

Theme:	Autumn 1 – Toys in Space
Driver: (Mantle of the expert)	Children will immerse themselves into a space themed classroom and will be sent letters, postcards and emails from the 'Toys in Space,' linked to the book written by Mini Grey. This will have a cross-curricular link to history where children will learn about Neil Armstrong being the first man on the moon. We will then move on to learn about toys old and new.
Main NC subjects	English History Science
Purpose	<p>Speaking and listening: during Key Stage 1 pupils learn to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.</p> <p>This topic will build on the children early learning goals by promoting listening and speaking skills whilst drawing on their ability to use imagination and language to re-create roles and experiences.</p>
Science -	<ul style="list-style-type: none"> • Can they distinguish between an object and the material from which it is made? • Can they describe materials using their senses? • Can they describe materials using their senses, using specific scientific words? • Can they explain what material objects are made from? • Can they explain why a material might be useful for a specific job? • Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock • Can they sort materials into groups by a given criteria? • Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? • Can they describe things that are similar and different between materials? • Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? • Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?
History	<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? • Do they appreciate that some famous people have helped our lives be better today? • Do they recognise that we celebrate certain events, such as Bonfire Night, because of what happened many years ago?

	<ul style="list-style-type: none"> • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as wind-up toys/clocks/household objects - iron? • Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago, when my parents/carers where children, recently? • Can they tell me about things that happened when they were little? <p>Can they recognise that a story that is read to them may have happened a long time ago?</p>
Computing	<ul style="list-style-type: none"> • Can they create a simple series of instructions - left and right? • Can they record their routes? • Do they understand forwards, backwards, up and down? • Can they put two instructions together to control a programmable toy? • Can they begin to plan and test a Bee-bot journey?
Art	<p>Piet Mondrian</p> <ul style="list-style-type: none"> • Can they communicate something about themselves in their painting? • Can they create moods in their paintings? • Can they choose to use thick and thin brushes as appropriate? • Can they paint a picture of something they can see? • Can they name the primary and secondary colours?
PE	<ul style="list-style-type: none"> • Can they make their body tense, relaxed, curled and stretched? • Can they control their body when travelling? • Can they control their body when balancing? • Can they copy sequences and repeat them? • Can they roll in different ways? • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways?
Opportunities for RE	<p>Harvest Celebration</p> <ul style="list-style-type: none"> -to be able to talk about Harvest Festivals Celebration -to know there are Christian charities working worldwide to improve living conditions of people in third world countries. -know that we believe that helping others is part of putting our Christian faith into practice.
Opportunities for English and Maths	<p>Writing inspired by the topic.</p> <p>Phonics activities to imbed previously tough phonemes.</p> <p>Continuous provision activities aimed at encourage independent writing opportunities as well as practical maths tasks.</p>

Theme:	Iggy Peck Architect Autumn 2 / Santa's Workshop
Driver (Mantle of the expert)	The classroom will be turned into a construction site. We will use the story of Iggy Peck to stimulate discussion and ideas. We are going to be looking at toys old and new and children will have the opportunity to look in depth and compare things both old and new. We will conclude by turning the classroom into Santa's workshop where children will have a special request from Santa in which he will ask the children to build a fairy playground. Children will create a moving swing and see- saw using materials they have explored throughout their previous topic. They will look at joins and how to make moving parts.
Main NC subjects	English Rhyming words Labels Instructions Letter writing History DT
Purpose	To consolidate their understanding of rhyming words. To help children read words with phonemes previously taught.
DT	<p>Construction</p> <ul style="list-style-type: none"> • Can they talk with others about how they want to construct their product? • Can they select appropriate resources and tools for their building projects? • Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? <p>Use of materials</p> <ul style="list-style-type: none"> • Can they make a structure/model using different materials? • Is their work tidy? • Can they make their model stronger if it needs to be? <p>Mechanisms</p> <ul style="list-style-type: none"> • Can they make a product which moves? • Can they cut materials using scissors? • Can they describe the materials using different words? • Can they say why they have chosen moving parts? <p>•</p>
Computing	Children will continue to work on the skills from Autumn.
Art	<ul style="list-style-type: none"> • Can they sort threads and fabrics? • Can they group fabrics and threads by colour and texture? • Can they weave with fabric and thread?
Science	Children will continue the materials topic.
Geography	<ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? • Can they point out where the equator, north pole and south pole are on a globe or atlas?

	<ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? • Can they answer questions about the weather? • Can they keep a weather chart? • Can they use field work and observational skills to study the geography of the school and the key human and physical features of its surrounding environment? •
PE Yoga	<ul style="list-style-type: none"> • Can they travel in different ways? • Can they balance in different ways? • Can they climb safely? • Can they stretch in different ways? • Can they curl in different ways?
Opportunities for RE	<p>The Christmas Story</p> <ul style="list-style-type: none"> -know that we (Christians) believe that God created the world -know that the creation stories are at the very beginning of the Bible and to be able to recall details briefly -know that we believe that people should take care of our world.
Opportunities for English and Maths	<p>Writing inspired by daily letters from Santa or Santa's elves.</p> <p>Writing inspired from history 'Old and New' topic.</p>
Theme:	Beatles Spring 1
Driver (Mantle of the expert)	A Yellow Submarine & Beatles themed music.
Main NC subjects	<p>Art</p> <p>English</p> <p>Geography</p> <p>History</p>
Purpose	To learn all about an historical event.
History	<ul style="list-style-type: none"> • Do they know that some objects belonged to the past? • Can they retell a familiar story set in the past? • Can they explain how they have changed since they were born? • Can they explain why certain objects were different in the past, e.g. iron, music systems and televisions? • Can they tell us about an important historical event that happened in the past? E.g. <i>The Beatles putting Liverpool on the map</i> • Can they explain differences between past and present in their life and that of other children from a different time in history? <p>We will revisit some of the earlier objectives for history, see toy topic.</p>
PE	<ul style="list-style-type: none"> • Can they throw underarm? • Can they roll a piece of equipment? • Can they hit a ball with a bat? • Can they move and stop safely? • Can they catch with both hands?

	<ul style="list-style-type: none"> • Can they throw in different ways? • Can they kick in different ways?
Computing	<ul style="list-style-type: none"> • Microsoft word documents skills.
Opportunities for RE	<p>Easter –New Life</p> <ul style="list-style-type: none"> -be able to retell the events of Palm Sunday, Good Friday and Easter day. -Know that we (Christians) believe that Jesus died and was raised to new life. -begin to understand that we (Christians) believe that Easter is a new beginning.
Opportunities for English and Maths	<p>Postcards, letters, brochures and poems.</p> <p>Money and time</p>
Theme:	Lonely Beast Spring 2
Driver: (Mantle of the expert)	This topic will be heavily focused on exploring locality and the wider world. We will explore the United Kingdom before comparing life in the UK to life in Brazil. Children will compare different climates and traditions. The Lonely Beast loves to travel and will ensure interactive, fun lessons where the children will enjoy learning about the world.
Main NC subjects	<p>Art</p> <p>English</p> <p>Geography</p> <p>Science</p>
Purpose	To learn all about the world around them. Children will explore their locality, as well as the U.K with the help of our travelling friend.
Geography	<ul style="list-style-type: none"> • Can they tell someone their address? • Can they explain the main features of a hot and cold place? • Can they identify and describe the key features of a locality using words and pictures e.g. coastal? • Can they explain how the weather changes with each season? • Can they name key features associated with a town or village, e.g. ‘church’, ‘farm’, ‘shop’, ‘house’? • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they name the major cities of England, Wales, Scotland and Ireland?
Computing	<ul style="list-style-type: none"> • Can they capture images with a camera? • Can they print out a photograph from a camera with help? • Can they record a sound and play it back? • Can they enter information into a template to make a graph? • Can they talk about the results shown on a graph?
Dance	<ul style="list-style-type: none"> • Can they move to music? • Can they copy dance moves? • Can they perform some dance moves? • Can they make up a short dance? • Can they move around the space safely? • Can they explore and perform basic body actions? • Do they use different parts of the body singly and in combination? • Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance? • Do they choose appropriate movements for different dance ideas?

	<ul style="list-style-type: none"> • Can they remember and repeat short dance phrases and simple dances? • Do they move with control? • Do they vary the way they use space? • Do they describe how their lungs and heart work when dancing? • Do they describe basic body actions and simple expressive and dynamic qualities of movement?
Music	<ul style="list-style-type: none"> • Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? • Create a sequence of long and short sounds.
Opportunities for RE	<p>Looking at the New Testament and stories of Jesus</p> <ul style="list-style-type: none"> -know that Christians believe that Jesus is God's gift to the world. -be able to tell the nativity story -know that the wise men visited baby Jesus after Christmas -know that we believe that the gift of Jesus shows God's love and care for the world.
Opportunities for English and Maths	Story writing
Theme:	Where the Wild Things Are Summer 1
Driver: (Mantle of the expert)	Pupils look at the book and use this to stimulate learning outdoors.
Main NC subjects	Art English Geo Science
Purpose	To explore outdoors and plants.
Science	<ul style="list-style-type: none"> • Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? • Can they identify and name a range of common plants and trees? • Can they recognise deciduous and evergreen trees? • Can they name the trunk, branches and root of a tree? • Can they describe the parts of a plant (roots, stem, leaves, flowers)?
Art	<ul style="list-style-type: none"> • Can they communicate something about themselves in their drawing? • Can they create moods in their drawings? • Can they draw using pencil and crayons? • Can they draw lines of different shapes and thickness, using 2 different grades of pencil? • Can they colour in following the lines?
Opportunities	<p>Saints and Followers.</p> <ul style="list-style-type: none"> -recall stories about the disciples

for RE	-know that people past and present follow Jesus -ask questions about the feelings and experiences of others -recognise their own values and the values of others.
Opportunities for English	Poems, instructions, lists
Theme	Amazing Animals – Summer 2
Driver: (Mantle of the expert)	Children will immerse themselves into many different animal themed stories and begin to learn about animals in depth. Through cross-curricular links with science children will begin to identify and describe animals.
Main NC subjects	Art English Geo Science
Music	<ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds? • Can they perform long and short sounds?
DT	Textiles <ul style="list-style-type: none"> • Can they describe how different textiles feel? • Can they make a product from textiles by gluing? –Collage landscape?
Art	Exploring local craft maker- Claudia Pink and creating our own jewellery.
Computing	<ul style="list-style-type: none"> • Do they recognise what an email address looks like? • Have they joined in sending a class email? • Can they use the @ key and type an email address? • Can they word process ideas using a keyboard? • Can they use the spacebar, back space, enter, shift and arrow keys? • Can they print out a page from the internet
Science	<ul style="list-style-type: none"> • Can they observe changes across the four seasons? • Can they name the four seasons in order? • Can they observe and describe weather associated with the seasons? • Can they observe and describe how day length varies? <ul style="list-style-type: none"> • Can they name the parts of the human body that they can see? • Can they draw & label basic parts of the human body? • Can they identify the main parts of the human body and link them to their senses? • Can they name the parts of an animal's body? • Can they name a range of domestic animals? • Can they point out some of the differences between different animals? • Can they sort photographs of living things and non-living things? • Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates)

	<ul style="list-style-type: none"> • Can they describe how an animal is suited to its environment? • Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? <p>Can they classify animals by what they eat? (carnivore, herbivore, omnivore)</p> <ul style="list-style-type: none"> • Can they compare the bodies of different animals •
Geography	<ul style="list-style-type: none"> • Questions using different resources, such as books, the internet and atlases? • Can they think of a few relevant questions to ask about a locality? • Can they answer questions about the weather?
Opportunities for RE	<p>Baptism</p> <ul style="list-style-type: none"> -to be able to identify baptism from photographs -to retell the story of Jesus' baptism -to suggest meaning for the symbols of baptism -to talk about their experiences of belonging.
Opportunities for English	<ul style="list-style-type: none"> • Information texts