

	Theme	Ideas	Texts	First-hand experiences/trips
Autumn 1	All About Me	1) Themselves/Family 2) Body parts- 3) Birthdays- week of how we celebrate birthdays Feelings- morning check	Head shoulders knees and toes If you're happy and you know it Happy Birthday I've got a body a very busy body	Make family picture frames My family book Paint their family
	Castles	1) Kings/Queens/castles (geog) 2) Baynard castle- great fire of london 3) Knights and princesses	Hickory dickory Humpty dumpty London's burning	Become knights- Foam swords and shields make houses and set alight Paper mache knights helmets Magnets
Autumn 2	Healthy Living	1) Vegetables & Fruit 2) Hygiene 3) Exercise	The Hungry caterpillar Handa's Surprise Oliver's Fruit salad Oliver's Vegetables Oliver's Milkshake	Fruit faces, Milkshakes, Vegetable kebabs, Walk to shop to buy vegetables Bike and scooter day Teeth cleaning, handwashing, toileting, washing the baby Parental stay and play
	Superheroes	1) Cartoon Superheroes – spiderman, superman, batman, etc. 2) People who help us – shopkeepers, vets, lollypop lady (road safety) etc 3) Real life superheroes- fire police ambulance etc	Comics I don't want to go to hospital	Firefighter, Police & Paramedic visits Little lanes play village India to dress as Spiderman
Spring 1	Animals	1) Farm 2) Zoo 3) Pets	A squash and a squeeze. Old Macdonald Bingo was his name Norman the slug with the silly shell. Dear Zoo	Ash End Farm Petting Zoo/company Animal man Twycross Zoo Borrow Shani's hamster

	Dinosaurs		Dinosaurumpus Tyrannosuarus drip Dinosaurs Love Underpants That's not my dinosaur Harry's bucket full of dinosaurs Mungo and the dinosaur Island	Dinosaur hunt Find the Egg & dinosaur hatching Make dino fossils with potters plaster
Spring 2	Transport	1) Air 2) Land 3) Sea	Mr Gumpy's Motor Car Mr Gumpy's Outing Who Sank the Boat	Role play bus/car/boat Making a bus with big construction Take a ride on public transport – park (Spencer/Hearsall)
	Growing	Humans Animals Plants	Jasper's Beanstalk Jack and the Beanstalk	Garden centre trip Growing beans and sunflower seeds Growing cress Egg and cress sandwiches Planting and watering seeds Picking vegetables that are ready Watching plants grow and change over time.
Summer 1	Space	Planets??? Moon, Sun, Earth Astronauts Stars	Whatever Next Toy Story Bear in the Big Blue House Mungo and the Spiders from Space	Clips of Space Make believe astronaut - Neil Armstrong Dark tent/ light box
	Hot and Cold (Places)	1) Hot 2) Cold 3) Contrast	Polar Bear Polar Bear Brown Bear Brown Bear Handa's surprise	Walks around the school ground- map of route Map of world carpet Autumn Winter Spring Summer Africa and Antartica – animals – clothes Iceberg Desert
Summer 2	Minibeasts		Incy wincy spider Norman the slug with the silly shell. Mad about Minibeasts Superworm	Caterpillars Wormery Crubbly bugs visit? Minibeast hunting Map pond and woods – pond dipping Mini beast hunt

	Sea side	<ol style="list-style-type: none"><li>1) Sea and sand</li><li>2) Creatures</li><li>3) Fairground/pier activities</li></ol>	Rainbow Fish Tiddler Billy's Bucket Commotion in the Ocean 1, 2, 3, 4, 5 once I caught a fish alive	Clay sea creature Tin can alley, hoopla Beach day in school
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	Theme	Links to EYFS curriculum within school	Year 1 Objective links	Year 2 Objective links
Autumn 1	All About Me	<p>0-3 Make connections between the features of their family and other families Notice differences between people</p> <p>3-4 Begin to make sense of their own life-story and family's history Understand the key features of the life cycle of a plant and an animal. Continue developing positive attitudes about the differences between people.</p> <p>4-5 Talk about members of their immediate family and community Name and describe people who are familiar to them. Comment on images of familiar situations in the past Draw information from a simple map.</p>	<p>History – changes within living memory (them growing up) Geography - 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.</p> <p>Science –</p> <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>	<p>Science –</p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>•</li> </ul>
	Castles	<p>0-3 Explore materials with different properties. Explore natural materials, indoors and outside.</p> <p>3-4 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice.</p> <p>4-5 Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Expressive Art and Design</p> <p>0-3 Make simple models which express their ideas.</p>	<p>Geography – name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Science – 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</p> <p>Design Technology – (structures) – how to stop a tower from falling over - build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>History – events beyond living memory that are significant nationally or globally (Great Fire of London)</p> <p>Science - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>

		Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.		
Autumn 2	Healthy Living		Design Technology (cooking) – Why are vegetables the best - use the basic principles of a healthy and varied diet to prepare dishes	Science – describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Design Technology (cooking) - What does healthy mean? - use the basic principles of a healthy and varied diet to prepare dishes
	People Who Help Us	3-4 Show interest in different occupations 4-5 Talk about members of their immediate family and community		
Spring 1	Animals	3-4 Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 4-5 Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Explore the natural world around them	History – the lives of significant individuals in the past who have contributed to national and international achievements (David Attenborough) Geography – name and locate the world's seven continents and five oceans Science – 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)	Science identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats find out about and describe the basic needs of animals, including humans, for survival (water, food and air)















	Dinosaurs	<p>3-4 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>4-5 Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.</p>	<p><b>History</b> – the lives of significant individuals in the past who have contributed to national and international achievements (Mary Anning)</p> <p><b>Geography</b> – name and locate the world's seven continents and five oceans</p> <p><b>Science</b> – rocks and soils (year 3) compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	
Spring 2	Transport	<p>3-4 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel.</p> <p>4-5 Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Geography</b> – 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</p>	<p><b>History</b> – significant historical events, people and places in their own locality (Frank Whittle – jet engine)</p> <p><b>Design Technology</b> – Are bigger wheels always better? – explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
	Growing	<p>0-3 Explore and respond to different natural phenomena in their setting and on trips.</p> <p>3-4 Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things Explore the natural world around them</p>	<p><b>Science</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p><b>Science</b> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>

Summer 1	Space	<p>3-4 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice.</p> <p>4-5 Compare and contrast characters from stories, including figures from the past. Explore the natural world around them</p> <p>Expressive Art and Design 0-3 Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.</p>	<p>History – the lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong/Tim Peak)</p> <p>Science – identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	
	Hot and Cold (Places)	<p>4-5 Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live Understand the effect of changing seasons on the natural world around them</p> <p>Expressive Art and Design 0-3 Join different materials and explore different textures.</p>	<p>Geography – identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Science – observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p>	<p>Design Technology (Textiles) – How can you repurpose clothing? – select from and use a wide range of materials and components, including construction materials, <b>textiles</b> and ingredients, according to their characteristics</p>
Summer 2	Minibeasts	<p>0-3 Explore and respond to different natural phenomena in their setting and on trips.</p> <p>4-5 Draw information from a simple map. Explore the natural world around them</p>	<p>Science – identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>	<p>Geography – 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</p>

			identify and name a variety of plants and animals in their habitats, including microhabitats	human and physical features; devise a simple map; and use and construct basic symbols in a key
	Under the Sea	<p>0-3 Explore and respond to different natural phenomena in their setting and on trips.</p> <p>4-5 Draw information from a simple map.</p>	<p>Geography - use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, 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, port, harbour and shop</li> </ul> <p>Science - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Science -</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p>
Taught through CP		Art, DT & Music (see development matters)	<p><b>Art</b> - to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p><b>Music</b> - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> <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> <p><b>Computing</b> - use technology purposefully to create, organise, store, manipulate and retrieve digital</p>	



content  
 recognise common uses of information technology beyond school  
 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.  
**PSHE** – follow age 3-4 scheme on Jigsaw portal  
 Username: CV66FR  
 Password: 7rfojmFVLk85%  
 Link to the Jigsaw PSHE Portal: <https://jigsawpshe.online>

	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing  Explore materials and tools for mark making	Painting  Explore mark making with paint, using primary colours	Printmaking  Explore resist and relief block printing, negative stencils and clay printing blocks	Textiles  Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric	3D  Use natural and man-made materials Create plaster casts from clay impressions	Collage  Explore the visual and tactile qualities of objects Layer paper to build an image
Year 2	Drawing  Evoke mood and represent movement through mark making	Painting  Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Printmaking  Create repeated patterns with positive and negative space Print using natural objects as a stimulus	Textiles & Collage   Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media	3D  Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard	Creative Response   Drawing and Collage Combine drawing and collage to add detail and interest