonal changes (weather)  Autumn  Describe the immediate environment  Explain the natural world  Drawing of plants (names)  Evergreen/deciduous  Q: What can you see, what do you notice?  Mapping: Photo’s of route, adult to draw a map with added photos. | Contrasting environments  Building that used to be shops old/new  Church  Q: What is it like here?  How is it the same/different?  Q: Were all the buildings built at the same time? | Seasonal changes (weather)  Spring  Describe the immediate environment  Know some similarities and differences  Drawing of plants:  Daffodils/blossoms  Q: What is the difference, what is the same? | Visiting the park  Realise that spaces have different purposes. (PD)  Observational drawing.  Q: What could we do here? | Seasonal changes (weather)  Summer  Know similar/different  Drawing of plants  Tree names  Q: What is the difference, what is the same? |
| Visits | Farm – Hope Nature (Southwick)  Church – Vicar, mock baptism | Library – Trowbridge, Devizes, or Melksham | Devizes market shop, buy ingredients to make…  M-Shed Bristol (Year2)  Brunel  **Significant historical events, people, places in their own locality** | Museum  Trowbridge – Weaving  Radstock – Mines  Devizes - Toys | Gallery  Devizes  Melksham Oak (GCSE/A-Level)  Emma Cottle – Art Lead | Beach – Weymouth/Weston  (Animals) |
| Visitors | Police – Important members of society   * What is their role in society?   Wiltshire Air Ambulance  Nurse/Neonatal  Vocab  Role play  People, culture, and comms  Experience of other culture (could be linked with food)  Parents jobs (Optional extra)  Firefighter (Optional extra)  Dental Nurse (Optional extra) | Same Grandparent  Christmas  Religions and cultural community  Zoolab/Jungle Jonathon  Pets  Vet  Q: What is the difference, what is similar, past, and present  ?  **Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life – Grandparents (Term 2/4/6)**  **Know and understand the history of these Islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. (Grandparent)** | Baby  Past and present  Visit and how you have changed over time  Builders – demo how to build a brick wall. Must have a pencil.  Link to maths, block play. | Same Grandparent  Toys  Author – world book day  Q: What is the difference, what is similar, past, and present  ? | Artist – opportunity to engage with Art (EAD)  Baby, past and present, what can they do, not do?  Care needed | Same – Grandparent  Holidays  Athlete  Q: What is the difference, what is similar, past, and present  ? |
| History  UTW | History – Did you know?  - Old Police transport  - Modern day Police use horses  **Pupils should develop an awareness of the past, using common words and phases relating to the passing of time.**  Talk about family (Immediate) and community (Brownies/swimming)  Story  Cops and Robbers by Jane and Allan Ahlberg | **They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.**  Poppy – why we wear them?  Why Bonfire night? (Guy Fawkes)  **Events beyond living memory that are significant nationally or globally (for example, the great fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) Guy Fawkes**  Non-Fiction  Sir Captain Tom  Big Dreams little People | Guess the teacher (P)  Comment on images from the past (P) | History – Did you know?   * Investigate older toys   **They should know the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide range of vocabulary of everyday historical terms. (Diff/same)**  Story  The Toymaker by Martin Wadell | Story  Mr Grumpy’s motorcar  Cars then and now.  **The lives of significant individuals in the past who have contributed to the national and international achievements. Some should be used to compare the aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole, and/or Florence Nightingale and Edith Cavell)**  **Queen’s birthday – June 11th** | History – Did you know?  Prep – modern but in black and white   * Swimming costumes * Bathing booths * Dressed on the beach   Black and white photo  Non-Fiction  David Attenborough  Big Dreams Little People |
| Geography  UTW | **Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length (Term 1 ongoing (P))**  **Stories/settings Tuff tray – Use basic geographical vocabulary to refer to:**  **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 (Term 1 ongoing)**  **Interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs, and geographical information systems (GIS). (Term 1 ongoing) (P)**  Ongoing – Map of the world – places visited, (children’s photos stuck on)  Draw the UK – Elicitation task  Weather chart – as UK Image, add sun/weather, contrasting  Weather – Adults to add  Plotting weather each day linked with months (IOS frames) Weather stickers  Organise animals as ‘continents’ (P) The Small World  **Locational knowledge – name and locate the worlds seven continents and five oceans.**  Story  Here we are by Oliver Jeffers | **Welly weather – Use simple field work and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environment.**  **Human and physical geography – 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**  Story  The Street Beneath My Feet by Charlotte Guillian | **Measuring water, litter pick – are competent in the geographical skills needed to:**  **Collect analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes (counting cars)** | Compass directions – adult led games (Maths link)  **Use simple compass directions (North, South, East, and West) and locational and directional language (for example, near and far; left and right) to describe the location of features son routes on a map.**  **Mapping – 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.** | Find out where children have been on holiday – Similarities/differences.  Life in these country /other countries.  **Geographical skills and fieldwork: 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. – Talk about holidays.**  **Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.**  **Place Knowledge: 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.** | Stone Girl Boat Girl (About Mary Anning)  Story  The Fossil Girl  By Mary Anning  (Find on the beach in Weymouth). |
| Mapping  UTW | Find ways around familiar places  (School)  Recognise things as scaled objects  *Mira Mes?????*  Real car – toy car (P)  Large scale paper and toy cars (P)  To make roads – chalk in  My Map Book by Sarah Fanelli  Scaled down versions of places e.g., bedroom in a shoebox  Rising stars/Oxford Reading Tree ’Shrinking’ Stories \* Pretend playground  Scaled model of features of your classroom e.g., dolls house, hide and find  Read story about journeys  Rosie’s Walk by Pat Hutchins  Changes, Changes by Pat Hutchins | Basic aerial photo of familiar objects  Basic map to find hidden objects  Basic map to plot a route  classroom/school/forest school  Children make route and map – train track etc. (P)  Maps related to familiar stories  (Bear hunt, Lion hunt)  We’re Going on a Bear Hunt by Michael Rosen | Pictional map  Pictures (not aerial view)   * The Map Book * Charlie and Lola books   Children represents in a linear way  Welly walk  Basic map to plot route to school  School – Welly walk | Discuss the local environment and examine photos  Recall order of landmarks on route  3D/2D models of familiar landmarks (P) Represent Church etc.  Photo/sketch a simple aerial view of model made with blocks compare with side view. | Programable toys (Bee-bots) with familiar objects  Straight line  Line maps on paper using arrows to show direction and modelled language as draw | Explore online maps  Google - Street view  The Train Ride by Julie Crebbin  The Bear in a Cave by Michael Rosen  Look at aerial photos e, g of school. |
| Art and Design  EAD | Collage – Self Portraits  *Henri Matisse*  Share their creations, explaining the process they have used.  Experiment with design.  **Manipulate the size and texture of materials e.g. cutting, tearing, scrunching, rolling, twisting.** | Printing – leaves, block printing  Christmas Card background  *Paul Klee*  Share their creations, explaining the process they have used.  Safely use and explore a variety of materials, tools and techniques.  **Create prints using texture rubbings e.g. pavement, leaves, coins**  **Print with a range of objects e.g. sponge, card, bubble wrap, found objects.**  **Create a repeated pattern e.g. potato printing.** | Painting – Colour Mixing  *Mark Rothko*    Share their creations, explaining the process they have used.  Experimenting with colour.  **Name the primary and secondary colours**  **Mix primary colours to create secondary colours**  **Mix secondary and primary colours to make some tertiary colours**  **Select the appropriate brush size to paint with**  **Apply colour with a purpose** | Textiles - Weaving  *Trowbridge Museum*  Share their creations, explaining the process they have used.  Safely use and explore a variety of materials, tools and techniques.  **Show pattern by weaving;**  **Use a dyeing technique to alter a textile’s colour and pattern**  **Decorate textiles with glue or stitching, to add colour and detail** | Sculpture – Transient Art  *Andy Goldsworthy*  Share their creations, explaining the process they have used.  Safely use and explore a variety of materials, tools and techniques. Experiment with form.  **Add texture using a range of tools**  **Manipulate materials with purpose**  **Cut, roll and coil mouldable materials e.g. plasticise, salt dough, clay**  **Select an appropriate way to join materials** | Drawing – Various Skills  *Artist?*  Share their creations, explaining the process they have used.  Experimenting with colour, design and texture.  **Experiment with line – wavy, horizontal, vertical, straight, diagonal**  **Use a variety of medium to draw e.g. pencil, pen, colouring pencil, charcoal**  **Use line to draw simple 2D shapes and images**  **Practice shading neatly e.g. adding colour to drawings**  **Draw for pleasure using their imagination and observations** |
| Design Technology  EAD | Cooking Harvest Bread  Make use of props and materials when role playing characters in narratives and stories. (P) | Cooking Mince Pies | Cooking Pancake Day  Textiles – Sewing and Felting  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, **design**, texture, form and **function**. | Cooking Healthy Pizza  Textiles – Sewing and Felting | Cooking Fruit Kebabs  Mechanisms – Moving Pictures  Safely use and explore a variety of materials, tools and techniques, experimenting with **colour**, design, **texture**, **form** and function. | Cooking Animal Biscuits  Mechanisms – Moving Pictures |
| Music  EAD | Charanga Scheme A  Me! | Charanga Scheme A  My Stories | Charanga Scheme A  Everyone! | Charanga Scheme A  Our World | Charanga Scheme A  Big Bear Funk | Charanga Scheme A  Reflect, Rewind and Replay |
| Physical Education  PD | Ball Games 1 | Olympic Dance (Yr1) | Indoor Athletics | Ball Games 2 | KWIK Cricket | Tennis |
| Computing | Online Safety  Computer Science | Online Safety  Computer Science | Online Safety  Information Technology | Online Safety  Information Technology | Online Safety  Digital Literacy | Online Safety  Digital Literacy |
| RE | Theme: Special People What makes people special? Religions: Christianity, Judaism (Discovery RE) | Theme: Christmas What is Christmas? Religion: Christianity Concept: Incarnation (Discovery RE) Supplement with elements from Understanding Christianity: “Why do Christians perform nativity plays at Christmas?” | Theme: Celebrations How Do People Celebrate? Religions: Hinduism Persian New Year + Holi (Discovery RE) | Theme: Easter What is Easter? Religion: Christianity Concept: Salvation (Discovery RE) Supplement with elements from Understanding Christianity: “Why do Christians put a cross in an Easter garden?”  \*Create an Easter Garden for the Easter Service\* | Theme: Story time What can we learn from stories? Religion: Christianity, Islam, Hinduism, Sikhism (Discovery RE) Supplement with elements from Understanding Christianity: “Why is the word “God” so important to Christians?” | Theme: Special Places What makes places special? Religions: Christianity, Islam, Judaism (Discovery RE) |