|  |  |  |
| --- | --- | --- |
| **A1: The Scented Garden/Wilderness Explorers** | **A2: Towers, Tunnels and Turrets** | **Spring 1: Street Detectives** |
| **Science**: observe changes across the four seasons, \*observe and describe weather changes. Watching weather forecast each day and discussing \*observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water light and suitable temperature to grow and stay healthy Planting seeds for a purpose and watching them grow CS. \*different habitats provide for the basic needs of different kinds of animals and plants \*identify and name a variety of plants and animals in their habitats. \*describe how animals obtain their food from plants and other animals, using idea of a simple food chin, and identify and name different sources of food. How to look after our world and animals. \*identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Recycling and looking after the world.  **Computing:** \*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies’-Safety lessons with computing lessons. \*Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Purple Mash environment.  **DT:** \*select from and use a range of tools and equipment to perform practical, \*explore and evaluate a range of existing products, \*design purposeful, functional, appealing products for themselves and other users based on design criteria. Make scented bags,  **Art and Design:** \*To use a range of materials creatively to design and make products. \*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. \*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. \*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Real life drawings, flowers and plants. Austin’s butterfly. Watercolour painting.  **History: \***The lives of signification individuals in the past who have contributed to national and international achievements. \* Changes in living memory. \*significant historical events, people and places of their own locality. History week.  **Geography:** \*identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. \*Use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. \*Name and locate the world’s seven continents and five oceans \*understand similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of small area in a contrasting non-European country. Looking at weather forecast each day. Plants in the local area and the school grounds CS. Compare to different plant growth around the world, identifying the continents that they come from. Looking after our world. | **Science: \***identify and compare the suitability of a variety of everyday materials Collect images of bridges from a range of sources and classify CS, testing durability of bridges CS \*perform simple tests and recordings \*identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants Learn about tunnelling animals CS.  **Computing:** \*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Create information posters. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Purple Mash drawing castle template CS. \*Create and debug simple programs – Beebot mats.  **DT:** \*select from and use a range of tools and equipment to perform practical, Build a model castle using construction materials or other found and recycled materials CS, Construct a bridge to span a specified width using marshmallows and dried spaghetti CS, \*explore and evaluate a range of existing products, Write a formal evaluation of project structures, comment on what worked well and what could have been improved CS. \*design purposeful, functional, appealing products for themselves and other users based on design criteria Design a new tower for Rapunzel using a variety of construction materials CS.  **Art and Design:** \*To use a range of materials creatively to design and make products. Use natural materials to design towers CS. \*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. \*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. \*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Design your own castle, printing bricks and designs CS  **History: \***The lives of significant individuals in the past who have contributed to national and international achievements. Listen to true stories of famous people, e.g. WW11 soldiers and learnt about the 3 tunnels used to escape from Stalag Luft 111 \* Changes in living memory. Look at castles from different periods and order on a timeline CS. \*significant historical events, people and places of their own locality Gun Powder Plot tunnels CS. Listen to an account of Isambard Kingdom Brunel CS.  **Geography:** \*Use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Look at pictures and photographs of great towers around the world and match to its location CS. Look at bridges, tunnels and turrets in the local area CS. \*Use simple compass directions, locational and directional language. Find locations CS. | **Science**: observe changes across the four seasons, \*observe and describe weather changes, \* different habitats provide for the basic needs of different kinds of animals and plants, \*identify and name a variety of plants and animals in their habitats. Dereham – animal habitats CS.  **Computing:** \*understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions \*create and debug simple programs \*use logical reasoning to predict the behaviour of simple programs Children to design their own bee bot mat and then programme their bee bot to destinations. \*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. E-Safety lessons within computing lessons \*use technology purposefully to create, organise, store, manipulate and retrieve digital content Children to take photos of their journey around Dereham. Children to print photos CS.  **DT: \***explore and use mechanisms Make Chinese new year dragons.  **Art and Design: \***use drawing, painting and sculpture to develop and share their ideas, experiences and imagination \*develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space \*learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Landscape drawings CS.  **History**: \*changes within living memory. \*events beyond living memory that are significant nationally or globally \*significant historical events, people and places in their own locality. \*the lives of significant individuals in the past who have contributed to national and international achievements. Great Fire of London / Samuel Pepys. Dereham history CS. Chinese New Year.  **Geography:** \*identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. \*use basic geographical vocabulary to refer to: key physical features and key human features,\*use world maps, atlases and globes \*use simple compass directions and locational and directional language to describe the location of features and routes on a map \*use aerial photographs and plan perspectives \*use simple fieldwork and observational skills to study the geography of the school and it’s ground.\* understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom, and of small area in a contrasting non-European country. Looking at weather forecast each day. Ariel photographs of Dereham. Children to follow and draw maps of Dereham. Children to identify different parts of the school depending on direction. Looking at London in 1666 GFoF. Comparing Dereham of China. |
| **Spring 2: Muck, mess and mixture** | **Summer: Seaside (Beachcombers and Land Ahoy!)** | **Other subjects…** |
| **Science**: observe changes across the four seasons, \*observe and describe weather changes. Watching weather forecast each day and discussing. \*find out how the shapes of solid objects made from some materials can be changed by squishing, bending, twisting and stretching. \*Working scientifically 8Observing closely, using simple equipment \*Performing simple tests. \*using observations and ideas to suggest answers to questions. \*gathering and recording data to help in answering questions. Mixing different substances with water CS.  **Computing:** \*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. E-Safety within computing lessons. \*Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children to create digital art.  **DT:** Explore and evaluate a range of existing products. Food tasting CS / food tasting relating to different festivals. \*Design purposeful, functional, appealing products for themselves and other uses based on a design criteria \*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.\*select from and use a range of tools and equipment to perform practical tasks. \*select from and use a wide range of materials and components, including constructions materials, textiles and ingredients, according to their characteristics. \*Explore and evaluate a range of existing products \* evaluate their ideas and products against design criteria. Children to design their own biscuits / food and write a recipe. Children to make, evaluate against design criteria.  **Art and Design:** \*To use a range of materials creatively to design and make products. \*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. \*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Colour mixing CS. \*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Compare the work of abstract artists.  **History:** \*lives of significant individuals in the past how have contributed to national and international achievements. Significant people around Christmas.  **Geography:** \*identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. \*Name and locate the world’s seven continents and five oceans. \*name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and surrounding areas. \*Human and Physical geography. Looking at weather forecast each day. Comparing the weather of the north pole etc / looking at different Christmases around the world. Father Christmas travelling around the continents and oceans. | **Science**: observe changes across the four seasons, \*observe and describe weather changes, \*explore and compare the differences of living, dead and alive \* Living things have habitats \* describe food chains \*notice that animals, including humans, have offspring which grow into adults. Sea animals and creatures.  **Computing:** \*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies’-Safety session within computing lessons. \*understand what algorithms are; how they are implemented as programs on digital devices; and hat programs execute by following precise and unambiguous instructions. \*create and debug simple programs \*use logical reasoning to predict the behaviours od simple programs Pirates – directing ships. \*Recognise common uses of technology beyond school. Pirate ships / ships / different technology.  **DT:** \*design purposeful, functional, appealing products for themselves and other users based on design criteria, \*select from and use a range of tools and equipment to perform practical, \*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics, \*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.\*Build structures, exploring how they can be made stronger, stiffer and more stable. \*explore and use mechanisms in their products. Making pirate ships with working flags.  **Art and Design:** \*To use a range of materials creatively to design and make products. \*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. \*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. \*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Observational drawings (seaside / landscapes) CS. Drawing different parts of a ship, up close drawing CS. Pirate flags, looking at patens CS. Seascapes CS. Sand art CS. 3D clay models of sea creatures / real or made up CS. Create new shell for a hermit crab from clay CS (Literacy link: have to sell the shell to a crab by writing adverts). Seaside printing CS.  **History: \***The lives of signification individuals in the past who have contributed to national and international achievements. \* Changes in living memory. Different periods of pirates and their ships CS. Famous explorers and their ships (changes) CS. Grace Darling.    **Geography:** \*identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.\*Human and Physical geography \*Using basic geographical vocabulary,\*use world maps, atlases and globes \*use simple compass directions and locational and directional language to describe the location of features and routes on a map \*use aerial photographs and plan perspectives \*Name and locate the world’s seven continents and five oceans. \*understand similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of small area in a contrasting non-European country Looking at weather forecast each day. Coastal Features. Looking at pirate maps. Comparing coastal features of Australia. | Music will be covered throughout the year following Charanga (1x hour lesson each week).  Computing will be covered throughout the year using Purple Mash (1x hour lesson each week).  Physical Education will be covered throughout the year in weekly 2x 1 hour sessions.  Religious Education will be covered through 7hours teaching time each term.    English and Maths objectives will be highlighted when covered throughout the year. |