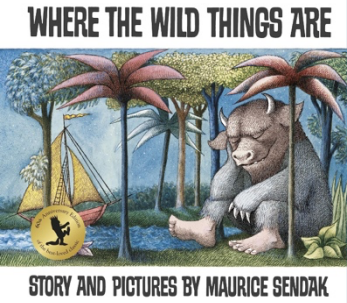
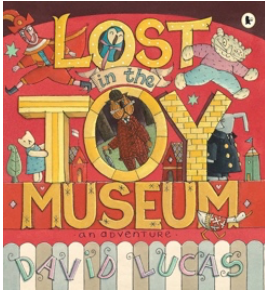
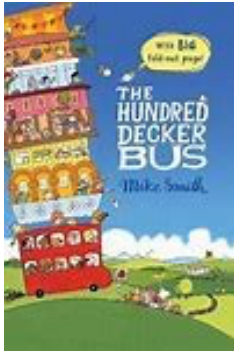
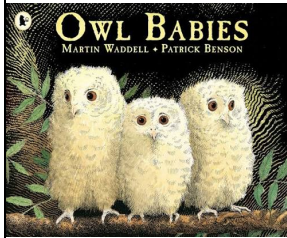
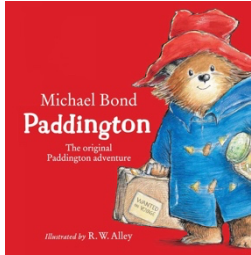


Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1 & 2		Summer 1	Summer 2
My Local Area	Toys in time	Transport and travel		The United Kingdom	Seaside Now and Then
Core Text:	Core Text:	Core Text:	Core Text:	Core Text:	Core Text:
					
Hook: Tour of school (including pre-school to look at the inscription on the bricks) Walk around the village.	Hook: Toy workshop in school.	Hook: Trip to the Doncaster Danum Museum.	Hook: The Wright Brothers workshop in school.	Hook: Afternoon tea at Auckley Church.	Hook: Seaside day at school. Cleethorpes trip.
Writing Outcomes: Recount Retell	Writing Outcomes: Recount Retell	Writing Outcomes: Recount Retell	Writing Outcomes: Recount Retell	Writing Outcomes: Recount Retell	Writing Outcomes: Recount Retell
Maths					
Place value	Addition and subtraction 2D and 3D shapes	Place value within 20	Place value within 50 Length and height Mass and volume	Multiplication Fractions Position and direction	Place value within 100 Money Time

		Addition and subtraction			
Curriculum Drivers					
Science Key Objectives & Outcomes					
Everyday materials	Autumn and Winter	Amazing Animals	Spring and Summer	Plants	
<u>Key objectives:</u> - What are materials? - Which materials are different objects made from? - What are the properties of different materials? - What other properties can materials have? - Which materials should we use to make objects? - Can we use properties to group, compare and sort objects?	<u>Key objectives:</u> - What are the four seasons? - What is the weather like in autumn? - What happens to plants and animals in autumn? - How does the weather change from autumn to winter? - What is the weather like in winter? - What happens to animals in winter?	<u>Key objectives:</u> - Can we name and describe different animals? - Can we group animals into mammals, birds and fish? - Can we group animals into reptiles and amphibians? - What do mammals have in common? - Can we identify different birds? - Can we compare different fish? - Can we compare animals from different categories? - What do animals eat? - What makes a good and happy pet? - What are the basic parts of the human body? What do they do?	<u>Key objectives:</u> - Can we describe the four seasons? - How does the weather change from winter to spring? - What happens to plants and animals in spring? - How does the weather change from spring to summer? - What happens to plants and animals in summer? - How do the changing seasons affect humans?	<u>Key objectives:</u> - What is a plant? - What are the main parts of a plant? - Common garden plants - Common wild plants - What are the main parts of a tree? - Why are plants important?	
History Key Objectives & Outcomes					
	Toys Over Time	Transport and Travel			
	<u>Key objectives:</u> - Over time, the materials we use to make objects such as toys has changed. - Timelines show the passing of time. - Chronological order means putting things in order from oldest – newest.	<u>Key objectives:</u> - Over time, technological advances have led to changes in travel and transport. - The modes of transport we rely on today did not exist in the past.			
Geography Key Objectives & Outcomes					
Our Local Area			The United Kingdom	Beside the Seaside	

<u>Key objectives:</u> • Learnt about where they go to school and explored their school and school grounds. • Investigated what it is like in their local area through a local area walk. • An understanding of what makes their local area unique – focusing on people and places. • Investigated where people live and work in their local area and learnt names of different types of homes. • Drawn maps of their local area and keys to accompany the maps. • Considered what they like and dislike about their local area and what they would change			<u>Key objectives:</u> • Become familiar with maps of the United Kingdom and learn to recognise its shape and to locate it on a world map and a globe. • Identified England, Northern Ireland, Scotland and Wales, as well as their capital cities. • Learnt how to locate their own town/city within the United Kingdom. • Developed contextual knowledge of the location of significant places within the UK – including their defining physical and human characteristics. • Learnt how to recognise the 4 countries individual flags, as well as the Union Jack and what it represents • Begun to develop an understanding of the concept of union	<u>Key objectives:</u> • Due to the changes in travel and transport, the seaside became a popular place. • Seasides have changed over time but many of the reasons why we visit them have remained the same.	
Computing Key Objectives & Outcomes					
I learn 2 site: Digital art unit • Use technology purposefully to create digital content. I learn 2 site: Music creation unit • Use technology purposefully to create digital content.	I learn 2 site: Mouse and keyboard skills unit • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	I learn 2 site: E-safety unit • Use technology safely and respectfully. • Keeping personal information private.	I learn 2 site: Text and images • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	I learn 2 site: Comic creation unit • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	I learn 2 site: Introducing programming • Understand what algorithms are • How they are implemented as programs on digital devices that programs execute by following precise and unambiguous instructions. • use logical reasoning to predict the behaviour of simple programs

		Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.			
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Art and D&T Key Objectives & Outcomes					
Art: Drawing and sketchbooks - Spirals	D&T: Textiles - Puppets	Art - Making birds	D&T - Wheels and Axles	Art - Exploring watercolours	D&T Structures – Constructing a windmill
<u>Key objectives:</u>	<u>Key objectives:</u>	<u>Key objectives:</u>	<u>Key objectives:</u>	<u>Key objectives:</u>	<u>Key objectives:</u>
- That drawing is a physical and emotional activity. - That when we draw, we can move our whole body. - That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we	- Join fabrics together using pins, staples or glue. - Design a puppet and use a template. - Join their two puppets' faces together as one. - Decorate a puppet to match their design.	- That there is a relationship between drawing & making – we can transform 2d to 3d. - That we can use observational drawing and experimental mark-making together to make art. - That we can work from similar stimulus or	- Choose and use the most suitable tool for cutting out different shapes accurately. - Test and compare wheels of different shapes, thicknesses and smoothness. - Estimate the middle of a circle. - Design, draw and label a product that uses a simple mechanism. - Identify the needs of the user.	- That watercolour paint has special characteristics. - That we can use the elements of surprise and accident to help us create art. - That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.	- To understand that the shape of materials can be changed to improve the strength and stiffness of structures. - To understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses). - To understand that axles are used in structures and mechanisms to

apply, and how fast or slow we move. - That we can draw from observation or imagination. - That we can use colour to help our drawings engage others.		- starting point but end up with very different individual results. - That the individual results can then be brought together to make a whole artwork.	- Make and finish a simple pull-along toy. - Evaluate a product against simple design criteria and provide feedback.		make parts turn in a circle. - To begin to understand that different structures are used for different purposes. - To know that a structure is something that has been made and put together.
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PSHE Key Objectives					
Family and Relationships. Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair	Health and Wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	Safety and the changing body. Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe	Citizenship Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy	Economic Wellbeing Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of jobs roles in schools	Transition Helping Year 1 pupils with the transition to a new year and the changes that come with it
RE Key Objectives					
How did the world begin? - What is creation? - What might some Christian and	What do some people believe God looks like? How might ideas about God be represented?	What is Gods job? How do the 99 names of God tell us about what some Muslims believe God does?	Why should we care for the world? - Who owns the world? - Who can care for the world?	How do we know that new babies are special? How do we know that babies are special?	Why should we care for others? What can we learn about caring for others from stories?

Jewish people think about creation? • What do some Hindu people believe about creation? • What do creation stories suggest to some people about God? • Where did the world come from?	• What do some Muslim people believe about God? • What do some Hindu people believe God looks like? • What do some Christian people believe God looks like? • Do people all share the same beliefs about what God looks like? • Why do people have different names for God?	• Why have some people decided to trust God? • What does the Tenak say about God? • What do some people believe God might do as a person? • What do some Hindu people believe about God? • What do some Zoroastrian people believe about God?	• Why do some people believe we should care for the world? • What do some Muslim people believe about caring for the world? • What other reasons are there for caring for the world? • Why should we care for the world?	• What do some Muslim people do to show a new baby is special? • What is Aqiqah and why is it important to some Muslims? • What is Jatakarma and why is it important to some Hindu people? • What promises might people make for a new baby? • How are some babies named?	• Why do people care for others? • How might Muslim people show it is important to care for others? • Is giving always the same? • Why might some Humanists choose to care for others? • What inspires some people to care for others? •
Music Key Objectives					
Pulse and rhythm: All about me! Recognising and understanding the difference between pulse and rhythm.	Classic music, dynamics and tempo (Theme: Animals) Recognising basic tempo, dynamic and pitch changes.	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairytales)	Pitch and tempo (Theme: Superheroes) Recognising basic tempo, dynamic and pitch changes.	Vocal and body sounds (Theme: By the sea)