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| **Term** | **Themes/experiences/events** | **Learning** |
| Aut 1 | PSHE – New Beginning | Class routines, expectations and feelings |
|  | **Our learning school****Night time**Owl visitor to introduce children to a range of different owls.Create 3D owls using a range of materials; children to explore a range of textures and materials in creating their own owl.Night time collages – children to explore what we might find out at night and to incorporate their thoughts into their artwork.Autumn pictures. Children to create drawings, paintings and Autumn assembly props using a range of media.Class assembly. Children to recite their learned Autumn poem, retell the Owl Babies story and share the classes’ maths songs to parents and carers.E-safety – Children to produce a class e-safety poster featuring what they have learned from a variety of sources on internet safety, including Chicken Clickin’.Children to identify their High 5 and a class book to be produced with their recorded choice of persons; children to recognise the importance of the PANTS message – that our privates are our privates. | **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**Art**- to develop a wide range of art and design techniques using colour and pattern texture line shape form and space (observational drawings of creatures and their characteristics)**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 human and physical features; devise a simple map; and use and construct basic symbols in a key

**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**Dance** - Perform dances using simple movements pattern**Music** - use their voices expressively and creatively by singing songs and speaking chants and rhymes **Science** - animals including humans - describe and compare the structure of a variety of common animals (fish, retiles, birds and mammals, including pets)- Identify and describe the basic structure of a variety of common flowering plants, trees- identify, name, draw and label the basic parts of the human body and say which part of the body is associated Cwith each sense- animals including humans - 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

**PSHE**To recognise what they like and dislike, what is fair and unfair, and what is right and wrong;To recognise, name and deal with their feelings in a positive way;To think about themselves, learn from their experiences and recognise what they are good at;To recognise choices they can make, and the difference between right and wrong;To agree and follow rules for their group and classroom, and to understand how rules help them;To realise that people and other living things have needs, and that they have responsibilities to meet them; That they belong to various groups and communities, such as family and school;To contribute to the life of the class and the school;To recognise how their behaviour affects other people;To listen to other people and work and play cooperatively;To identify and respect the differences and similarities between people; that family and friends should care for each other.The names of the main parts of the body- in Science |
| Aut 2 | PSHE - Say No to bullying/Getting on and falling out |  |
|  | **Games and play around the world** Make a board game, including a box, instructions/rules, board and characters. Board game to be of a high quality and to be playable by the child and families.Children’s families to be invited to participate in a board game morning where the children are able to showcase and play their designed board game.Whole-class visit to the UEA to take part in gymnastics led by UEA sports trainers.Children to go on an afternoon trip to the local library.Both Year 1 classes to take on key roles in the Christmas performance ‘Cinderella’.  | **DT** – Toy or games - Design - design purposeful, functional, appealing products for themselves and other users based on design criteriaEvaluate - explore and evaluate a range of existing products Make - select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing**PE**- perform dances using simple movement patterns **History** – changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**Computing** – recognize common uses of information technology beyond schoolDesigning board games – using Science and Geography objectives – design a naming and matching games**Art** – to use a range of materials creatively to design and make products* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern and line
* about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

**Music** – using voices expressively and creatively by singing song and speaking chants**Working Scientifically*** asking simple questions and recognising that they can be answered in different ways
* observing closely, using simple equipment
* performing simple tests
* identifying and classifying
* using their observations and ideas to suggest answers to questions
* gathering and recording data to help in answering questions

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| Spr 1 | PSHE - Going for Goals |  |
|  | **The world around us (natural world)**Children to be acquainted with their home address and to post a letter home.Create a calendar showing the four seasons. Children to design their calendar, painting each of the four quarters according to the differences they notice across the four seasons.Explore the school’s grounds. Make a range of maps for the school and generate a list of vocabulary describing the school and its features.Planting a range of seeds in our outdoor plant beds. Children to understand the seasonality of different plants, including those which they are planting. | **Geography** - Locational knowledge - name and locate the world’s seven continents and five oceans* use simple compass directions North, South, East, West
* use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.Human and Physical 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* identify and name a variety of common wild and garden plants including deciduous and evergreen – design a naming game
* Geography use simple compass directions and locational and directional language to describe the location of features and routes on a map
* Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

**Science** - Seasonal Changes - observe changes across the four seasons- observe and describe weather associated with the seasons and how day length varies**PSHE**To recognize, name and deal with their feelings in a positive way.To think about themselves, learn from their experiences and recognize what they are good at.To know how to set a simple goalTo recognize how their behavior affects other people |
| Spr 2 | PSHE - Good to be me |  |
|  | **The world around us (Jobs)**Write to a professional and ask a variety of questions about their role.Learn more about the world of work through exploring different roles and professions with a view to supporting children’s developing understanding of professional life and fostering their aspirations.Children to develop their own non-fiction book relating to a role that they have learned about and find particularly interesting.Children to role play a job to help support their understanding of what the role entails. | **Art** - Project on Expressions (Illustrator to Visit?) - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work- to use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to use a range of materials creatively to design and make products* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
* to develop a wide range of art and design techniques in using colour, pattern and line
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**Science** - animals including humans - describe and compare the structure of a variety of common animals (fish, reptiles, birds and mammals, including pets)**Computing** – understand what algorithms are; how they are implemented in programmes on digital devices; and that programmes execute by following precise and unambiguous instructions**Geography*** key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country**PSHE**To recognise, name and deal with their feelings in a positive way;To think about themselves, learn from their experiences and recognise what they are good at;How to set a simple goal;To contribute to the life of the class and the school;To listen to other people and work and play cooperatively;To identify and respect the differences and similarities between people; |
| Su 1 | PSHE- Relationships/ PANTS - NSPCC |  |
|  | **Emotions**Children to create a ‘feelings’ creature to represent a particularly feeling that they wish to explore in greater depth; a variety of materials and artistic styles to be brought to bear in creating the creature.Children to produce a fact sheet relating to their individual feelings creature describing its features and to explore the feeling in question.Children to co-construct a feelings book with support for a feeling decided by the teacher.Children to co-construct a feelings book with support for a feeling decided by them.Exhibit art work to show different types of emotion throughout/across the school.Children’s work to be exhibited to parents in an open gallery context.Develop emotional literacy, including recognizing and creating strategies to manage our feelings/emotions.**Science Day** | **DT** -Technical Knowledge - build structures, exploring how they can be made stronger, stiffer and more stableMake - select from and use a range of tools and equipment to perform practical tasks for example cutting, shaping, joining and finishing **Science** - 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

**Computing** - use technology purposefully to create, organise, store, manipulate (stop motion) and retrieve digital content (Music - record soundscape/ PE - dance)**PE**- participate in team games, developing simple tactics for attacking and defending**Music** - use their voices expressively and creatively by singing songs and speaking chants and rhymes* using voices expressively and creatively by singing song and speaking chants

**Art** – to use a range of materials creatively to design and make products* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
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| Su 2 | Changes/moving on/stamp out racism |  |
|  | **Transport**Children to develop their knowledge of a range of transport-related issues, including the history of transport, the advent of the wheel and making comparisons between transport in the past and in the present.Children to ride on a steam engine as part of a day trip out of school.Children to write a recount of their trip on the steam engine.Create a ‘living’ timeline for transport in the UK –how has transport evolved over time? What is different today compared with the past?Whole-school sports day to be held at the UEA Sportspark. | **History** - events beyond living memory that are significant nationally and globally for example events commemorated through festivals and anniversaries - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life- significant historical events, people, and places in their own localitythe lives of significant individuals in the past who have contributed to national and international achievements. **Art** - to use a range of materials creatively to design and make * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
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* use logical reasoning to predict the behaviour of simple programs

Measuring fish (toy) – mathsUnder the sea – song/musicT4W – recount of the trip**The first week of term will be phonics****PSHE**To share opinions on things that matter to them and explain their views;To recognise, name and deal with their feelings in a positive way;To think about themselves, learn from their experiences and recognise what they are good at;How to set simple goalsTo take part in discussions with one other person and the whole class;To recognise choices they can make, and the difference between right and wrong;That they belong to various groups and communities, such as family and school;About the process of growing from young to old and about people’s needs changeTo recognise how their behaviour affects other people;To listen to other people and work and play cooperatively;To identify and respect the differences and similarities between people;  |