



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Overarching Theme</b>	<b>What is it?</b> Why do you think that? How can you be sure? Is it safe?	<b>What can be used to help stay warm and dry?</b> (Should I stay awake, or curl up tight, in the dark and cold of an autumn night?) <b>What would you use to make a gift for a baby, and why?</b>	<b>Home or Away?</b> Where shall I go? How will I get there? What will I see (all senses)?	<b>Where I live –</b> What do I like and what can I do to look after and improve it?	<b>What does the farmer do to help me?</b>	<b>How can I help others?</b>
<b>Literacy – Y1</b> <b>FS – see LTP</b>	Labels, lists and captions. Poems using senses. Sentences – say, write, read	Sentences –Stories - sequences Instructions	Cross Cultural link Non -fiction Stories Letters	Local Area Non-fiction Stories	Traditional tales	Recount
<b>Numeracy – Y1</b> <b>FS – see LTP</b>	Ongoing Maths No Problem Text book 1a – 1B					
<b>Science</b> <b>Understanding the World (FS)</b>	Ourselves – body parts, health and senses  <i>Changing seasons – continuous</i> <i>Plants – inside and out - continuous</i>	Everyday materials Different animals Hibernating and not, Nocturnal/diurnal <i>Changing seasons – continuous</i> <i>Plants – inside and out - continuous</i>	Animals – home and away – features and food  Investigating floating and sinking/ice??	Plants – growing, observing, investigating  Investigating – magnets (link compass and directions)	Plants – continued Farm animals	<i>Changing seasons – continuous</i> <i>Plants – inside and out - continuous</i>  Investigations as children’s interests  Maintenance and cultivation – garden areas at school Puddles lends a paw
<b>RE</b> <b>Understanding the World (FS)</b>	Wonderful world A thankful harvest	Celebrations Divali, Christmas Nativity & Story	A wedding day wish for Piddles	Puddles and the happy easter day	The tiny ants	
<b>Computing</b> <b>Understanding the World (FS)</b>	Using programs to enhance learning	Programming Electronic toys/games (history link)	Create, organise, store, retrieve information for the purpose of communicating – e-mail, blog, tweet.... – a school abroad.	Research, organise, store, retrieve information for the purpose of planning – environmental improvements - plants	Algorithms and programing  Look for technology use beyond school – on the farm...	Create, organise, store, retrieve, manipulate information- Technology for Transition (photo, info..for new teacher)
<b>Geography</b> <b>Understanding the World (FS)</b>	Locational knowledge - Places we went on holiday Simple fieldwork - Finding our way around – inside and out – mental maps Where is the allotment? – language for features and map <i>Continuous – holiday scrapbook</i>	Locational knowledge The Christmas story – where in the world? Family and friends – Christmas travels  <i>Continuous – holiday scrapbook</i>	Place knowledge, human and physical features, Home and away – specific locality – compare and contrast  <i>Continuous – holiday scrapbook</i>	Continue with focus on - Local Field work  <i>Continuous – holiday scrapbook</i>	Yorkshire Dales – physical and human features vocab Trip – field work  <i>Continuous – holiday scrapbook</i>	Out and about Holiday plans  <i>Continuous – holiday scrapbook</i>



<p><b>History</b>  <b>Understanding the World (FS)</b></p>	<p>Mixing up medicines – plants – Stems, leaves, roots and fruits</p>	<p>Guy Fawkes Toys now and in the past</p>	<p>Transport in the past</p>	<p>Who used to live here, and what did they do?</p>	<p>Farming now and in the past (computing link)</p>	<p>Would you like to be a child now or in the past? Toys and helping out</p>
<p><b>D.T.</b> <b>Expressive Art and Design (FS)</b></p>	<p>Eat More Fruit/Veg Fruit salad/kebabs Veg soup instruments</p>	<p>Clay and string print tile Pom-poms.... puppet</p>	<p>Junk Modelling – Linked to Children’s interests  Vehicles (including boats)</p>	<p>Moving Pictures</p>	<p>Local pebbles/stones/gravel – embedded in clay/cement... designs.</p>	<p>As interest</p>
<p><b>Art &amp; Design</b> <b>Expressive Art and Design (FS)</b></p>	<p>Ongoing Art and Design skill taught linked to children’s interests. Skills and techniques will cover painting, sculpture, collage, textiles, printing and observational skills Continuous – 3d frame and net base – outdoor plants – seasonal</p>					
<p><b>PE</b> <b>Physical Development (FS)</b></p>	<p>Body parts art - using and representing (noodle anatomy)  3D frame – lavender, wheat etc</p>	<p>Xmas calendars Xmas cards Printing – range of  Autumn branches...Holly and ever greens in 3D frame</p>	<p>Cultural art link with abroad location</p>	<p>Yorkshire landscapes.....school environment landscapes</p>	<p>Andy Goldsworthy  Observational drawings/paintings from photos</p>	<p>Texture – natural – seeds...</p>
<p><b>Music</b> <b>FS see LTP</b></p>	<p>Travelling on different parts of our body. Balance (Gym) Ball skills  Fine motor skill development</p>	<p>Travelling on different parts of our body. Balance (Gym) Dance  Fine motor skill development</p>	<p>Jumping and Landing, Apparatus (Gym)  Dance</p>	<p>Jumping and Landing, Apparatus (Gym)  Dance</p>	<p>Ball skills &amp; Games</p>	<p>Multi- Skills</p>
<p><b>PSHE</b> <b>PSED - FS</b></p>	<p>Songs, chants and rhymes – expressive tone</p>	<p>Songs, chants and rhymes – adding dynamics and tempo changes for effect Instrument accompaniments (nativity)</p>	<p>Songs, instruments and instrumentals from chosen location</p>	<p>Brass bands Local and national traditional songs</p>	<p>Building up layers – chants and rhythms</p>	<p>Performance</p>
<p><b>Visits/Visitors</b> <b>Events</b></p>	<p>SEAL -New Beginnings  A warm welcome – <i>new friends and a new place – trusting, respecting, belonging</i></p>	<p>SEAL -Getting On &amp; Falling Out  Becoming confident to be curious – <i>exploring and expressing communicating and creating, thinking, feeling and reflecting</i></p>	<p>SEAL -Going for Goals  WELL-BEING Feeling well, growing well, learning well  Chinese New Year</p>	<p>SEAL -Good to Be Me  WELL-BEING Feeling well, growing well, learning well  Easter</p>	<p>SEAL -Relationships</p>	<p>Changes</p>
<p><b>Parents</b></p>	<p>Allotment Church – start of year service Paramedic/nurse - parents  Harvest Festival New starter consultations Parents evening</p>	<p>Advent service Harlow Carr/story world.. (Divali Oct 30<sup>th</sup>)  Nativity Drop in and join in – a round robin of reading.... Treasure hunt, guided reading, active instruction</p>	<p>Chinese New Year (Jan 28<sup>th</sup>)  Chosen location - fesitval  Drop in and join in – Number Hour</p>	<p>Easter service Clergy St. Georges day April 23rd  Parents evening</p>	<p>Heskith farm  Andy Goldsworthy – help/view- Open air exhibition</p>	<p>Transition Parents – people who help us  End of year performance</p>



		reading, game play reading (eg. Dice – no. read and act) etc.				
<b>Displays</b>	Investors in pupils targets Over in the meadow – numeracy Corridor -		Cross cultural location			
<b>Assessments</b>	On entry – FS Portfolio - writing <i>Walk with me tracking - continuous</i>	<i>Walk with me tracking – continuous</i> Portfolio - writing	<i>Walk with me tracking – continuous</i> Portfolio - writing	<i>Walk with me tracking – continuous</i> Portfolio - writing	<i>Walk with me tracking – continuous</i> Portfolio - writing Y1 - phonics	End of year Portfolio - writing