

	Autumn 1 – Bog Baby	Autumn 2 – Great Fire of London	Spring 1- Africa (Nightjar project)	Spring 2 - Bodies	Summer 1 – Treasure Island	Summer 2 - Forests
Text Drivers	Bog Baby	Non-fiction texts around The Great Fire of London The Christmas story	Stories from African culture Lila and the Secret of Rain Bringing the Rain to Kapiti Plain Handa's Surprise Mama Panya's Pancakes Anna Hibiscus All Aboard for the Bobo Road	Books - The Healthy Wolf Non-fiction texts around healthy lifestyle	The Pirate Cruncher The Pirate's Next Door Pirate Post The Night Pirates Captain Sparklebeard The Pirates of Scurvy Sands A New Home for a Pirate	The Owl Tree – Jimmy Nimmo We planted a tree- by who? Traditional tales- Hansel and Gretel, Little Red Riding Hood and Sleeping Beauty
Hook/ Round ip	Trip around Eling / hook with a book – Bog Baby. Find Bog Baby. Create Bog Baby clay model / home.	Hook – Find buried box – linked to Samuel Pepys and GFL painting Round up – interactive museum.	Kwame hook day Riddle round up.	Target day – hook with a book. Round up – fitness video	Pirate day hook – complaint from neighbours (letter) Round up – how to be a pirate.	Bolderwood trip. Arts day / sports day
History Add key concepts in your subject	<p>Changes within living memory History – timeline, language. Children's own history</p> <p>Changes to Eling from our walks – tide mill project.</p>	<p>Great fire of London. Events beyond living memory that are significant nationally or globally.</p> <p>Chronology Place event on timeline, retell story orally or by picture timeline Characteristics features Explore role of building materials and firefighting methods and how that affected the damage caused.</p> <p>Change / continuity N/A</p> <p>Cause / consequence Cause of the fire and the changed made when London was rebuilt.</p> <p>Significance N/A</p> <p>Interpretation Books describe the event differently, i.e numbers of those killed.</p> <p>Historical enquiry Strengths/limitations of written accounts and images.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements Nelson Mandela</p> <p>Events beyond living memory that are significant nationally or globally Looking into the history of prejudices in South Africa.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements - Mary Seacole and Florence Nightingale.</p> <p>Chronology Locate their lives on timeline.</p> <p>Characteristics features Florence Nightingale and Mary Seacole enquiry shows gender / class at the time limited the roles women were expected / allowed to undertake.</p> <p>Change / continuity N/A</p> <p>Cause / consequence Enquiry to compare their lives, motivation and achievements.</p> <p>Significance Look at the significance of each woman.</p> <p>Interpretation Look at monuments dedicated to both and see how interest in each has changed over time.</p> <p>Historical enquiry N/A</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements - Christopher Columbus</p> <p>Events beyond living memory that are significant nationally or globally – Columbus trip around the world.</p> <p>Great explorers - Columbus</p> <p>Chronology Locate his life on a timeline. Create timeline of his life.</p> <p>Characteristics features International travel meant sailing across oceans, not flying.</p> <p>Change / continuity N/A</p> <p>Cause / consequence N/A</p> <p>Significance Was he a hero or villain? Interpretation Maps diaries</p> <p>Historical enquiry Diary extracts, Artefacts books</p>	<p>Changes within living memory History – timeline, language. Children's own history</p>

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Geography	<p>ELING – is Eling a suitable place for a Bog Baby?</p> <p>Locational knowledge</p> <p>Name and locate UK / characteristics</p> <p>Place knowledge</p> <p>Studying human and physical features of Eling and totton</p> <p>Human and physical geography</p> <p>Daily weather patterns of the UK.</p> <p>Geographical vocabulary to refer to human and physical features of Eling</p> <p>Yr 1 – UK – where are we on a map?</p> <p>Yr 2 – Europe continent, where are we?</p> <p>Geographical skills and fieldwork</p> <p>Explore Eling – observational skills</p> <p>Use maps</p> <p>Create maps with keys</p> <p>Use atlases</p> <p>Use aerial photographs</p> <p>WALKS AROUND ELING FOR FIELDWORK SKILLS.</p>	<p>History focus</p> <p>Find London on a map</p> <p>How has London changed from 1666 to present?</p> <p>See spread of the fire on a map.</p>	<p>Locational knowledge</p> <p>Name and locate UK / characteristics</p> <p>Yr 1 – UK – find and identify on a map. Surrounding seas</p> <p>Yr 2 - Locate 7 continents and 5 oceans.</p> <p>Place knowledge</p> <p>Studying human and physical features of Eling and totton</p> <p>Studying human and physical features of Eling to a non European country – Ghana</p> <p>Human and physical geography</p> <p>Geographical vocabulary to refer to human and physical features hot and cold places.</p> <p>Location of hot and cold places in relation to the equator and the poles.</p> <p>Geographical skills and fieldwork</p> <p>Use maps</p> <p>Create maps with keys of an ideal country and route – yr 2s use compass directions to get to location.</p> <p>Use atlases</p> <p>Use aerial photographs</p> <p>Use simple compass directions.</p>	<p>History focus.</p> <p>Locational knowledge, where was Mary Seacole born.</p> <p>Continents / United Kingdom Seas / oceans</p> <p>Finding countries on a map Place knowledge – Linking our area to a non European country – Jamaica.</p>	<p>History focus – Great explorers</p> <p>Where did they travel? Link to continents for year 2.</p>	<p>Brazil rainforest comparison</p> <p>Locational knowledge</p> <p>Name and locate UK / characteristics</p> <p>Yr 1 – identify and find 4 countries of uk, consolidate seas around UK.</p> <p>Yr 2 - Locate 7 continents and 5 oceans.</p> <p>Place knowledge</p> <p>Studying human and physical features of Eling and totton</p> <p>Studying human and physical features of Eling to a non European country – Brazilian rainforest</p> <p>Human and physical geography</p> <p>Geographical vocabulary to refer to human and physical features of Brazil</p> <p>Location of hot and cold places in relation to the equator and the poles.</p> <p>Geographical skills and fieldwork</p> <p>Use maps</p> <p>Use atlases</p> <p>Use aerial photographs</p> <p>Use simple compass directions.</p> <p>TRIP TO BOLDERWOOD FOR FIELDWORK SKILLS</p>
Science	<p>Plants</p> <p>Animals - inc humans</p>	<p>Materials – changing states</p>	<p>Animals - inc humans</p> <p>Plants</p>	<p>Living things</p> <p>Animals inc humans Food/ nutrition / Eat well plate</p> <p>Human bodies</p> <p>Hygiene / oral hygiene</p>	<p>Living things – habitats</p> <p>Materials</p>	<p>Living things – micro-habitats</p> <p>Food chains</p> <p>Plants</p>
Art	<p>(Line/Shape/Form/Space/ colour/ texture)</p> <p>Draw / Design 3D Clay sculpture Bog Baby</p> <p>Paint sculpture</p> <p>Colour mixing</p> <p>Artist illustrator – Gwen Millward, LS Lowry, Joan Miro Art/ICT – purple mash paint programmes</p>	<p>(Line/Shape/Form/Space/ colour)</p> <p>Drawing _London Silhouette</p> <p>Paint</p> <p>Colour mixing</p> <p>Cutting</p> <p>Artist Inspiration from paintings from the time and Wassily Kandinsky</p> <p>Paint Packages art in ICT lessons</p>	<p>(Line/Shape/Form/Space/ colour / pattern)</p> <p>Design printing block/pattern</p> <p>African Printing / Textiles</p> <p>Patterns</p> <p>Colour Mixing</p> <p>Masks</p> <p>Focus artist/craft maker - John Muafangejo</p> <p>Art/ICT – purple mash paint programmes</p>	<p>(Line/Shape/Form/ Space/ colour / texture/ pattern)</p> <p>Self – Portraits – Drawing</p> <p>Collage -self portraits including use of textiles</p> <p>Focus artist – Sandra Chevrier</p> <p>Art/ICT – purple mash paint programmes</p>	<p>(Line/Shape/Form/Space/ colour/ texture)</p> <p>Drawing – shells / pebbles beach objects</p> <p>Painting – Focus Artist - Van Gogh – inspired fishing boat on beach</p> <p>picture painting / textured paint</p> <p>Colour mixing</p> <p>Art/ICT – purple mash paint programmes</p>	<p>(Line/Shape/Form/ Space/ colour / Texture/ pattern)</p> <p>Arts Week</p> <p>Sketching - leaves</p> <p>Clay sculpture</p> <p>Focus Artist - David Hockney forest painting</p> <p>Printing</p> <p>Leaf painting</p> <p>Collage</p> <p>Crafts</p> <p>Visits by local artists / Craft makers</p>
Design and Technology	<p>Design / construction Build Bog Baby Home</p> <p>Ongoing skills – cutting, junk modelling, construction, shaping and joining materials</p> <p>ICT – Purple mash DT programmes</p>	<p>Food Prep - Bake the King's bread – food hygiene (literacy link)</p> <p>Christmas Card with lever / slider / pop up / Moving Story</p> <p>Ongoing skills – cutting, junk modelling, wheels, construction, shaping and joining materials</p> <p>ICT – Purple mash DT programmes</p>	<p>Milk bottle – bird sculpture</p> <p>Pantomime inspired puppet – design / sewing</p> <p>Ongoing skills – cutting, junk modelling, construction, shaping and joining materials ICT – Purple mash DT programmes</p>	<p>Nutrition – Eat Well plate / Make healthy fruit salad to help Healthy wolf. Where does our food come from?</p> <p>Ongoing skills – cutting, junk modelling, construction, joining materials</p> <p>Easter Cards /slider/ Lever / Pop Up</p> <p>/ICT – Purple mash DT programmes</p>	<p>Design / Build Treasure Island boat / shelter – making stiffer, stronger, more stable</p> <p>Ongoing skills – cutting, junk modelling, construction, shaping and joining materials</p> <p>ICT – Purple mash DT programmes</p>	<p>Dioramas/ Found objects construction</p> <p>Ongoing skills – cutting, junk modelling, construction, shaping and joining materials</p> <p>ICT – Purple mash DT programmes</p>

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Personal Social Health and Relationship Education	<p>My Happy Mind -Meet your brain. This module is focused on giving children a foundation knowledge of the brain and teaching them how they can look after their minds to be at their very best.</p> <p>Know about the different groups they belong to and the different roles and responsibilities people have in the community</p>	<p>My Happy Mind -Celebrate This is a fantastic module for building self- esteem. Appreciate: Understanding why gratitude matters and how you can develop gratitude as a habit. Gratitude is key to well-being.</p> <p>Know about the people whose job it is to help keep us safe and about what to do if there is an accident and someone is hurt. How to get help in an emergency (how to dial 999 and what to say)</p>	<p>My Happy Mind - Appreciate Appreciate is focussed on teaching children the following: How being grateful or, being thankful make us feel. The different ways to show gratitude or to express our thanks. The importance of taking time out to stop and be grateful or thankful.</p> <p>Know about how the internet and digital devices can be used safely to find things out and to communicate with others and about the role of the internet in everyday life (Links to Internet Safety day)</p>	<p>My Happy Mind -Relate Relate is focussed on teaching children the following: How to develop good listening skills The importance of listening to others What we can learn when we listen to others. Know about foods that support good health and the risks of eating too much sugar. Know about how physical activity helps us to stay healthy and ways to be physically active everyday. Know about personal hygiene</p>	<p>My Happy Mind- Engage Understanding how to set meaningful goals that matter and how to keep resilient in times of challenge. This module is all about building self-esteem and resilience too. Know how people and other living things have different needs; about the responsibilities of caring for them</p> <p>H20: loss (including death) to identify feelings associated with this to recognise what helps people to feel better.</p>	<p>Know that jobs help people to earn money to pay for things and learn about different jobs that people they know or people who work in the community do and the skills to do those jobs.</p> <p>To know about growing and changing from young to old and how people's needs change and to recognise that some things are private and the importance of respecting privacy. Learn about preparing to move to a new class/ year group</p>
Religious Education	<p>Harvest Concept: sharing Food and sharing celebrations Diwali special food and sharing</p>	<p>Christmas Concept: special journeys Journeys in the Christmas stories Christmas celebrations</p>	<p>Diwali Change – Zacchaeus meets Jesus</p>	<p>Easter Special food</p>	<p>Special books Holy books</p>	<p>Creation stories How was the world created?</p>
PE	<p>Cricket through Chance to Shine</p> <p>Games – Team building games</p>	<p>Dance – the great fire of London</p> <p>Gym – fundamental movements</p>	<p>Dance- Movement and sequencing moves to Africa music</p> <p>Tennis skills building on our gross and fine motor</p>	<p>Gymnastics- basic gymnastics shapes on different body parts</p> <p>Games - Fitness around the ABC's and how to make our whole body healthy.</p>	<p>Gymnastics- changing direction, shape and pathways and sequencing moves</p> <p>Athletics and fitness- for Sports day</p>	<p>Athletics and fitness training linked to forests.</p> <p>Team Games building up to sports week</p>
Music	<p>Samba- patterns of long, short sounds Steady beat Duration of sounds Timbre of percussion instruments</p>	<p>Samba continues Development of steady beat and rhythm Performance of music to an audience</p>	<p>Glock-pitch- high, middle and low sounds introduced Dynamics- loud and soft sounds Tempo- speed of music</p>	<p>Glock- development of pitch Dynamics- loud, moderate, quiet and silence in music Tempo- faster and slower Performances to an audience</p>	<p>Voice- solo sounds and how sounds can be layered Structures in music and songs How sounds can be repeated and contrasted</p>	<p>Voice- How sounds can be layered to create texture Structure of music- openings and endings Performance to an audience</p>
Information Communication Technology concepts in your	<p>E-Safety - Personal Information and passwords, Online Identities, Online Behaviour and Cyberbullying, Communication, Copyright, Pop-ups</p>	<p>Digital Literacy - Taking photos (digital camera/iPad), recording videos Word Processing - Keyboard Skills Paint packages</p>	<p>Coding - Purple Mash E-Safety - Safer Internet Day</p>	<p>Coding - Purple Mash E-Safety - Health, mental and physical wellbeing</p>	<p>Digital Literacy - Data Handling Web browsing - Research E-Safety - Search engines, reliable sources and copyright</p>	<p>Digital Literacy - Word/PowerPoint</p>
Enrichment activities and trips	<p>Eling walks – geographical features.</p>	<p>Eling walk – Geographical features.</p>	<p>Kwame hook – Africa day Nightjar project- visitors for storytelling and art</p>	<p>Fitness video Interactive body creations</p>	<p>Eling walk – linked to Columbus and story writing.</p>	<p>Bolderwood trip.</p>