

| | English & Communication | Maths & Problem Solving | Our World | Creative Thinking | Computing & Online Safety | Healthy Lifestyles | Identity & Wellbeing | My Independence |
|---|---|-------------------------|---|--|--|--|---|--|
| 1 | Topic: Bright Lights, Big City (Geography) | | Key Texts: Dick Whittington – Russell Punter; The Town Mouse and the Country Mouse – Susanna Davidson; Katie in London – James Mayhew | | | | | |
| | | | <p>Capital Cities of the UK Facts landmarks cultural Links. Maps and geographical comparisons. Compass points. Maps, Comparisons between cities . Fire of London</p> <p>Science Light</p> | <p>Exploring mechanisms; Constructing moving models; Understanding where food comes from; Designing and making souvenirs; Models of London landmarks</p> | <p>Searching the web; Digital images; Algorithms; Logical reasoning; Creating and debugging programs; Common uses of information technology; Communication ; E-safety; Stop motion animation</p> | <p>Olympics PE Athletics</p> <p>Picnic and street foods.</p> <p>Understanding where food comes from;</p> | <p>New Beginnings-RE- Using Zones of Regulation to identify emotions. Develop some simple strategies to regulate their emotions.</p> <p>PSHE- Accepting Differences, Understanding ourselves Begin to master explicitly taught social skills with greater independence e.g. sharing resources or taking turns. Develop an awareness that it is OK for people have different emotions & make different choices to them. With</p> | <p>Keeping safe in big city</p> <p>Have an awareness of right & wrong in a variety of contexts & how their emotions can affect their choices.</p> <p>Growth mindset setting up challenges of new year. (Deep dive)</p> |

| | | | | | | | | |
|---|--|---|--|---|---|---|--|--|
| | | | | | | | support, to be able to navigate & celebrate these differences. | |
| 2 | Topic: Paws, Claws & Whiskers (Science) | Key Texts: Ladybird; Animal Poems – compiled by Jennifer Curry; Just So Stories – Rudyard Kipling | | | | | | |
| | | Visit Wildlife Park Science Looking after pets, What do they need to thrive. Animals including animals. | Talking about art; Drawing; Collage; Making models; Painting; Sculpture; Masks and products Pet enclo | Retrieving images; Photography; Using presentation software | PE animal dance movements Food safety and storage Hygiene | New Beginnings-RE- Using Zones of Regulation to identify emotions. Develop some simple strategies to regulate their emotions. PSHE- Accepting Differences, Understanding ourselves Begin to master explicitly taught social skills with greater independence e.g. sharing resources or taking turns. Develop an awareness that it is OK for people have different emotions & make different choices to them. With support, to be able to navigate & celebrate these differences. | Growth mindset setting up challenges of new year. (Deep dive) | |
| 3 | Topic: Towers, Tunnels & Turrets (DT) | Key Texts: Anthony Browne; Sir Scallywag and the Battle for Stinky Bottom – Giles Andreae | | | | | | |

| | | | | | | | | |
|--|--|--|--|--|--|-------------------------------------|--|--|
| | | | History of castles Isumbard Kingdom Brunell Famous structures Design of bridges Science everyday materials materials | Making models Any Goldsworthy Natural materials . | | Defend and attack castle game | | |
|--|--|--|--|--|--|-------------------------------------|--|--|

| | English & Communication | Maths & Problem Solving | Our World | Creative Thinking | Computing & Online Safety | Healthy Lifestyles | Identity & Wellbeing | My Independence |
|---|---|-------------------------|--|---|---------------------------|---|----------------------|-----------------|
| 4 | Topic: Bounce! (PE) | | Key Texts: The Frog Prince –Susannah Davidson; The Sports Day – Mick Inkpen and Nick Butterworth | | | | | |
| | | | Caring for the environment | Sculpture Materials; Mechanisms | Photography | Teamwork; Health and well-being; Sporting heroes Throwing and catching | | |
| 5 | Topic: Movers & Shakers (History) | | Key Texts: Rosa Parks – Lisbeth Kaiser | | | | | |
| | | | Historical landmarks; Significant places Historical models; Exploring significance; Local historically | | | | significant people | |

| | | | | | | | | |
|---|---|---|--|-----------------------|--|--|--|--|
| | | | <p>significant person;</p> <p>Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie,</p> | | | | | |
| 6 | <p>Topic: Beachcombers (Science)</p> | <p>Key Texts: The Snail and the Whale – Julia Donaldson; Tiddler – Julia Donaldson; Sally and the Limpet – Simon James; A House for a Hermit Crab – Eric Carle</p> | | | | | | |
| | | | Coastal features | Create a sea creature | | | | |

| | | | | | | | | |
|--|--|--|--|---|--|--|--|--|
| | | | | Sketchbooks; 3-D modelling; Sand art; Seascapes | | | | |
|--|--|--|--|---|--|--|--|--|