

# All About Me

**History**  
**Geography**  
Science

Autumn Term 1

	Literacy	Maths	Wider
<p><b>Launch</b></p> <p>Drawing self portraits</p>	<p><b>Goldilocks and the Three Bears</b></p> <p>Use images to sequence the story of <i>Goldilocks and the Three Bears</i></p> <p>Orally describe the Goldilocks and the three bears.</p>	<p>Exploring shapes and creating our very own shape houses</p> <p><b>Understanding The World</b></p> <p><b>History</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><b>People Who Help Us</b></p> <p>Understanding different people's jobs and how they help us. How can we recognise someone by their uniform?</p>	<p><b>Geography:</b> Understand that we do things at different times of the year and that the weather and the world can look different during these events.</p> <p><b>Physical Development:</b> Fundamental movement skills and exploring the space around us Beanbag Games</p> <p><b>PSED:</b> What is self-regulation and how do I do it?</p> <p><b>Music:</b> Love Music Trust – Autumn unit</p> <p><b>Computing:</b> Interactive games</p> <p><b>Expressive Art &amp; Design:</b> Explore different colours and colour mixing</p> <p><b>RE:</b> What makes people special?</p>
<p><b>Celebration</b></p> <p>Baby pictures quiz</p>	<p><b>Visits:</b> A visit from the PCSO</p>	<p><b>PSHE Day:</b> Languages Day</p>	
<p><b>Focus Books:</b></p> <p>The Colour Monster The Colour Monster goes to school Only One You</p>			



What type of animals would you see on a farm?




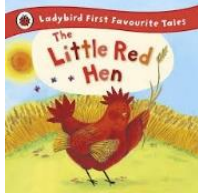







# On The Farm

History

Geography

Science

Autumn Term 2

	Literacy	Maths	Wider
<p><b>Launch</b></p> <p>What is life like on a Farm?</p> 	<p><b>The Little Red Hen</b></p>  <p>Create a list of characters from the story.</p>	<p>Ordering and Sorting: Ordering farm animals based on size, biggest to smallest.</p> 	<p><b>Physical Development:</b> Yoga sessions Focusing on co-ordination, throwing, catching and aiming.</p> 
<p><b>Celebration</b></p> <p>Big Art: Designing and creating our very own farm</p> 	<p>Writing or drawing words that rhyme with <b>HEN</b>.</p> <p><b>Word Focus</b></p> <p>The No I To Go</p> <p><b>Visits:</b> A visit from the PSCO</p>	<p><b>Understanding The World</b></p>  <p><b>Geography:</b> I can find where animals live on a farm using a simple map. I can describe my immediate environment using knowledge and observation.</p> <p><b>Science:</b> To recognise animals, including humans, and understand how to care for them.</p> <p><b>PSHE Day:</b> Friendship Day</p>	<p><b>Expressive Art &amp; Design:</b> Exploring Colour Mixing and learning about the Primary Colours</p>  <p><b>PSED:</b> What are our class rules?</p> <p><b>Music:</b> The Love Music Trust – Celebrations unit</p> <p><b>Computing:</b> Logging onto computers. Interactive games.</p>   <p><b>RE:</b> What makes people special? What do religious people learn from stories? Why do Christians perform special nativity plays at Christmas?</p>
<p><b>Focus Books:</b></p> <p>The Three Little Pigs</p> <p>Farmer Duck</p> <p>The enormous turnip</p> <p>Poppy and Sam – Farnyard tales</p>			

**Question:**

What character would you be in a traditional tale?



**LAUNCH:**

Design your own Gingerbread Man



History

Geography

Science

Spring Term 1

**Literacy**

The Gingerbread Man



Who else could *The Gingerbread Man* run away from?

How to catch *The Gingerbread Man*

**Music:**

The Love Music Trust – Friends unit



**Maths**

Gingerbread Addition  
Number bonds to 5



**Science**

To begin to name and recognise simple properties of materials in their environment.



To recognise the everyday use of simple forces

Experiment: Could the gingerbread man be made out of a different biscuit?

**History**

Understand the past through settings, characters and events encountered in books read in class and storytelling

**Wider**

**Communication and Language:**

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

**Computing**

Using Microsoft Word to write CVC words

**Physical Development**

Developing balance, co-ordination and core strength.  
Rugby (coach)

**PSED:**

How can I look after myself?

**RE:**

How do people describe God?  
How do Christians describe God?

**Art & DT**

**Puppet Making**



Make use of props and materials when role playing characters in narratives and stories.

Role Play area: Bakery

**End of topic celebration**

Making/ decorating *Gingerbread men*



**Question:**



Do you want to be an animal, plant or a human?

**LAUNCH:**

Welly Walk



**Our Wonderful World**



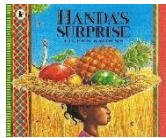
History

Geography

Science

Spring Term 2

**Handa's Surprise**



What fruit did Handa take to her friend?

What is happening at this part of the story?

Maths:

Measuring the lengths of different types of leaves.



Science:

Understand some important processes and changes in the natural world around us, including the seasons and changing states of matter.

Geography:

Understanding the world:

Understand some important processes and changes in the natural world around us, including the seasons and changing states of matter.

Explain some similarities and differences between life in this country and life in other countries.

End of topic celebration:



Treasure Hunt



Wider:

**PSED:**

How can I build positive relationships?

**Physical Development:**

Exploring different types of roles, jumps and balances

**Music:**

BBC ten pieces: Lark Ascending – performance based

**Expressive Arts & Design:**

Using different art materials

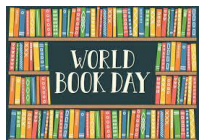
**RE:**

How do celebrations bring Christians together in different ways?

Which times are special for Christians?

**PSED Day:**

World Book Day



**Trips:**

Garden Centre



**Texts:**

Here We Are



**Computing:**

Logging onto Purple Mash

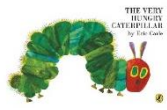


**Question:**

What is the life cycle  
of a butterfly?



# The Very Hungry Caterpillar



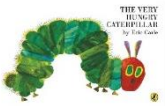





History

Geography

Science

Summer Term 1

	Literacy	Maths	Wider										
 <p><b>Launch</b></p> <p>Meeting our very own “hungry caterpillars”</p> 	<p>The Very Hungry Caterpillar</p>  <p>Innovate the story, The Very Hungry...</p>	<p><b>Pictograms:</b> Create a pictogram to represent the classes favourite insects.</p> <table border="1"> <thead> <tr> <th>INSECT</th> <th>NUMBER OF CHILDREN WHO CHOSE IT</th> </tr> </thead> <tbody> <tr> <td>LADYBIRD</td> <td></td> </tr> <tr> <td>WORM</td> <td></td> </tr> <tr> <td>BUTTERFLY</td> <td></td> </tr> <tr> <td>CATERPILLAR</td> <td></td> </tr> </tbody> </table>	INSECT	NUMBER OF CHILDREN WHO CHOSE IT	LADYBIRD		WORM		BUTTERFLY		CATERPILLAR		<p><b>Physical Development:</b> Gymnastics</p> <p><b>PSED:</b> How are people different?</p> <p><b>Expressive Art &amp; Design:</b> Tunncliffe: Making observations and drawing pictures of animals and plants.</p>
INSECT	NUMBER OF CHILDREN WHO CHOSE IT												
LADYBIRD													
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<p><b>Celebration:</b></p> <p>Releasing the butterflies</p> 	<p>What did I eat? Written as if I were <i>The Very Hungry Caterpillar</i>.</p> 	<p><b>Understanding the World</b></p> <p><b>Science:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><b>Geography:</b> Describe what the Hungry Caterpillar might see and think when they turn into a butterfly</p>	<p><b>Computing:</b> Mini Mash</p> <p><b>Music:</b> The Love Music Trust – Animals Unit</p> <p><b>RE:</b> How do Christians look after the world?</p>										
<p><b>Text:</b> The Very Hungry Caterpillar</p> 		<p><b>PSHE Day:</b></p>											





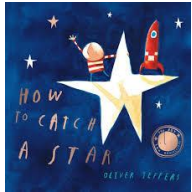






Would you like to live on the beach?



# On The Beach

History  
Geography  
Science

Summer Term 2

	Literacy	Maths	Wider
<p><b>Launch</b></p> <p>Sandcastle Building</p>  	<p><b>How to catch a star</b></p>  <p>A list poem of what is in space.</p> <p>Describing either the rocket or the boy from the story.</p> 	<p>Subitising Sandcastles</p>  <p><b>Understanding the World</b></p> <p><b>Geography</b> Recognise and understand similarities and differences between the natural world around them and contrasting environments. To know that not all places we visit look the same.</p> <p><b>History:</b> Discovering a sunken pirate ship to help us find out about the past.</p> <p><b>Science:</b> <i>Light and Sound</i> To understand what a shadow is and to recognise the term `sound`.</p>	<p><b>Physical Development:</b> Athletics Invasion Games</p> <p><b>PSED:</b> What are my learning powers?</p> <p><b>Expressive Art &amp; Design:</b> Drawing for accuracy Sharing creations and explaining the process they have used.</p>  <p><b>Computing</b> Exploring `Word` and beginning to type using the keyboard.</p>  <p><b>Music:</b> The Love Music Trust – Weather unit</p> 
<p><b>Celebration</b></p> <p>A Beach Party</p> 	<p><b>Texts:</b></p> <p>Winnie &amp; Wilbur at the Seaside</p>	<p><b>Visits:</b></p> <p>A trip to the beach</p> <p><b>Sports Week</b></p>	<p><b>RE:</b> Why should we look after the world? How do Christians, Jews &amp; Muslims say we should look after the world?</p>