



Thematic Plan  
Year One  
Autumn Term

<u>Topic Name</u>	<u>Autumn 1</u> <u>Top Jobs</u> <u>The Rainbow Fish</u>	<u>Autumn 2</u> <u>Ocean Explorers</u> <u>Pole to Pole</u>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>The Jolly Postman by Janet &amp; Allan Ahlberg</li> <li>Cops and Robbers - by Janet &amp; Allan Ahlberg</li> <li>Burgular Bill - by Janet &amp; Allan Ahlberg</li> <li>Biggleton clips (cbeebies)</li> <li>The Rainbow Fish</li> <li>Ocean Explorers (Non Fiction)</li> </ul>	<ul style="list-style-type: none"> <li>The Night Pirates by Peter Harris</li> <li>The Pirates Next Door by Jonny Duddle</li> <li>The pirate cruncher by Jonny Duddle</li> <li>The Jolly Rogers and the Cave of Doom by Jonny Duddle</li> <li>Lost and found (Guided Reading)</li> </ul>
<b>Hook and Trips</b>	<ul style="list-style-type: none"> <li>Top Job Visitors</li> </ul>	<ul style="list-style-type: none"> <li>History off the page (pirates)</li> </ul>
<b>Topic door/ classroom display</b>	<ul style="list-style-type: none"> <li>Policeman themed Door</li> <li>Christmas Theme</li> </ul>	<ul style="list-style-type: none"> <li>Oceans, sea -life, pirates, pirate ships, treasure chests. maps</li> </ul>
<b>Outdoor Learning</b>	<ul style="list-style-type: none"> <li>Sound Walk - linked to Science unit of 'Senses'</li> <li>Local walk to see the windmill ( opened up and talk if possible)</li> <li>Outdoor art lesson</li> </ul>	<ul style="list-style-type: none"> <li>Season Walk - observing seasonal changes (Autumn)</li> <li>Treasure hunt</li> </ul>
<b>English Writing Units</b>	<ul style="list-style-type: none"> <li>Diary entry from a day as Florence Nightingale</li> <li>Letters to/from the Jolly Postman</li> <li>Wanted poster for Grandma Swag- Cops and Robbers</li> <li>Instructions to make bread</li> <li>Retell of a day at Biggleton</li> <li>Character description of the Rainbow Fish</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Fact file on sea creatures</li> <li>Retell, invention box, character descriptions linked to 'the little mermaid clips'</li> <li>Persuasive poster linked to plastic in the ocean based on 'A Whale's Tale'</li> <li>Letter in a bottle linked to 'Pirates Next Door'</li> <li>Lost and Found</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>Phonics</li> <li>GPS starters at the beginning of English lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics</li> <li>GPS starters at the beginning of English lessons.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Study of the windmill and its historical significance ( visit and speaker in)</li> <li>How has Meir Heath changed in living memory ( visitor in)</li> <li>Study of Florence Nightingale, and Mary Seacole</li> <li>Study of John Kent and Sislin Fay Allen (the first male/female black police officers)</li> </ul> <p>H.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>H.3the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare 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</p> <p>H.4 significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> <li>Study of Christopher Columbus</li> </ul> <p>H.3the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare 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</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Study of the School using/recreating maps</li> <li>Study of Meir Heath using aerial map- make a map for post man pat/Jolley Postman</li> </ul> <p>G.8 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 and routes on a map</p> <p>Gg.9 use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<ul style="list-style-type: none"> <li>Paper plate globe and add the seven continents and five oceans</li> <li>Label a world map with continents and added appropriate pictures of animals.</li> <li>Use compass directions to follow a treasure map and recreate their own</li> <li>Study of the North and South Pole (linked to 2 Christmas themed weeks)</li> </ul> <p>G.1 name and locate the world's seven continents and five oceans</p> <p>G.4identify 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</p> <p>G.7 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>

	Gg.10 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.	
<b>Art</b>	<ul style="list-style-type: none"> <li>• Create Florence Nightingale's lamp</li> <li>• Sketching local area (outdoors)</li> <li>• Create a giant rainbow fish for display- each pupil designs and makes a fin</li> <li>• David Owen (local landscape artist)</li> </ul> <p>A&amp;D.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>A&amp;D.4 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</p>	<ul style="list-style-type: none"> <li>• Create a sea creature using plastics</li> <li>• Collage pirate ships</li> <li>• Study of Michelle Reader or Bernard Pras (recycled material art)</li> <li>• Use chalks to make north pole and northern lights pictures (linked to 2 week Christmas theme)</li> </ul> <p>A&amp;D.1 to use a range of materials creatively to design and make products</p> <p>A&amp;D.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>A&amp;D.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>A&amp;D.4 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</p>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• Study of the windmill and how flour is produced</li> <li>• Bake hedgehog bread</li> </ul> <p>D&amp;T.20 use the basic principles of a healthy and varied diet to prepare dishes</p> <p>D&amp;T.21 understand where food comes from.</p>	<ul style="list-style-type: none"> <li>• Create an ocean scene moving picture with Pirate ship on a lever/slide mechanism</li> </ul> <p>D&amp;T.8 explore and use mechanisms [for example, levers, sliders], in their products.</p> <p>D&amp;T.3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>D&amp;T.4 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody and follow instructions on how or when to sing</li> <li>• Follow instructions on how or when to play an instrument and use body sounds and percussion</li> </ul> <p>M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>M.2 play tuned and untuned instruments musically</p>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody</li> <li>• Follow instructions on how or when to sing</li> <li>• Christmas performances</li> </ul> <p>M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Caring</li> <li>• How different faiths show they care. We should all care for others no matter what colour, race, religion we are.</li> </ul> <p>1.6b Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions (See New Scheme)</p>	<ul style="list-style-type: none"> <li>• Belonging</li> </ul> <p>1.4c Find out about ceremonies in which special moments in the life cycle are marked (See New Scheme)</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• e-saftey</li> </ul> <p><b>Introduction to iPads</b></p> <p>To create, name and date my digital creative work.</p> <p><b>Unit: Introducing iPads and general use and awareness.</b></p> <p><b>Learning how to use Showbie.</b></p> <p><b>1.1 Computer Systems and Networks.</b></p>	<ul style="list-style-type: none"> <li>• e-saftey</li> </ul> <p>To safely search for an image online.</p> <p><b>Unit: 1.1 Computer Systems and Networks.</b></p>
<b>PE</b>	<p><b>Games:</b> Multi skills</p> <p><b>Dance:</b> Variety of themes</p>	<p><b>Gymnastics:</b> Hands and Feet theme</p> <p><b>Dance:</b> Variety of themes</p>
<b>PSHE</b>	<p><b>Unit 1 Being Me in My World</b></p> <p>Me Feeling safe and special in my class</p> <p>Belonging to my class</p> <p>Right and responsibilities within my class</p> <p>Contributing my views Choices and consequences</p> <p>Understanding my rights</p>	<p><b>Unit 2 Celebrating Differences</b></p> <p>Identify similarities between people in my class</p> <p>Identify differences between people in my class</p> <p>Identifying what bullying is</p> <p>Identify who I can talk to if I am unhappy or being bullied</p> <p>Know how to make friends</p> <p>Celebrating difference, celebrating me</p>
<b>Science</b>	<p><b>Who am I?</b></p> <p><b>Subject Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body.</li> <li>• Say which part of the body is associated with each sense.</li> </ul>	<p><b>Polar Places</b></p> <p><b>Subject Knowledge</b></p> <p>□ Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p>

	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Observe closely, using simple equipment.</li> <li>Identify and classify.</li> </ul> <p>Gather and record data to help in answering questions.</p> <p><b>Seasonal Change Activities relating to September and October</b></p>	<ul style="list-style-type: none"> <li>Identify and name common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals.</li> <li>Describe the simple properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple properties.</li> </ul> <p><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways.</li> <li>Perform simple tests. Identify and classify.</li> <li>Use their observations and ideas to suggest answers to question.</li> </ul> <p><b>Seasonal Change Activities relating to November and December</b></p>
<b>Whole school themes</b>	<ul style="list-style-type: none"> <li>One world week</li> </ul>	<ul style="list-style-type: none"> <li>Christmas themed 2 weeks</li> </ul>



Thematic Plan  
Year One  
Spring Term

<u>Topic Name</u>	<u>Spring 1</u> <u>Royal Families</u>	<u>Spring 2</u> <u>Tales around the world</u>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>The Queen's Knickers by Nicholas Allen</li> <li>Shhh! Don't Wake the Royal Baby By Martha Mumford</li> <li>The BFG (extract/clip of Sophie meeting The Queen)</li> </ul>	<ul style="list-style-type: none"> <li>The three little pigs</li> <li>The Three Little Wolves and The Big Bad Pig By Eugene Trivizas</li> <li>Roald Dahl's revolting rhymes</li> <li>Tinga Tinga Tales</li> </ul>
<b>Hook/ trips</b>	<ul style="list-style-type: none"> <li>New Vic drama workshop and theatre trip</li> </ul>	<ul style="list-style-type: none"> <li>Dress up day - children come dressed as their favourite fairy tale character.</li> </ul>
<b>Door/displays</b>	<ul style="list-style-type: none"> <li>Washing lines with Queen's knickers, parachutes with royal baby's nappies, photos of royal family, thrones, crowns</li> <li>BFG and Dream jars</li> <li>Giant time line of historical events to happen in Queen Elizabeth's lifetime</li> </ul>	<ul style="list-style-type: none"> <li>The Three Little Pigs' Houses, Jack's beanstalk, Rapunzel's tower, Gingerbread house and sweets</li> </ul>
<b>Outdoor lesson</b>	<ul style="list-style-type: none"> <li>Role play The Queen's Coronation</li> <li>Coronation Garden Party</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor story time - share a variety of fairy tales / drama</li> <li>Build 3 little pigs' houses</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>Phonics</li> <li>GPS starters at the beginning of English lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics</li> <li>GPS starters at the beginning of English lessons.</li> </ul>
<b>English Units</b>	<ul style="list-style-type: none"> <li>News report (filmed) of the Queen's missing knickers</li> <li>Invitation for the Queen to come to Meir Heath Academy</li> <li>Letter from the Queen thanking for visit to school (role played visit by teacher)</li> <li>Letter to the Duke and duchess explaining their new nappy invention</li> <li>Sequencing and retell of 'Shh! Don't Wake the Royal Baby'</li> <li>Diary entry of the Queen after meeting the Sophie and the BFG (extended piece)</li> <li>Instructions to make Froboscottle</li> </ul>	<ul style="list-style-type: none"> <li>Big Bad Wolf Wanted posters</li> <li>Retell of fairy tales</li> <li>Alternative fairy tale writing</li> <li>Character and setting descriptions to read to cinnamon (who is blind)</li> <li>Alternative Tinga Tinga Tale</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>The royal family and a basic family tree</li> <li>Study of own families and produce a family tree</li> <li>Study of Queen Elizabeth and the royal family members</li> <li>key historical events the Queen has reigned over and how life has changed in her reign</li> <li>Study of Megan Markle</li> </ul> <p>H.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>H.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare 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]</p>	<ul style="list-style-type: none"> <li>The history of storytelling, fairy tales and authors Hans Christian Anderson and Brothers Grimm</li> <li>A study of William Caxton ( the first person to publish a book in English) compared to Tim Berners-Lee ( world wide web- stories now available online)</li> <li>Study of Nelson Mandela, Martin Luther King</li> </ul> <p>H.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare 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</p>

		Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
<b>Geography</b>	<ul style="list-style-type: none"> <li>Use maps to study the united kingdom and the Queen's residence</li> </ul> <p>Gg.2 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Gg.7 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>	<ul style="list-style-type: none"> <li>Study of Africa ( linked to Tinga Tinga Tales)- where it is, climate, land, people etc and create a collage of images in the shape of the continent</li> <li>Comparison of area in Africa to area in UK</li> <li>African food tasting</li> </ul> <p>Gg.3 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</p> <p>Gg.4 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</p> <p>Gg.7 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>
<b>Art</b>	<ul style="list-style-type: none"> <li>Design and print a pair of knickers for the Queen</li> <li>Make dream jars</li> <li>Design a Royal crest for your family</li> <li>Self-portraits with a crown</li> <li>Royal Families' – Pablo Picasso inspired royal portraits</li> </ul> <p>A&amp;D.1 to use a range of materials creatively to design and make products</p> <p>A&amp;D.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>A&amp;D.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>A&amp;D.4 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</p>	<ul style="list-style-type: none"> <li>Study the artist Edward Saidi and his Tinga Tinga Art then pupils create their own animals using different materials e.g pastels, cotton buds/fingers with paint</li> <li>Study the artist Antonio Gaudi and use his shape technique to design and a ginger bread house</li> </ul> <p>A&amp;D.4 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</p> <p>A&amp;D.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>Make Frobscottle using locally grown produce (smoothies)</li> </ul> <p>D&amp;T.22 understand and apply the principles of a healthy and varied diet</p> <p>D&amp;T.23 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>D&amp;T.24 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<ul style="list-style-type: none"> <li>Design and assemble fairy tale themed moving pictures</li> </ul> <p>D&amp;T.3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.</p> <p>D&amp;T.4 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> <li>MECHANICS - Create products using levers, wheels and winding mechanisms.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody and follow instructions on how or when to sing</li> <li>Study the music of marches and waltzes</li> <li>Follow instructions on how or when to play an instrument using body sounds and percussion.</li> </ul> <p>M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>M.2 play tuned and untuned instruments musically</p>	<ul style="list-style-type: none"> <li>Identify the beat of a piece of music<sup>7</sup></li> <li>Jack and the beanstalk (BBC Bitesize)</li> </ul> <p>M.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>
<b>RE</b>	<ul style="list-style-type: none"> <li>Celebrations</li> <li>People of different faiths celebrate in different ways and we should be tolerant of these</li> </ul> <p>1.2b Explore the preparations for and find out about the celebration of festivals (See New Scheme)</p>	<ul style="list-style-type: none"> <li>Families</li> </ul> <p>1.5b Listen to and ask questions about stories of individuals and their relationship with God. (See New Scheme)</p>
<b>Computing</b>	<ul style="list-style-type: none"> <li>e-saftey</li> </ul> <p>To understand how to communicate safely online.</p> <p><b>Unit: Creating media and digital painting</b></p>	<ul style="list-style-type: none"> <li>e-saftey</li> </ul> <p>To understand what personal information I need to keep safe.</p> <p><b>Unit: Creating media and digital writing</b></p>
<b>PE</b>	<p><b>Gymnastics:</b> Large and Small theme</p> <p><b>Games:</b> Multi skills</p>	<p><b>Games:</b> Multi skills</p> <p><b>Dance:</b> Variety of themes</p>
<b>PHSE</b>	<p><b>Unit: Dreams and Goals</b></p> <p>Setting simple goals</p> <p>Achieving goals</p> <p>Understand how to work with a partner</p> <p>Tackling new challenges</p>	<ul style="list-style-type: none"> <li><b>Unit: Healthy Me</b></li> <li>Understanding the difference between healthy and un-healthy</li> <li>Making healthy lifestyle choices</li> <li>Keeping myself clean and healthy</li> </ul>



	Overcoming obstacles Celebrating success	<ul style="list-style-type: none"> <li>• Medicine safety Road safety</li> <li>• Understand how being healthy helps keep me happy</li> </ul>
<b>SCIENCE Topic</b>	<p><b>Celebrations</b></p> <p><b>Subject Knowledge</b></p> <ul style="list-style-type: none"> <li>• Say which part of the body is associated with each sense. Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Identify and describe the basic structure of a variety of common plants, including trees.</li> </ul> <p><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>• Observe things using simple equipment.</li> <li>• Identify and classify.</li> <li>• Perform simple tests.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul> <p><b>Seasonal Change Activities relating to January and February.</b></p>	<p><b>Holiday</b></p> <p><b>Subject Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores or omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> </ul> <p><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul> <p><b>Seasonal Change Activities relating to March and April.</b></p>
<b>Whole School Themes</b>	<ul style="list-style-type: none"> <li>• New Vic Theatre trip and themed weeks</li> </ul>	<ul style="list-style-type: none"> <li>• World Book Week</li> </ul>



Thematic Plan  
Year One  
Summer Term

<u>Topic Name</u>	<u>Summer 1</u> <u>Rainforest Adventures</u>	<u>Summer 2</u> <u>Wonderful World of Beatrix Potter</u>
<b>Whole Class Text</b>	<ul style="list-style-type: none"> <li>• We're Roaming in the Rainforest</li> <li>• Rumble in the Jungle</li> <li>• The Jungle book</li> <li>• " Slowly, slowly, slowly, " said the sloth</li> </ul>	<ul style="list-style-type: none"> <li>• Peter Rabbit</li> <li>• Squirell Nutkin</li> <li>• Jemima Puddleduck</li> <li>• Benjamin Fisher</li> <li>• Mrs TiggyWinkle</li> <li>• Tom Kitten</li> </ul>
<b>Trip/Hook</b>	<ul style="list-style-type: none"> <li>• Rent Stick Insects from Rent A Beast</li> <li>• Eden project (Virtual)</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor reading of 'Jeremy Fisher' with 'butterfly' sandwiches</li> <li>• Trip to The Wolseley Centre Stafford - Plantastic and Minibeast units.</li> </ul>
<b>Door/ Classroom display</b>	<ul style="list-style-type: none"> <li>• Animal prints- display on door</li> <li>• Jungle rainforest with leaves/paper chains hanging from ceiling, animals,</li> </ul>	<ul style="list-style-type: none"> <li>• Mr McGreggor's Garden, Animals from the stories</li> </ul>

<b>Outdoor lesson</b>	<ul style="list-style-type: none"> <li>• Minibeast Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• What wildlife can be found in our local area? Bird Watching</li> </ul>
<b>GPS</b>	<ul style="list-style-type: none"> <li>• Phonics</li> <li>• GPS starters at the beginning of English lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics</li> <li>• GPS starters at the beginning of English lessons.</li> </ul>
<b>English Units</b>	<ul style="list-style-type: none"> <li>• Non chronological report of an animal- based on we're roaming in the rainforest</li> <li>• Retelling of Jungle Book clips</li> <li>• Missing poster for Mowgli</li> <li>• Repetitive poem based on first section of 'Slowly Slowly Slowly, said the sloth'</li> </ul>	<ul style="list-style-type: none"> <li>• Riddles- Squirrel Nutkin</li> <li>• Wanted poster &amp; stranger danger- Jemima Puddle duck</li> <li>• Retell of Peter Rabbit</li> <li>• Own Beatrix Potter style story</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Study of the Matis, Yanomami and Riberenos tribes ( using 'we're roaming in the jungle')</li> <li>• Study of how rainforests have changed over time and its land use</li> <li>• George Forrest - plant explorer who went to the Yunnan in China and brought plants back to the UK- look at Chinese rainforest.</li> </ul> <p>H.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>H.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<ul style="list-style-type: none"> <li>• Study of Beatrix Potter</li> </ul> <p>H.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare 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]</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Compare the Rainforest to rural area of the UK</li> <li>• Compare the plants, trees wildlife etc.</li> </ul> <p>Gg.3 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</p> <p>Gg.4 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</p>	<ul style="list-style-type: none"> <li>• Study of the lake district using geographical vocabulary ( where BP holidayed and took inspiration for her stories)</li> <li>• Comparison to the city (London where born)</li> </ul> <p>Gg.5 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Gg.6 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Create a class rainforest using handprints and leaf prints</li> <li>• Sketch and colour a butterfly by observation and improvement( Austin's butterfly video)</li> <li>• Study of Henry Rosseau and recreate own rainforest art</li> <li>• Make tribal jewellery</li> </ul> <p>A&amp;D.1 to use a range of materials creatively to design and make products</p> <p>A&amp;D.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>A&amp;D.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>A&amp;D.4 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</p>	<ul style="list-style-type: none"> <li>• Discussion of story images shading techniques etc and recreate their own</li> <li>• Study of illustrators- pupils add own illustrations to their story</li> </ul> <p>A&amp;D.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>A&amp;D.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>A&amp;D.4 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</p>
<b>D&amp;T</b>	<ul style="list-style-type: none"> <li>• Create a shelter from the rain</li> </ul> <p>D&amp;T.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology(Y1&amp;Y2)</p> <p>D&amp;T.3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>D&amp;T.4 select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<ul style="list-style-type: none"> <li>• Design, make and evaluate felt puppets</li> </ul> <p>D&amp;T.1 design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>D&amp;T.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>D&amp;T.3 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Follow instructions on how or when to play an instrument based on the jungle book</li> <li>• Make and control, and create sequences of long and short sounds using instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Clap rhythms</li> <li>• Create a mixture of different sounds</li> <li>• Make and control long and short sounds using voices</li> </ul>

	M.2 play tuned and untuned instruments musically	<ul style="list-style-type: none"> <li>Imitate changes in pitch</li> </ul> <p>M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>M4. Make and use sounds using the inter-related dimensions of music</p>
RE	<ul style="list-style-type: none"> <li>Answers</li> </ul> <p>1.1a Engage with stories and extracts from religious literature and talk about their meanings (See New Scheme)</p>	<ul style="list-style-type: none"> <li>Worship</li> <li>Why should different faiths meet together? We can all work and live together, despite having different beliefs.</li> </ul> <p>1.2a Find out about how and when people worship and ask questions about why this is important to believers. (See New Scheme)</p>
Computing	<ul style="list-style-type: none"> <li>e-saftey</li> </ul> <p>To explore how to use email to safely communicate.</p> <p><b>Unit: Data and information</b></p>	<ul style="list-style-type: none"> <li>e-saftey</li> </ul> <p>To apply my online safety knowledge to help others make good choices online.</p> <p><b>Unit: Coding</b></p>
PE	<p><b>Games:</b> Striking &amp; Sending Skills theme</p> <p><b>Games:</b> Multi skills</p>	<p><b>Athletics:</b> Multi events</p> <p><b>Games:</b> Multi skills</p>
PHSE	<p><b>Unit: Relationships</b></p> <p>Understand that there are different family types</p> <p>Identify what being a good friend means to me Appropriate ways of physical contact when greeting friends</p> <p>People who help us</p> <p>Recognising my qualities as a person and friend Celebrating special relationships</p>	<p><b>Unit: Changing Me</b></p> <p>Life cycles</p> <p>Changing Me My changing body</p> <p>Learning and growing</p> <p>Meeting my new teacher</p> <p>Transition work</p>
SCIENCE Topic	<p><b>On Safari</b></p> <p><b>Subject Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways.</li> <li>Observe closely, using simple equipment. Perform simple tests.</li> <li>Identify and classify. Gather and record data to help in answering questions.</li> </ul> <p><b>Seasonal Change Activities relating to May and June</b></p>	<p><b>Plants and Animals</b></p> <p><b>Subject Knowledge</b></p> <p>Plants</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p>Animals (including humans)</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment.</li> <li>Perform simple tests.</li> <li>Identify and classify.</li> <li>Use their observations and ideas to suggest answers to questions.</li> <li>Gather and record data to help in answering questions.</li> </ul> <p><b>Seasonal Change Activities relating to July and August.</b></p>
Whole School Themes		<ul style="list-style-type: none"> <li>Sports day</li> <li>transitions</li> </ul>

