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Date and Topic	Books	Literacy	Maths	RE	Science	ICT/DT/Art/Music	Humanities
<b>Autumn 1 Travelling</b>	<ul style="list-style-type: none"> <li>• Travelling by Mr Gumpy’s outing? Duck in a truck</li> <li>• The Magic Train Ride?/From a railway carriage</li> <li>• Whatever Next/ Bob the man on the moon</li> <li>• Tristan the travel bug visits London (you tube )</li> <li>• Pancake manor flying to London song (you tube)</li> <li>• Topsy and Tim go camping</li> <li>• Barefoot books space song rocket ride</li> <li>• Barefoot books up,up,up, (you tube)</li> <li>• Barefoot books journey home from grandpa’s (you tube)</li> <li>• The snail and the whale</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective. Noun, verb sentences eg The red plane flies to the seaside</li> <li>• Prepositional language, over, under, along between, beside, on top</li> <li>• Vocabulary linked to modes of transport</li> <li>• Vocabulary linked to movement</li> <li>• Using pictures from the stories to write sentences (group dependent)</li> <li>• Cloze procedure linked to story pictures ( group dependent)</li> <li>• Handwriting and mark making daily to increase correct letter formation skills</li> <li>• Simple text based comprehension ( group dependent)</li> <li>• Daily reading/ book sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Directional language forward backward sideways up down</li> <li>• Numicon work Including number bonds, Counting in 2,5,10 sharing</li> <li>• Sorting objects by two criteria eg size and shape, colour and size etc where difference is marked and where there is no much difference</li> <li>• Sequencing</li> </ul>	<p>Harvest Festival</p> <ul style="list-style-type: none"> <li>• Looking at harvesting crops from trees, plants and underground.</li> <li>• Touch feel and smell the crops we have seen</li> <li>• Thank you god for harvest songs and prayers</li> <li>• Watch film about Jewish festival of Sukkot</li> <li>• Make a model of a sukkot</li> <li>• Harvest is about giving thanks and sharing set up sharing activity, such as making a fruit salad for a shared meal</li> <li>• Look at a range of vegetables from different countries see how countries share their harvest (eg rice from india) make a shared meal from veg and rice</li> </ul>	<p>Magnets and forces</p> <ul style="list-style-type: none"> <li>• Explore moving toys learn a force is any push or pull that makes something move how can we move toy cars ? investigate</li> <li>• Make card spinners, show children how we can make them spin by pulling the strings out then allowing them to retwist.</li> <li>• Look at windmills, how we can make them go faster or slower by blowing on them</li> <li>• Roll balls on the smooth playground, now do the same on the grass where do they roll best? Try on different surfaces, a wool blanket, Astroturf, which is best?</li> <li>• Explore magnets what will they repel</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a collage of natural materials such as leaves, flowers, sheep wool, bark using tools and materials purposefully</li> <li>• Using tearing and scrunching techniques to create Spring, summer Autumn and Winter Trees</li> <li>• Select colours and use appropriate techniques to press print leaves, fruit sections and vegetables</li> <li>• Use brushes and rollers effectively to paint pictures of fruit and veg</li> <li>• Manipulate and shape clay or playdough to create plaques with nuts and berries pressed into them</li> <li>• Use paint to create marks using the tool bar</li> <li>• Use a drawing app on the</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a set route around the playground to find the objects plants and trees pictured on a plan use an ipad to record their findings</li> <li>• Sort a range of natural objects onto images of where they would be found eg apples on a tree, leaves on a tree, a flower in the flowerbed</li> <li>• Link to RE harvest, and map ingredients for fruit salad to where they are grown (tree, bush, plant, ground)</li> <li>• Map the fruit salad ingredients to a world map</li> </ul>

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<p><b>Autumn 2</b> <b>Light and Dark</b></p>	<ul style="list-style-type: none"> <li>Owl Babies/The owl who was afraid of the dark</li> <li>The Tale of the Sun and Moon ( you tube)</li> <li>There’s an alligator under my bed ( you tube)</li> <li>Lily and the moon (you Tube)</li> <li>Who stole the moon ( you tube)</li> </ul>	<p>See above link with termly targets sheets</p> <ul style="list-style-type: none"> <li>Vocabulary linked to day and night</li> <li>Vocabulary linked to dark and light</li> </ul>	<p>See above link with termly target sheets</p>	<ul style="list-style-type: none"> <li>Awareness and appreciation of the colours in the world( Connecting with RE UNIT 1)</li> <li>Diwali A simple story of Diwali (espresso) using playdough or clay, and battery night lights to make our own divas</li> <li>Hannukah a simple story of Hannukah create hannukah candle pictures silver paper on black; using chalk as the candle flames</li> </ul>	<ul style="list-style-type: none"> <li>Torches Activate torches using the buttons, switches or wind up mechanisms Investigate which materials will allow the light to shine through stop it from shining through</li> <li>Shadows place different objects in front of the torch beam identify the object from the shadow. Make shapes with our hands in front of the torch beam. Make them bigger by putting our hands near the light, and smaller by drawing them away from the light.</li> </ul>	<ul style="list-style-type: none"> <li>Firework painting look at a film of fireworks, use musical instruments to recreate the noise</li> <li>Sprinkle powder paint or brusho onto wet paper with toothbrushes to create firework pictures</li> <li>Rangoli patterns look at a film of rangoli and repeated patterns. Use paint shape tools to recreate the patterns . paint spirals with finger paint or a range of brushes. Add shapes and glue to make rangoli</li> </ul>	<ul style="list-style-type: none"> <li>Time passing. Look at how a day changes from dark to light and back to dark. Put in key events of the day eg get up, breakfast,... go to bed</li> <li>Make a fold out book using PEC symbols to order a day... the amount of symbols dept upon which group</li> <li>Make a daytime/ night time book what we see what we do</li> <li>Look at seasons in the year. The clothes we wear and what we do. Make a page a week for our seasons book, using collage</li> </ul>

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					<ul style="list-style-type: none"> <li>• Watch a film about shadow puppets. Use split pins to create simple puppets, and use them by putting them between a camping lantern and the wall</li> <li>• Simple Circuits. Explore how a simple circuit works by switching battery operated lamps and fairy lights on then off. Take the batteries out, what happens?</li> <li>• Use the circuits equipment to create a simple circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Daytime night-time collage</li> <li>• Make an owl baby or Plop the owl using feathers and mixed media; choosing and using glueing and printing techniques</li> <li>• Shadow puppets (see science)</li> <li>• Bbc bitesize light and dark activites ipad</li> </ul>	to show these eg Summer swimsuits, playing in the pool
<b>Autumn 3 Christmas</b>	<ul style="list-style-type: none"> <li>• Nativity Story</li> <li>• The little Tree E.E Cummings</li> <li>• Santa Claus books and songs</li> </ul>			<ul style="list-style-type: none"> <li>• Christingle Explore the significance of Christingle, using espresso film clip. Use cloves and oranges to create our own Christingle</li> <li>• The Nativity story, retell in sections angel Gabriel; journey to Bethlehem, no room at inn, shepherds and Kings</li> </ul>	<ul style="list-style-type: none"> <li>• Use torches and mirrors to change the direction of the beam of light. Allow the children to experiment with this</li> <li>• Use mini glitter balls or shiny spinners in a beam of light of a camping lantern experiment with patterns this creates on the walls</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas trees</li> <li>• Christmas cards</li> <li>• Christmas biscuits to hang on the tree</li> <li>• Stocking collage</li> <li>• Christmas songs</li> <li>• Music with bells and triangles</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to North Pole video look at what you find there</li> <li>• Ice, snow, animals</li> <li>• Look at type of clothing you would need to keep warm</li> <li>• Address a letter to Father Christmas</li> </ul>

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<p><b>Spring 1 Super Heroes</b></p>	<ul style="list-style-type: none"> <li>• Super Daisy</li> <li>• Superworm</li> <li>• Superkid</li> <li>• Ten rules of being a Super Hero by Deb Pilutti</li> <li>• Charlie’s Super hero underpants</li> <li>• Superdad by Shoo Rayner</li> </ul>	<ul style="list-style-type: none"> <li>• Design and name superhero Characters – superheroes and villains (group dependent)</li> <li>• Superhero slogans read and use cloze to complete</li> <li>• Predicting story endings</li> <li>• Stories with familiar settings</li> <li>• Recipes – ‘Superhero power potion’ as pictorial lists, annotated</li> <li>• Postcards</li> </ul>	<ul style="list-style-type: none"> <li>• 2D and 3D shapes – patterns, pictures, models</li> <li>• Measures – weight, length,</li> <li>• Counting on or back from a number in given increments</li> </ul>	<ul style="list-style-type: none"> <li>• Creation stories from around the world</li> <li>• People who are special to me</li> <li>• To learn that Moses is special to the Jewish people</li> <li>• To learn that Jesus is special to Christian people</li> <li>• To learn that Mohammed is special to Muslims</li> </ul>	<p>To know the external parts of the body To group living things by differences and similarities To investigate the best material to strengthen superhero skeletons and make superhero capes To learn how we grow and change from baby to adult To learn how to keep healthy</p> <ul style="list-style-type: none"> <li>• What we eat</li> <li>• Healthy eating</li> <li>• Keeping ourselves healthy</li> <li>• Exercise</li> <li>• Cleaning teeth</li> <li>• Cleaning bodies</li> </ul> <p>To learn about the role of medicines, how they are taken and keeping safe To know the difference between living and non-living</p>	<ul style="list-style-type: none"> <li>• Picasso’s faces</li> <li>• Superhero skeletons</li> <li>• Superhero moving picture – sliders and levers</li> <li>• Superhero face clay tile</li> <li>• Design and make superhero capes</li> <li>• Pancake manor Super hero songs</li> </ul>	<p>Journeys via Barnaby Bear</p> <ul style="list-style-type: none"> <li>• Mountains</li> <li>• Rivers</li> <li>• Jungles</li> <li>• Forests</li> </ul> <p>What identifies these, what lives there, where in the world are they?</p>
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<p><b>Spring 2 Down on the farm</b></p>	<ul style="list-style-type: none"> <li>• Pig in the Pond/Down in the cool of the pool</li> <li>• Rosie’s Walk</li> <li>• Driving my tractor</li> <li>• Jasper’s beanstalk</li> <li>• Little red Hen</li> <li>• Three little Pigs/The 3 little wolves and the big bad pig</li> <li>• Barefoot books Farmyard jamboree</li> <li>• Barefoot books Over in the meadow</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions- in on over under beside between, behind in front</li> <li>• First, next, then story order</li> <li>• Vocabulary linked to animals and farms</li> <li>• Adjectives and adverbs (group dependent)</li> </ul>	<ul style="list-style-type: none"> <li>• Groupings</li> <li>• Sorting by specified criteria</li> <li>• Venn and Carroll diagrams</li> <li>• Bar charts</li> <li>• pictograms</li> <li>• tallying</li> </ul>	<ul style="list-style-type: none"> <li>• the story of the mustard seed</li> <li>• the lost sheep</li> <li>• caring for animals and pets</li> <li>• caring for each other</li> <li>• Preparation for Easter</li> </ul>	<ul style="list-style-type: none"> <li>• sorting and classifying animals</li> <li>• Habitats - share what we already know about animals. Use information to pitch subsequent lessons. images of a range of animals including birds, fish, amphibians, reptiles, mammals and invertebrates. Ensure children become familiar with the names of these animals. Discuss one animal in detail explaining that its features help it to survive. Eg a polar bear has thick fur and a layer of fat to keep it warm. It has sharp teeth and claws for catching animals to eat. It has fur on the soles of its feet to keep them from freezing on the ice. *Children do not necessarily need to understand all the differences between mammals/reptiles etc at this stage but they should find out about a range of animals</li> </ul>	<ul style="list-style-type: none"> <li>• Physical coding – beebots</li> <li>• create observational windows to allow children to look at close-up sections of animal markings in detail.</li> <li>• Record patterns of feathers, shapes of beaks, claws etc. Use different tools - charcoal, pencils, repeat recording of patterns.</li> <li>• Make experimental collage - trying out the different effects of animal pattern and texture..</li> <li>• Make collage of hen (large, using textured papers). Emphasise feather pattern, shape, claws, texture. When dry, roll over with printing ink.</li> <li>• Take a print from the collage hen.</li> <li>• This extended project can be used for other</li> </ul>	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Seasons</li> <li>• Weather</li> <li>• Following simple map directions</li> </ul>
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						<p>animals or birds on the farm. Or use different media and techniques eg experimenting with sheep - recording, sketching, textiles, collage. Let the project extend over several sessions.</p> <ul style="list-style-type: none"><li>• Make a collage using grasses, seeds, wool and other items found in farm environments. The collage could be patterns or elements of a farm. Experiment with layout before gluing.</li><li>• Mixing paints. Give children a grid of fields. Children mix a different shade of green to paint each field.</li><li>• Animal songs</li></ul>	
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<p><b>Summer 1 Enchanted woodland</b></p>	<ul style="list-style-type: none"> <li>• Hansel and Gretel</li> <li>• Red Riding Hood</li> <li>• Sleeping Beauty</li> <li>• Where the Wild things are</li> <li>• The Tin Forest</li> <li>• In the dark dark wood</li> <li>• Eddie and his teddy</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective. Noun, verb noun sentences eg The yellow flowers grow beneath the trees</li> <li>• sequencing language, first, the, next</li> <li>• Vocabulary linked to the woods Using pictures from the stories to write sentences (group dependent)</li> <li>• Cloze procedure linked to story pictures ( group dependent)</li> <li>• Handwriting and mark making daily to increase correct letter formation skills</li> <li>• Simple text based comprehension ( group dependent)</li> <li>• Daily reading/ book sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting and grouping</li> <li>• More than, less than</li> <li>• Numicon work</li> <li>• Including number bonds, Counting on and back in 2,5,10</li> <li>• Estimation and comparison using size and weight</li> </ul>	<ul style="list-style-type: none"> <li>• Noah’s Ark</li> <li>• Rainbow as God’s covenant</li> <li>• All the colours of the world</li> </ul>	<ul style="list-style-type: none"> <li>• growing plants and trees</li> <li>• parts of a plant/ tree</li> <li>• sorting and classifying things that grow in the forest</li> <li>• sort and classify animals that live in the forest</li> <li>• Bark and leaf rubbings to sort and classify</li> <li>• Field trip to Hainault forest</li> </ul>	<ul style="list-style-type: none"> <li>• Make food for Teddy Bear’s Picnic – sandwiches, crispy cakes, fruit cups. Select and explain choice of materials, with help.</li> <li>• Use natural materials from the woodland or local outdoor environment to make tree hangings and sculptures. For inspiration, look at the work of the artist, Andy Goldsworthy</li> <li>• Make dens and follow Gruffalo trails around the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Look at forest video what features can you see?</li> <li>• Look at rain forests where in the world are they?</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Summer 2</b></li> <li>• <b>Under the sea</b></li> </ul>	<ul style="list-style-type: none"> <li>• Way down deep, in the deep blue sea by Jan Peck</li> <li>• Portside Pirates – barefoot books</li> <li>• The owl and the pussycat</li> <li>• Skullabones island, 5 minutes to bed</li> <li>• The night Pirates</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• See above link with termly targets sheets</li> <li>• Vocabulary linked to the beach, the water and the sea</li> </ul>	<ul style="list-style-type: none"> <li>• See above link with termly target sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Jonah and the Whale</li> <li>• The loaves and the fishes</li> <li>• Fishers of men</li> </ul>	<ul style="list-style-type: none"> <li>• Why do some objects float and some sink?</li> <li>• when you drop something into water its weight pushes it down. The water tries to push it up again. This push (force) is called 'upthrust'. Objects/materials that float are lighter or less dense than water. If the object/material is denser (more dense) it will sink. Experiment with Stone, plasticine and metal, wood and cork</li> <li>• If things have air inside them it helps them to float. Ask ch to put their hands on their chests and take a big breath in and feel their chests expanding. Explain that the air inside them helps them float when they are swimming. Mention</li> </ul>	<ul style="list-style-type: none"> <li>• Marbling</li> <li>• Fish scale printing</li> <li>• Sand paintings</li> <li>• Jelly fish</li> <li>• Mobiles</li> <li>• Sea shanties</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at the Thames estuary</li> <li>• Difference between the river and the sea</li> <li>• Day at the beach</li> <li>• What can you do at the beach</li> </ul>
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					<p>armbands,</p> <ul style="list-style-type: none"><li>• Show picture of wooden ship ask What is this ship made of? Then show picture of metal tanker. Ask 'Why can this great big metal ship float?' Look at other pictures and identify materials used. Demonstrate how you can make the plasticine float by changing its shape (you can also demonstrate this with foil but you need something to squash it with to remove sufficient air to make it dense enough to sink</li><li>• Give each ch in a group a plastic food container and some small stones or marbles count how many marbles/pebbles they can put in their 'boat' before it sinks. Guess (predict)</li></ul>		
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					<p>first. Record by drawing a picture.</p> <ul style="list-style-type: none"><li>• Give each ch 2 small balls of plasticine ask them to make one of them into a bowl shape. Put it carefully in the water. Ask Can you make it float? Put in the other ball and see what happens.</li><li>• at the water tray, empty plastic drinks bottle and lengths of plastic tubing each. Ask ch. to fill the bottles with water so they sink (must be completely full so they might need a jug) and then blow air into the bottles through the tube.</li><li>• pictures of boats and ships and ask chn to think about why particular materials have been used. use vocab such as 'strong, light', etc.</li></ul>		
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