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| --- | --- | --- | --- | --- | --- | --- |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Topic (big question)** | What if you met a Gruffalo? | What makes a hero?  | What if you built a time machine? | What if you had paws, claws and whiskers? | What if you found buried treasure? | Have you ever ‘bean’ up a beanstalk?  |
| **Key Text** | *The Gingerbread Man**The Gruffalo* by **Julia Donaldson***The Kissing Hand* by **Audry Penn** (for transition) | *Superworm* by **Julia Donaldson***Traction Man* by **Mini Grey** | *The Most Magnificent Thing* by **Ashley Spires***Rosie Ravere, Engineer* by **Andrea Beaty***The Life of Isambard Kingdom Brunel* by **Leonie Bennett** | *Lost and found* by **Oliver Jeffers***A Hungry Lion, or A Dwindling Assortment of Animals*by **Lucy Ruth Cummins***The Story of the Little Mole Who Knew It Was None of His Business: Plop-up Edition!*by **Werner Holzwarth and Wolf Erlbruch** | *Pirates Love Underpants* by **Claire Freedman***The Pirate Cruncher* by **Johnny Duddle**  | *Jack and the Beanstalk* by **Richard Walker***Jim and the beanstalk* by **Raymond Briggs***Trust Me, Jack’s Beanstalk Stinks!: The Story of Jack and the Beanstalk as told by the Giant* by **Eric Braun** |
| **Literacy**  | * Writing Assessment – Baseline assessment
* Narrative – *The Gruffalo*
* Real life instructions – *Gingerbread man recipe*
* Labels and captions – *Gruffalo*
 | * Narrative – *Super Worm*
* Labels and captions – *Traction Man*
* Personal recounts – *Aerospace school trip OR Wow Day*
* Real Life Instructions *– How to make a paper airplane*
 | * Narrative – *The Most Magnificent Thing*
* Labels and captions – *Rosie Ravere, designing a flying machine*
* Personal recounts – *SS Great Britain OR Wow Day*
* Imaginative instructions – *How to build a time machine*
 | * Narrative – *Lost and found*
* Labels and captions – *Animals*
* Real Life Instructions *– How to look after a pet*
* Personal recounts – *Animal experience*
 | * Narrative – *Pirates Love Underpants*
* Labels and captions – *Design a sea monster*
* Imaginative instructions – *How to be a pirate*
* Personal recounts – *Pirate Wow day*
 | * Narrative – *Jack and the Beanstalk* ***(final assessment)***
* Real life instructions – *Growing a Bean*
* Imaginative instructions – *How to grow a magic bean*
* Personal recounts –*a day in Year 1* (to send to reception for transition)
 |
| **Numeracy** | Using place value and number facts to solve problems. | Solve problems involving addition and subtraction. | Properties of shapes.Position & Direction.Measurement. | Practical fractions.Identify, represent and use numbers in real-life contexts. | Solving problems using multiplication and division.Recognising and finding quarters. | Using place value to record compare and solve practical problems with measures. |
| **Science** | **Humans*** I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

**Working scientifically*** Asking simple questions and recognise that they can be answered in different ways

**Seasonal changes*** Observe and describe weather associated with the seasons and how day length varies (autumn)
 | **Humans*** I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

**Working scientifically*** Asking simple questions and recognise that they can be answered in different ways

**Seasonal changes*** Observe and describe weather associated with the seasons and how day length varies (winter)
 | **Everyday Materials*** I can distinguish between an object and the material from which it is made
* I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
* I can describe the simple physical properties of a variety of everyday materials
* I can compare and group together a variety of everyday materials on the basis of their simple physical properties.

**Working scientifically*** Performing simple tests (waterproof)
 | **Animals*** I can identify and name a variety of common animals that are carnivores, herbivores and omnivores
* I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

**Working scientifically*** Identifying and classifying
* Using their observations and ideas to suggest answers to questions (Frogspawn/caterpillars)
* Observing closely, using simple equipment
 | **Animals*** I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

**Working scientifically*** Identifying and classifying
* Using their observations and ideas to suggest answers to questions (Frogspawn/caterpillars)
* Observing closely, using simple equipment

**Seasonal changes*** Observe and describe weather associated with the seasons and how day length varies (spring)
 | **Plants*** I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
* I can identify and describe the basic structure of a variety of common flowering plants, including trees.

**Working scientifically*** Performing simple tests (different conditions for growing a bean)
* Gathering and recording data to help in answering questions (bean diary)

**Seasonal changes*** Observe and describe weather associated with the seasons and how day length varies (summer)
 |
| **Geography** | * devise a simple map
* use and construct basic symbols in a key
* use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, valley, season and weather
* use basic geographical vocabulary to refer to key physical features, key human features, including: village, farm, house
* 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
* use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, office 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
 | * name and locate the world’s 7 continents and 5 oceans
* use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, season and weather
* use basic geographical vocabulary to refer to key human features, including: port, harbour
* 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
* devise a simple map; and use and construct basic symbols in a key
 | * use basic geographical vocabulary to refer to key physical features, including: soil, vegetation, season and weather
* use basic geographical vocabulary to refer to key human features, including: farm
 |
| **History** |  | * Filton airfield

Significant places in their own locality* Events beyond living memory (the first aeroplane flight)
 | * Victorians

Changes within living memory – revealing aspects of change in national life (e.g. comparing Victorian toys to modern day)* Brunel

Significant people and places in their own locality  |  | * Grace Darling and Blackbeard

The lives of significant individuals in the past who have contributed to national and international achievements |  |
| **Art** | **Painting**Use sketchbook to collect ideas. Use a variety of tools and techniques including the use of different brush sizes and types Mix and match colours to artefacts and objects. Mix secondary colours and shades using different types of paint Create different textures in paintings e.g. by scratching in to paint, adding sand, paper, sawdust.  | **Sculpture**Use sketchbook to collect ideas. Manipulate clay in a variety of ways eg rolling, kneading, and shaping Explore sculpture with a range of malleable media. Experiment with, construct and join recycled, natural and manmade materials Explore shape and form  | **Local artists****Drawing**Use sketchbook to collect ideas.Experiment with a variety of tools inc pencils, crayons, pastels, charcoal, chalk and other dry media.  | **Printing**Use sketchbook to collect ideas. Make marks in print with a variety of objects including natural and made objects Carry out different printing techniques eg monoprint, block, relief and resist printing Make rubbings Build a repeating pattern and recognise pattern in the environment  | **Mixed media**Use sketchbook to collect ideas. Use a variety of techniques eg weaving, fabric crayons and sewing. How to thread a needle, cut, glue and trim material Create images from imagination, experience or observation Use a variety of media inc photocopied material, fabric, plastic, tissue, magazines  | **Henri Matisse****Printing/collage**Use sketchbook to collect ideas.Make marks in print with a variety of objects including natural and made objects Carry out different printing techniques eg monoprint, block, relief and resist printing Make rubbings Build a repeating pattern and recognise pattern in the environment Self-portraits |
| **D&T** |  | Making paper airplanes* learners should be taught the

knowledge, understanding and skills needed to engage in an iterative process of designingand making. | Suspension Bridge* build structures, exploring how they can be made stronger, stiffer and more stable
 |  |  | Moving picture* explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
 |
| **Music** | Jolly Music |
| **Computing** | iPad rules Internet SafetyUsing an app Beebots Paint, taking a photo/video  | MultimediaMaking a presentation with pictures and texts Navigating Websites  | Scanning QR codes Animation  | Editing photographs Google earth  | Capture, save and retrieve video  | Multimedia Capture, save and retrieve video Use hyperlinks to explore websites |
| **RE** | **Theme:** Creation Story**Key Question:** Does God want Christians to look after the world?**Religion:** Christianity | **Theme:** Christmas Story**Key Question:** What gift would I have given to Jesus if he had been born in my town, not in Bethlehem?**Religion:** Christianity  | **Theme:** Jesus as a friend**Key Question:** Was it always easy for Jesus to show friendship?**Religion:** Christianity | **Theme:** Easter – Palm Sunday**Key Question:** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?**Religion:** Christianity | **Theme:** Shabbat**Key Question:** Is Shabbat important to Jewish children?**Religion:** Judaism | **Theme:** Chanukah**Key Question:** Does celebrating Chanukah make Jewish children feel close to God?**Religion:** Judaism |
| **PSHE** | Class Rules Jigsaw Being me in My World  | Growth Mindset Jigsaw Celebrating Difference  | Growth Mindset Jigsaw Dreams and Goals  | Growth Mindset Jigsaw Healthy Me  | Growth Mindset Jigsaw Relationships | Growth Mindset Jigsaw Changing Me |
| **PE** | Real PEUnit 1 – Personal Skills* Static Balance (1)
* Coordination (10)
 | Real PEUnit 2 – Social Skills* Static Balance (2)
* Dynamic Balance to Agility (6)
 | Real PEUnit 3 – Cognitive Skills* Small Base (4)
* Dynamic Balance (5)
 | Real PEUnit 4 – Creative Skills* Counter Balance in pairs (7)
* Coordination – ball skills (9)
 | Real PEUnit 5 – Physical Skills* Coordination with equipment (8)
* Agility – reaction/response (12)
 | Real PEUnit 6 – Health and Fitness* Static Balance – floorwork (3)
* Agility – ball chasing (11)
 |
| **Spanish** | * Greetings recap
* Parts of the body
* Habia una vez (song)
 | * Numbers 1-20
* Colours
* Christmas songs
 | * Colours recap
* Feelings (estoy)
 | * Action songs
* Este Puente va a caer
 | * Jungle animals: Mi gusta/no me gusta
* Recap numbers & parts of body
 | * Cultural study: Mexico
 |
| **Enrichment events** | Fancy Dress Day (second week)Library VisitBaking and making Gingerbread menGruffalo CrumbleForest School – Gruffalo trail | Superhero day – dress as a favourite superhero, real or fictionLibrary VisitInvite parents with heroic jobsAerospace school trip | Victorian schoolday Library visitSS Great Britain | What animal was in our classroom?Library VisitVisit from owl man or similar  | Pirate DayLibrary VisitLockleaze Adventure Playground | Giant on the looseLibrary VisitVisit to the shop – fruit kebab |

Wow Day

Main Trip

Literacy coverage can be through both English and Topic lessons.

Within History, learners should:

* Develop an awareness of the past, using common words and phrases relating to the passing of time.
* Know where the people and events they study fit within a chronological framework.
* Identify similarities and differences between ways of life in different periods.
* Use a wide vocabulary of everyday historical terms.
* Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
* Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Within Geography, learners should:

* Develop knowledge about the world, the United Kingdom and their locality.
* Understand basic subject-specific vocabulary relating to human and physical geography.
* Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

During the year in Science, learners will:

**Seasonal Changes**

* Observe changes across the four seasons
* Observe and describe weather associated with the seasons and how day length varies.

Within D&T, learners should:

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

Cooking should be taught **at least 3 times per year** and learners should:

* use the basic principles of a healthy and varied diet to prepare dishes
* understand where food comes from.