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| **Theme** | Autumn  Ourselves | | Spring 1  Toys | Spring 2  Seasonal Changes | Summer 1  Africa | | Summer 2  Animals |
| **Subjects that will be covered in this theme** | **Science-**  To explore and investigate the human body and the five senses.  **Art-**  To develop drawing skills and techniques by exploring the work of Van Gogh to create self portraits.  **Geography-**  To identify the human and physical features of the local area and to develop geographical skills and fieldwork by exploring and creating maps of the local area. | **History-**  To develop an understanding of how the local area has changed over time (e.g. shops, diversity)  **History-**  To explore the significance of events and changes over time through studying the events of the Bradford City Fire.  **Art/Design Technology**-  To plan, design, make and evaluate a model house based on the key features of the houses seen in the local area. | **History-**  To identify the difference between toys from the past and the present and the changes which have occurred over time.  **Science-**  To investigate the properties of materials to find a suitable material to create a toy.  **Design Technology-**  To plan, design, make and evaluate a toy. | **Science-**  To observe and investigate a variety of plants and trees and their needs to survive.  **Science-**  To explore the changes which occur during the four seasons.  **Art-**  To explore colour and texture through seasonal Art work. | **Geography-**  To identify the 7 continents and to explore the UK as part of Europe.  **Geography-**  To use locational and place knowledge to compare the United Kingdom and Africa.  **Music-**  To listen to and describe a range of musical pieces from around Africa.  **Art-**  To explore colour, printing and pattern through African Artwork. | **Science-**  To identify, name and describe animals that live in Africa and to compare these to those living in the UK.  **Music-**  To listen to and perform a range of musical pieces.  **Design Technology-** To identify which fruits grow in different parts of the work and to use these to develop cooking and nutritional knowledge. | |
| **Curriculum Enhancement** | Local area walk to explore the key features of our local area | Visit to the Bradford City Football Ground to find out all about the fire and the impact of this | Toy workshop in school to explore toys from the past | Plant/Tree hunt around the local area to identify a range of different plants and trees | World culture themed day in school to celebrate the different cultures and the diversity found in around the world. | Visit to a Wildlife Park to look at animals from around the world | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Enjoying Reading Improving Comprehension (ERIC)** | The class will read the range of Supertato stories and discuss the main events in these and how the characters could be described based on what they have done in the story. | Class will select a range of fictional stories to read together and discuss by retelling key events in sequence and sharing their opinions on the stories they have heard. | A range of poems will be read with the children and they will begin to recite and perform these poems to small audiences within the classroom. | Class will select a range of fictional stories to read together and discuss the characters actions and feelings within the stories they have heard.  The class will also read non-fictional texts linked to plants and the seasons with a focus of identifying and using the key features of a text e.g. the contents page, subheadings, etc. | Class will select a range of non-fictional texts to read together and discuss the key information they have found. | Class will select a range of fictional stories to read together and begin to infer and discuss the characters actions and feelings within the stories they have heard. |
| **English - Writing** | Using the story of Supertato as a stimulus the children will building and writing sentences to retell the key events from the story and to describe characters from the story using adjectives. | Using the story of The Three Little Pigs as a stimulus the children will be sequencing and retelling the story. The children will also create a Wanted Poster when the wolf goes missing using adjectives and the conjunctions ‘and’ and ‘because’. | Using the story of Beegu as a stimulus the children will be making inferences about Beegu’s feelings and using this to create diary entries and letters in the first person. | Using Beegu as a stimulus again the children will be writing non-fiction texts for Beegu to guide her around the planet Earth. The children will be aiming to use statements and questions in their writing. | Using the story of Jasper’s Beanstalk as a stimulus the children will be writing instructions for how to plant a beanstalk. Once they have planted their beans the children will begin to write a Bean Diary tracking the progress of their plant. | Using the story of Monkey Puzzle as a stimulus the children will then be researching different animals from the story and writing a Non-Chronological Report about an animal. The children will be focussing on the structure and layout of their writing in the reports. |
| **Phonics** | Focus on consolidation of Phase 3 phonemes and how these are read and written in CVC, CVCC and 2 syllable words.  Phase 4 activities linked to reading and writing using previously taught phonemes. | Focus on Phase 5 phonemes ‘ay’, ‘ou’, ‘ie’, ‘ea’, ‘oy’, ‘ir’, ‘ue’, ‘aw’, ‘wh’ and ‘ph’. Explore how these are read in a range of real and pseudo words and apply this to using these phonemes in writing. | Focus on Phase 5 phonemes ‘ew’, ‘oe’, ‘au’, ‘a-e’, ‘e-e’, ‘i-e’, ‘o-e’ and ‘u-e’. Explore how these are read in a range of real and pseudo words and apply this to using these phonemes in writing. | Using Bug Club Phonics focus on the alternate spellings for the phonemes ‘w’, ‘f’, ‘ai’, ‘ee’, ‘igh’, ‘oa’ and ‘oo’. Explore how these are read in a range of real and pseudo words and apply this to using these phonemes in writing. | Using Bug Club Phonics focus on the alternate spellings for the phonemes ‘or’, ‘ur’, ‘ow’, ‘oi’, ‘ear’, ‘air’ and ‘c’. Explore how these are read in a range of real and pseudo words and apply this to using these phonemes in writing. | Using Bug Club Phonics focus on the alternate spellings for the phonemes ‘s’, ‘j’, ‘l’, ‘m’, ‘n’, ‘r’, ‘ch’, ‘sh’, ‘zh’ and ‘w o written as wa’. Explore how these are read in a range of real and pseudo words and apply this to using these phonemes in writing. |
| **Maths** | Developing an understanding of numbers by focusing on number recognition and formation, finding one more and one less than a given number and counting to 30 and beyond. | Add and subtract 1 and 2 digit numbers up to 20 using a range of practical resources and pictorial representations. | Solving simple addition and subtraction missing number problems using a range of practical resources and pictorial representations.  Begin to compare and describe a range of objects for length, height, mass and capacity and use non standard units when measuring. | Using standard units when measuring length, height, mass and capacity.  Begin to multiply and divide numbers using concrete objects, pictorial representations and arrays. | To read, write and interpret mathematical statements involving multiplication and division and solve 1 step multiplication and division word problems, including doubling and halving.  Begin to tell and show o’clock and half past the hour on a clock. | To complete and continue a range of repeating patterns.  Describing direction using the correct terminology eg. above, under, next to. |
| **Science** | Exploring and investigating the human body and which parts of the body are associated with a sense. | **No specific Science focus for this half term**. | Identify the properties of materials and investigating the suitability of each material for specific purposes. | Identifying and describing the structure of a plant or tree and naming a range of common and wild plants.  Comparing and describing the four seasons and the changes that occur between each season eg. colours, weather and celebrations. | **No specific Science focus for this half term**. | Identifying, naming and describing a range of animals that are found in Africa and comparing these to those animals found in the UK. |
| **History or Geography Focus** | **Geography focus:**  Identifying the physical and human features of the local area and focus on using maps to help develop geographical understanding and fieldwork. | **History focus:**  Developing an understanding of how the local area has changed over time.  Exploring the significance of the events of the Bradford City Fire and collecting information to analyse the impact of this event. | **History focus:**  Explore and investigate a range of toys from both the past and present and explain the different ways that these objects have changed over time. | **No specific History or Geography focus for this half term.** | **Geography focus:**  Naming and locating the 7 continents of the world and countries within the United Kingdom on a map.  Understanding the geographical similarities and differences between a small town in the UK and a town in Africa. | **No specific History or Geography focus for this half term.** |
| **Computing** | Understanding the importance of keeping safe online including keeping personal information safe.  Understanding how to use a keyboard and mouse.  Logging on to Purple Mash and the importance of creating safe usernames, passwords and avatars. | Understanding the importance of keeping safe online including owning your creative work.  Exploring variety of tools in a graphics package to create digital pictures of our local area and the Three Little Pigs story. | Understanding the importance of keeping safe online including safe searching.  Recognising common uses of technology beyond school, at home and places we visit, in objects such as toys and appliances. | Understanding the importance of keeping safe online by following the SMART rules (Safe, Meet, Accept, Reliable, Tell).  Discussing and exploring the use of ICT to simply sort, organise  and classify data collected on our plant hunt, including the use of pictograms. | Understanding the importance of keeping safe online including the safe use of email.  Understanding that devices can be controlled by a series of clear and accurate instructions called algorithms and controlling devices with algorithms. | Understanding the importance of keeping safe online including safe usernames and passwords.  Logging on to ow sand and the importance of safe usernames and passwords.  Using a word processor to create a non-chronological report. |
| **Art or Design Technology Focus** | **Art-**  To develop drawing skills and techniques using a variety of drawing tools to observe and draw anatomy (faces). | **Design Technology-**  To design, make and evaluate a house based on the key features of buildings seen in our local area.  **Art-**  To use a range of materials to construct and design objects for a purpose. | **Design Technology-**  To design, make and evaluate a car to transport humpty dumpty safely around the classroom and playground. To also develop by technical knowledge of why materials have been selected. | **Art-**  To develop control in using a range of colours, materials and tools to create seasonal weather pictures. | **Art-**  To discuss and explore African printed clothing and African Art work. To create a range of patterns including repeated and symmetrical patterns.  To develop weaving and modelling skills. | **Design Technology-**  To develop cooking and nutritional knowledge to help to plan and prepare healthy snacks |
| **Religious Education** | To consider the concept of celebrations including the ways in which we celebrate special events and how religions mark different festival days. | To develop skills in questioning, explaining and the awareness of what ‘caring’ looks like for different pupils and people of different faith backgrounds. | To develop skills in reflection and communication and encourage self-esteem and empathy in how and why we care for others. | To learn about what it means to belong to a church or mosque. To develop an understanding of what we might see in a mosque or church building, and what the people do when they go there. | To learn about what it means to belong to a church or mosque. To begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. To also develop an understanding that churches and mosques are special places for the people who go there. | To investigate special books and writings for religious believers, in particular the Bible and the Qur’an and to consider why these are special and how they are respected and treated. |
| **Physical Education** | Focus 1  Developing co-ordination and balance by travelling on one foot using hop, skip and side step and carrying objects using different movements  Focus 2- Gymnastics. Making a variety of shapes on the floor and low apparatus and travelling in a variety of ways including sliding, climbing, jumping and hopping. | Focus 1- Dance. Using moves and shapes to express how music makes you feel using a variety of movements and standing and floor shapes.  Focus 2-  Developing co-ordination, balance and agility by jumping, hopping, turning and landing and balancing whilst seated in different positions. | Focus 1  Developing co-ordination and balance by travelling forwards and backwards balancing on a line.  Focus 2- Games Cricket. Participating in team games, understanding where to stand to make it more difficult for the opposing team. | Focus 1  Developing ball skills co-ordination and counter balance by rolling, throwing and catching different size and shapes of ball, and maintaining balance with a partner in a variety of standing positions.  Focus 2- Games Cricket. Participating in team games, understanding the basic rules and tactics to benefit your team and make it more difficult for the opposing team. | Focus 1  Developing ball skills co-ordination and agility by juggling balls and sending /receiving balls between partners in a variety of standing positions.  Focus 2- Gymnastics  Controlling flight and rotation on a variety of equipment, floor, low and high apparatus, through jumps and lands. | Focus 1  Developing co-ordination, balance and agility by rolling and chasing a ball with a partner and transferring objects to and from the body whilst in a variety of front and back balancing positions.  Focus 2- Competitive and Cooperative Games- Athletics, relay races and a variety of games including ball rolling and catching. |
| **Music** | Describing music and identifying beats in pieces of music by clapping to the rhythms of different genres. | Using symbols to represent a composition and use these to help when performing a piece of music or rhythm. | Playing tuned and untuned instruments with control and begin to use a range of dynamics and expression when singing and/or performing. | To copy and create a sequence of short and long sounds in order to compose a short rhythm. | Describing and composing a range of short rhythms and pieces of music from around Europe and Africa. | Listening to and performing a range of songs and musical pieces from African culture. |
| **Personal Social Health Education** | Understanding positive relationships by understanding classroom rules, empathising with others feelings, emotions and needs, and suggesting strategies for resolving conflict situations. | Valuing differences within those we may meet and understanding why differences are good. Knowing the differences between unkindness, teasing and bullying and knowing what is fair and unfair. | Recognising the rights and responsibilities that we have personally as well as those of others. Realising the importance of routines including daily hygiene routines. Understanding the responsibilities people have for looking after our environments, belongings or dependants. Recognise the value of money, where people get money, what it may be spent on, the concept of saving money and the importance of keeping money safe. | Keeping myself safe, including the importance of a healthy diet, exercise and sleep. Identifying people who can keep us safe and where to find help when we need it. Understanding our bodies and which parts should be private. | Being my best. Recognising the importance of a healthy, balanced diet including at least five portions of fruit and veg a day, and knowing which foods to eat more or less of.  Recognising how diseases spread and how we can prevent the spread of disease.  Identifying and recognising positive and negative behaviours, how these behaviours affect people and how positive behaviours can be encouraged and conflict resolved. | Growing and changing. Knowing the names, functions and processes of major internal body parts (heart, lungs, blood, stomach, intestines, brain).  Understanding some of the tasks required for looking after a baby, what we could and couldn’t do for ourselves as babies but can now.  Know the differences between teasing and bullying and what to do if they experience or witness bullying. Recognise and identify the differences between secrets and surprises and what to do if a secret makes you feel uncomfortable. |