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|  | **Theme 1** | **Theme 2** | **Theme 3** | **Theme 4** | **Theme 5** | **Theme 6** |
| **Driver** | **Science and Geography** | **History** | **Science** | **Science** | **Geography and History** | |
| **Theme Title** | **How does our park change through the seasons?** | **How have toys changed/stayed the same through time?** | **What do I use my senses for?** | **Why are humans not like other animals?** | **Where do I live and go to school?** | |
| **Why this topic and why now?**  **(Rationale)** | Children to use their local area to identify how it changes through a year using simple observational skills about weather ready for Year 2. | This topic excites children, they have lots to contribute already and we are able to draw on experiences of families.We will ask the key question’How do we know?’ to introduce the idea of evidence. | Begin learning about the human body and basic bdy parts ready for comparing to other animals in the next topic. | Chidlren 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. | |
| **Enrichment** | Visit to Albert Park | Kirkleatham museum and Dorman’s museum  Visit to a theatre |  | Visit from Jay the Animal man | Visit to country Park eg. Flatts Lane  Sports’ Week | |
| **Remembering Experience** | Class/Parent Work Share | | Quiz | | Take One Picture exhibition | |
| **Science** | **Learn about garden plants including deciduous and evergreen trees.**  **Observe changes across the four seasons**  **Observe and describe weather associated wth the seasons and how day length varies**   * Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. * Identify and describe a basic structure of a variety of common flowering plants including trees. * Observe changes across the four seasons * Observe and describe weather associated wth the seasons and how day length varies | **Everyday materials**   * distinguish between an object and the material from which it is made * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties. | **The human body and the senses**   * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | **Animals including fish, amphibians, reptiles, birds and mammals**   * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | **Learn about garden plants including deciduous and evergreen trees.**  **Observe changes across the four seasons**  **Observe and describe weather associated wth the seasons and how day length varies**   * Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. * Identify and describe a basic structure of a variety of common flowering plants including trees. * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies | |
| **Geography** | **Weather and seasons**   * identify seasonal and daily weather patterns in the United Kingdom * use simple fieldwork and observationsal skills of the school and it’s grounds   **In and around my school**   * use basic geographical vocabulary to refer to key physical features. | |  | **Place knowledge**   * Understanding geographical similarities and differences through a human and physical geography of a small non European country – (Kenya-Elephants) * Identify Physical and human features. | **My town Middlesbrough**   * key physical features, including:, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather * key human features, including: city, town, village, factory, farm, house, office and shop. * 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 * 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. | |
| **History** | **Queen Victoria**   * The lives of significant individuals in the past who have contributed to national and international achievements | **Toys through time similarities and differences, finding evidence.**  The Gunpowder Plot   * events beyond living memory that are significant nationally or globally   <https://www.tts-group.co.uk/bruegels-toys-artefacts/1001217.html> | **Loui Braille**   * significant historical events, people and places in their own locality * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |  | **Past and Present Middlesbrough**   * significant historical events, people and places in their own locality * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | |
| **ART**  **Core Experiences**  **M=Major focus**  **m=minor focus** | Painting  Printing  Collage  Knowledge | Painting  Collage | Drawing  Painting  Collage  Knowledge | Drawing  Knowledge | Drawing  Painting  Printing(stick like objects) | |
| **Artists** | Umbrellas- **Renoir Henri Matisse**  http://t0.gstatic.com/images?q=tbn%3AANd9GcREcxw9sVuwRSqh1kw26-8dXkCBObbfdAcYQSzZ-_RBmKIcCdliBPYSCpsa7V8&usqp=CAc **C:\Users\BKJoanne.Smith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6F7A5082.tmp** | Oriental Poppies **Georgia O’Keeffe**  C:\Users\BKJoanne.Smith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E9428BE9.tmp  Pieter Bruegel children’s games  C:\Users\BKJoanne.Smith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\BE777DBC.tmp | **Wassily Kandinsky**  http://t0.gstatic.com/images?q=tbn%3AANd9GcRp43UqH0Bmd0UpyAYYoHFbX-EzGzILeISrj4KEu0NceauLW0pFgafL3pg-Mo6Uz19j0jH7QZI&usqp=CAc | Tiger in a Tropical Storm **Henri Rousseau**  Tiger in a Tropical Storm Surprised Henri Rousseau | **LS Lowry**  Story image for TS lowry from BBC News | |
| **DT** | **Explore and use mechanisims through levers and sliders in products**  **Playgrounds STEAM LEGO** | | **Cooking and Nutrition**  **Fruit kebabs**  **vegetable soup** | | **Build structures explaining how they can be made stronger/stiffer**  **Modelling**  **Cooking and Nutrition**  Design a home  Sandwich making | |
| **Computing** | * 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 * use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * use technology purposefully to create, organise, store, manipulate and retrieve digital content * use technology purposefully to create, organise, store, manipulate and retrieve digital content * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs * understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs * recognise common uses of information technology beyond school * use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information 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 |
| **Music** | * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | |
|  | 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 |
| **PE** | * 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 * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns | | | | | |
| Listening Games  Colour Games | Dance  Partner Games | Movement/Gymn  Ball Skills | Target Games  Travelling Games | Team and Coordination Games  Football  Movement to Music  Athletics | |
| **PHSE** | 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 |
| **RE** | 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? | |