

| 2024/25 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Transport | Autumn Investigators | Houses, Homes & Our School | | Amazing Animals | Superheroes |
| Literacy – Text Focus | <ul style="list-style-type: none"> We use 3 key texts, picture books, related to transport. Riddles - poetry <p>Suggested books for parents:</p> <ul style="list-style-type: none"> The Hundred Decker Bus by Mike Smith You can't take an elephant on the bus by Patricia Cleveland-Peck | <ul style="list-style-type: none"> We use 3 key texts, picture books, related to our topic. Acrostics and List poems <p>Suggested books for parents:</p> <ul style="list-style-type: none"> Mr Gumpy's Outing by John Burningham Grandpa's Inventions by Richard Johnson Other adventures of Mrs Armitage by Quentin Blake Goldilocks and just one bear by Leigh Hodgkinson | <ul style="list-style-type: none"> We use 3 key texts, picture books, related to our topic. <p>Suggested books for parents:</p> <ul style="list-style-type: none"> Here we are by Oliver Jeffers Around the world in 80 ways by DK. Hansel & Gretel by Bethan Woollvin Wolf won't bite by Emily Gravett Home: Where our story begins by Britta Teckentrupp | <ul style="list-style-type: none"> We use 2 key texts, picture books, related to our topic. Poetry from Art - View of Poolbeg Lighthouse by William Sadler the younger (Onomatopoeia) <p>Suggested books for parents:</p> <ul style="list-style-type: none"> Acrostic animal poems by Evelyn Chew & Ruoshi The building boy by Ross Montgomery | <ul style="list-style-type: none"> We use 3 key texts, picture books, related to our topic. <p>Suggested books for parents:</p> <ul style="list-style-type: none"> What a waste by Jess French If I were the world by Mark Sperring Book of amazing animals by Oliver Jeffers Amazing animal journeys by Chris Packham | <ul style="list-style-type: none"> We use 2 key texts, picture books, related to our topic and Six Dots by Jen Bryant Free Verse Poetry <p>Suggested books for parents:</p> <ul style="list-style-type: none"> Acrostic animal poems Send for a Superhero by Michael Rosen We're going to find the monster by Malorie Blackman |
| Talk Through Stories | A rolling story book programme used to extend and deepen pupil's vocabulary through a range of key texts and planned tier two vocabulary. | | | | | |
| Drama opportunities | <ul style="list-style-type: none"> Naughty bus scenarios Journey time - creating and acting out our own journeys | <ul style="list-style-type: none"> Hibernating on the field Goldilocks crime Poetry performance Elf in the classroom | <ul style="list-style-type: none"> Hot seating the wolf Three little pigs retell with props Mr Moles glasses | <ul style="list-style-type: none"> Yeti school - linked to homework | <ul style="list-style-type: none"> Octopus in the pond Zoo party Animal role play- how do they move, play and eat? | <ul style="list-style-type: none"> Supertato events come to life |
| Maths Weekly Mental Maths | Place Value within 10 White Rose | Addition and subtraction to 10. Geometry: 2D & 3D shapes | Place value within 20 Addition and subtraction within 20 | Place value within 50 Length and height Volume and mass | Multiplication and division Fractions Geometry | Place value within 100 Measurement Time |
| All cooking we do include measurements using grams and or ml. | | | | | | |
| Science | Identifying plants and their parts: <ul style="list-style-type: none"> What wild and garden plants can we find around our school? What parts of a plant grow above ground? What parts of a plant grow under the ground? Why are trees plants? What are the similarities and differences between plants that have flowers? | Seasons: <ul style="list-style-type: none"> Are all leaves the same? Which animals share our space? Do all trees shed their leaves? Are all flowers the same? Which birds visit our bird feeders? How has our space changed over the year - continuous. | Naming and describing materials: <ul style="list-style-type: none"> What material is this? Is all paper the same? Is all fabric the same? How can we group objects made of different materials? | Properties and uses of materials: <ul style="list-style-type: none"> Can the same object be made from different materials? What properties do materials have? Does it bend or stretch? Do all materials get wet? | Animals (vertebrates): <ul style="list-style-type: none"> Who's who in the animal world? What's so special about birds? What makes an amphibian an amphibian? Do fish have fingers? Are human's mammals? | Human body and senses: <ul style="list-style-type: none"> Is everyone's body the same? How can we explore the world using our sense of touch? What can we hear? What smells do we like and dislike? What differences can our tongues taste? |
| • Seasonal Changes - throughout the year | | | | | | |
| Computing | <u>Technology around us:</u> Recognising technology in school and using it responsibly. <ul style="list-style-type: none"> Developing familiarity with navigating, mouse and keyboard skills. | <u>Digital Painting:</u> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. <ul style="list-style-type: none"> Creating paintings in the style of an artist. 2 paint: Purple Mash: exploring various painting | <u>Digital Writing:</u> Using a computer to create and format text, before comparing to writing non-digitally. <ul style="list-style-type: none"> Keyboard skills Microsoft word tools, bold, italic, underline, font and font size and Capital letters. Changing text, fonts, clicking & | <u>Grouping Data:</u> Exploring object labels, then using them to sort and group objects by properties. <ul style="list-style-type: none"> 2 Simple databases - sort and organise data with simple yes/no questions. | <u>Moving a robot: (Programming A)</u> Writing short algorithms and programs for floor robots, and predicting program outcomes. <ul style="list-style-type: none"> Bee bots and iPad apps. Planning movements around a map. | <u>Introduction to animation (Programming B):</u> Designing and programming the movement of a character on screen to tell stories. <p>Scratch Junior -</p> <ul style="list-style-type: none"> a jungle moving picture superheroes - flying, jumping and chasing 2 publish - create a comic strip. Draw a superhero and add sound effects. |

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| | | styles, lines, shapes and tools. | dragging, undo, cut and paste. • Exploring differences between typing and writing. | | | • 2 animate - moving pictures |
| History | Transport Old and New: • Sequence using timelines. • Significant figures: Famous inventors - Wright Brothers | Significant figures: Amy Johnson | Local history: Change over time to Oadby's high street and surrounding area | Significant historical figures: • Mary Seacole - short study | Significant historical figures: • Florence Nightingale • Mary Seacole and Florence Nightingale comparison. | |
| Geography | Continents and Oceans: • Locating countries using globes, maps and atlases both UK and international. • Look at similarities and differences. • Locating the worlds continents and oceans. • Capital cities in the U.K | Weather & Seasons: • How the weather changes • How the seasons change • How we are affected by extreme weather | Our School: • Where is our school? • What places are there in our school? • How do we get to school? • Locate home address and its position in the world using google maps. Understand town, county, country, world. | Where we live: field work Animal Homes. • What are the key features in our local area? • What kind of place is this? Looking at what we know about the local community and who lives within it. • Looking at maps to establish shapes, house plans and shops. • Weather and Seasons - linked to science. | | |
| DT | Free standing structures: • To understand what a free-standing structure is: looking at bridges and sculptures • To evaluate free standing structures • To know how to make paper stronger, stiffer, stable and join paper • To use simple techniques to design and make a chair for Baby Bear using paper • To evaluate our product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Additional: • Create a wire wheel - looking at other wheel types and purposes • Split pin Poppies for Remembrance | Mechanisms - Sliders and Levers: • To explore a range of slider mechanisms e.g., pop up books and some celebration cards • To explore lever mechanisms such as scissors, see-saws and door handles • To explore and make our own model slider and lever mechanisms • To design, create and evaluate an Easter card using a slider and lever mechanism. Additional: • Making a shoe box habitat for animals- homework • Split pin animals | Preparing fruit and vegetables: • Examine a range of fruit and vegetables • Understand basic food hygiene and how to use simple utensils • To design, make and evaluate a product for a Sports day refreshment Additional: • Create superhero accessories. • Design and make a special pair of laser glasses. • String telephones | | | |
| Use continuous provision (workshop area) for ongoing D&T Skills including, cutting, joining and selecting suitable materials. | | | | | | |
| Art | Jill Townsley: Drawing skills - Line and shape • know the name of a famous artist, key information about them and write about their work • To draw a range of different lines freehand and use tools & techniques to create a piece of art in the style of Jill Townsley. • Describe similarities and differences between pieces of artwork. | Eva Rothschild: 3D artwork, clay & paper sculptures • Knowing key facts about the artist compared to other artists. • Knowing what texture is and how different textures can be described. • Experimenting with clay to make a coil pot in the style of Eva Rothschild & select the appropriate colours to finish clay model. | Paul Cezanne: Develop a wide range of art & design techniques: • Know key facts about the artist • Learn techniques using pastels • Use sketching pencils to draw different lines • Experiment with different colours • Showcase artwork, identifying similarities and differences between our own & other artists artwork Waterloo Bridge - Monet. Mixed media broly | Bridget Riley: William Morris - wallpaper art Printing using cardboard tiles and rollers. Paul Klee - castles | Henri Rousseau: • To learn key facts about Henry Rousseau and be able to compare is artwork to others. • To know that different lines can be used to create an effect. • To know which colours to mix together to create a desired effect. • To be able to share their artwork with their peers. Talking about similarities and differences between their work and Henry Rousseau's. | Christa Rijeneveld: • To know key facts about Christa Rijneveld and discuss her artwork. • To use techniques taught to create a papier mache sculpture • To be able to select the correct materials and colours to paint sculpture. • To be able to select the correct materials and colours to finish sculpture. |

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| | | | Colour exploring - concentric circles - winter Penguin collage background. Micheal Crease Panda art. | | | |
| Music | Pulse | Voice | Rhythm | Pitch | Music Technology, structure and form. | 20 th Century Music |
| PE | Target games and fitness | Fundamentals Send/receive | Dance Balls skills | Gymnastics Invasion games | Net and wall games Athletics | Team Building Strike and field skills |
| RE | A1: What does it mean to belong to a faith community? A2: What do Christians believe God is like? | | S1&2: Who is Jewish and how do they live? | | S1: Who do Christians say made the world? S2: How should we care for the world and for others and why does it matter? | |
| PSHE | A1: Health and Wellbeing: Aiming high – having high aspirations. A2: Health and Wellbeing: It's my body sleep, exercise, diet, cleanliness and substances. | | S1: Relationships: TEAM - collaboration, good listening, being kind, bullying. S2: Living in the wider world: Britain – communities, being a good neighbour, Britain and its diversity. | | S1: Relationships: Be Yourself – emotions, changes, feelings. S2: Living in the wider world: Money – spending and saving, the difference between what we want and what we need. | |
| British Values | <ul style="list-style-type: none"> Democracy - Having a voice - We all have a voice, Making it fair. Text- 'This is our house' by Micheal Rosen Rule of law: Living Together/Getting Along - exploring right and wrong, co-operation | | <ul style="list-style-type: none"> Individual liberty-embracing own beliefs, opinions and free speech. Nick Sharatt text 'You choose' and 'Happy' by Mies Van Hout. | | <ul style="list-style-type: none"> Mutual respect and tolerance for diversity Encouraging diversity | |
| | British values are also taught through circle/candle time, assemblies and with a story to support children's understanding. | | | | | |
| Forest school (Holistic) | | | One class has a 4-week block | Other class have a 4-week block | | |