



	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
<b>Driver</b>	<b>Science and Geography</b>	<b>English and Science</b>	<b>Science</b>	<b>Science</b>	<b>Geography and Art</b>	
<b>Theme Title</b>	<b>How does our park change through the seasons?</b>	<b>Which materials would be best to build a Little Pigs' house?</b>	<b>What do I use my senses for?</b>	<b>Why are humans not like other animals?</b>	<b>Where do I live and go to school?</b>	
<b>Why this topic and why now? (Rationale)</b>	Children to use their local area to identify how it changes through a year using simple observational skills about weather ready for Year 2.	Children to use familiar settings from fairytales to begin to use geographical vocabulary that they will build upon through school.	Begin learning about the human body and basic body parts ready for comparing to other animals in the next topic.	Children to compare different animals and begin to name and group them based on features. This is built upon in Year 2.	Study of the local area that is familiar to the children. Used as a recap of seasonal change. A chance to undertake fieldwork and use key geographical vocabulary.	
<b>Enrichment</b>	Albert Park	Visit to theatre	Jay's Animal man		Visit to country Park eg. Flatts Lane	
<b>Remembering Experience</b>	Class/Parent Work Share		Quiz		Take One Picture exhibition	
<b>Science</b>	<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 a basic structure of a variety of common flowering plants including trees.</li> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <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> <li>compare and group together a variety of everyday materials on the basis of their</li> </ul>	<ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<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> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and</li> </ul>	<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 a basic structure of a variety of common flowering plants including trees.</li> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul>	



		simple physical properties.		mammals, including pets)	
<b>Geography</b>	<ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>use simple fieldwork and observational skills of the school and it's grounds</li> </ul> <p><b>In and around my school</b></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key physical features.</li> </ul>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key physical features, including:                             <ul style="list-style-type: none"> <li><b>forests (Hansel and Gretel), farms (Jack and the Beanstalk) local shops and ementities e.g. book shops (beauty and the beast),</b></li> <li><b>houses (Goldiclocks), cities (Cinderella's palace)</b></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>understand geographical similarities and differences including climate differences in an area of the United Kingdom, and in a contrasting non-European Country.</li> </ul>	<ul style="list-style-type: none"> <li>key physical features, including:, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>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</li> <li>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.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements</li> </ul> <p><b>Neil Armstrong</b></p>	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul> <p><b>Guy Fawkes</b></p>		<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p><b>Queen Victoria</b></p>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p><b>Old and New Middlesbrough</b></p>
<b>Art</b>	Leaf printing, Sculptures, Hedgehogs <b>(Science and Geography Link)</b>	Beanstalks, candy cottage, fireworks with chalk <b>(English Link)</b>	<b>Painiting and Drawing, Collage</b>	<b>Printing ,3D</b> Animal prints and patterns, African sunset	<b>Painiting and Drawing</b> Study TS Lowry and recreate one of his pictures



			Study Kandinsky and recreate one of his pictures	pictures. Aztec art, clay animals, create a habitat <b>(Science Link)</b>	<b>(History and Geography Link)</b>	
<b>DT</b>	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>build structures,</li> <li>exploring how they can be made stronger, stiffer and more stable.</li> <li>explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>build structures,</li> <li>exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>evaluate their ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>build structures,</li> </ul>	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> </ul>



		<ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products.</li> <li>• evaluate their ideas and products against design criteria.</li> </ul>		<ul style="list-style-type: none"> <li>• exploring how they can be made stronger, stiffer and more stable.</li> <li>• explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• build structures,</li> <li>• exploring how they can be made stronger, stiffer and more stable.</li> <li>• explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul>	
	<p>Junk modelling park eg see-saw(lever) swing, roundabout. <b>(Geography Link)</b></p>	<p>Create a Cinderella carriage using wheels and axis. <b>(English Link)</b></p>	<p>Design and make fruit kebabs. Fruit tasting the fruits from Handa’s Surprise. <b>(Science Link)</b></p>	<p>Make a habitat using a shoebox for an animal of choice. <b>(Science Link)</b></p>	<p>Design and create own own homes and sky scrapers. <b>(Geography Link)</b></p>	<p>Creating marmalade sandwiches for Paddington Bear. <b>(English Link)</b></p>
<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• recognise common uses of information</li> </ul>	<ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</li> </ul>



					technology beyond school	
	Purple Mash 1.1 E- Safety	Purple Mash 1.3: Pictograms	Purple Mash 1.2: Grouping and Sorting  Puprple Mash 1.8: Spreadsheets	Purple Mash 1.4: Lego Builders  Purple Mash 1.5: Maze Explorers	Purple Mash 1.7: Coding  Purple Mash 1.9 Technology Outside School	Unit 1.6 Animated stories
<b>Music</b>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
	Charanga: Hey You (Hip Hop)	Charanga: Rhythm In The Way We Walk and The Banana Rap.	Charanga: In the Groove	Charanga: Round And Round	Charanga: Your Imagination	Charanga: Reflect, Rewind and Replay
<b>PE</b>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>					
	Listening Games  Colour Games	Dance  Partner Games	Movement/Gymn  Ball Skills	Target Games  Travelling Games	Team and Coordination Games Football Movement to Music Athletics	
<b>PHSE</b>	Introduce Tom and Yasmin My body: external parts My body: internal parts	Keeping clean and taking care of myself	Good/bad touch Secrets	Life cycles: Different ages	Road Safety	Keep safe: around the house Keep safe: out and about
<b>RE</b>	Key Question 1.1: Who is a Christian and what do they believe?		Key Question 1:5: What makes a place sacred?	Key Question 1:6: How and why do we celebrate special and sacred times?	Key Question 1:7: What does it mean to belong to a faith community?	